
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2017—
2018



UNIVERSITAT DE
BARCELONA

Rector

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Foreword from the Rector

Once again this year, the University of Barcelona is pleased to present the Report on Social Responsibility. This report gives an account of the UB's main activities in relation to our ethical commitments and social responsibilities during the academic year 2017-2018.

In the following pages, readers will find comprehensive data on the UB, including the most important information on our management ethics, our responsibility to students and to staff, our impact on society and the economy, and our commitment to improve the natural environment, among other matters. This is because the University of Barcelona is a leading national and international institution not only as a consequence of the quality of our teaching and research—where the UB has achieved very strong positions in a number of international rankings—but also because of our firm belief in making a positive impact on our environment through the activities that we carry out.

As a public institution, the University has a duty to give back to society everything that society has provided to us. This report, which gives a public accounting of our efforts, reflects this commitment and its results with the utmost transparency. The report also demonstrates to society the values of excellence and fairness with which the University faces the challenges set before us.

In closing, I would like to stress that the information provided in this report reflects the sustained effort and thoroughness of everyone who is a member of the groups that make up our university community, that is, our teaching and research staff, our administrative and service staff and our students.

I invite you to pore over this Report on Social Responsibility, which will give you an excellent insight into the many facets that make up the University of Barcelona.

JOAN ELIAS

Introduction by the President of the Board of Trustees

Again this year, the University of Barcelona has prepared its Report on Social Responsibility. This year as well, the entire report has been restructured from top to bottom, because the standards set by the Global Reporting Initiative, which are aimed at organizations that are widely different in nature and purpose, have now been adapted specifically to how universities work.

The Report on Social Responsibility offers a comprehensive look at the full range of activities undertaken at the University, with an emphasis on their social impact and value. As a result, it is a crucial source of information to set improvement targets for upcoming academic years and it is a tool to ensure accountability for the resources that society makes available to the University.

We on the Board of Trustees want to emphasize the UB's social dimension beyond the activities that make up its core mission (teaching and research): it is necessary to underscore the range of the UB's direct impacts on the society, culture and economy of this country. As a consequence, the University is called upon to play an active role and contribute responsibly to the social, cultural and environmental development of society. To that end, the Report on Social Responsibility sets as future targets, first, to convey the UB's impacts linked to each of the Sustainable Development Goals, which seek to enhance living conditions both locally and globally, and, second, to lay out a sustainable development plan.

After all, the UB must respond to the challenges of global transformation and contribute to the pursuit of Agenda 2030. This agenda is universal and ambitious and it will require the commitment of universities, which have a key part to play in the advancement of nations. The role of the University of Barcelona, therefore, must necessarily be an active one. It must make change happen. It must stand at the centre of the debate. In short, the UB must take action, collaborating effectively with a whole host of actors, governments, public bodies, research centres, firms and NGOs in order to make the goals of the United Nations' new global agenda both possible and achievable.

In the upcoming academic year, we will take stock of our progress and see how far we have come.

As we do each academic year, the Board of Trustees would like to thank the entire university community for their hard work and express our full support and assistance to carry out socially responsible teaching and research.

JOAN COROMINAS GUERÍN

List of abbreviations

To assist readers who are not experts in the subject matter, we have reduced the number of abbreviations with respect to previous years. Only abbreviated are words that appear often or that we believe will help in reading the report (e.g., because they appear in a table, because they are known better by their abbreviation than by their full name, etc.).

ACUP	Catalan Association of Public Universities
AECID	Spanish Agency for International Development Cooperation
BIE	UB Barcelona Entrepreneurship Institute
BKC	Barcelona Knowledge Campus
BRD	grant for training in research and teaching
CAP	Primary healthcare centre
CCiTUB	UB Science and Technology Centres
CEPYME	Spanish Confederation of Small and Medium Businesses
CRAI	UB Learning and Research Resources Centre
CRUE	Spanish Universities Rectors Conference
FBG	Bosch i Gimpera Foundation
FTE	Full-time equivalent
GRI	Global Reporting Initiative (Institution that developed the first guide for sustainability reports)
HUBc	UB Health Campus
ICT	information and communication technologies
IDP-ICE ¹	UB Institute for Professional Development

¹ Former ICE (Institute of Education Sciences).

IL3	Institute for Lifelong Learning
LERU	League of European Research Universities
NGO	Non-governmental organization
NPI	Private not-for-profit institution
OCI	UB Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	UB International Mobility and Programmes Office
ONCE	National Organization of Spanish Blind People
OSSMA	UB Office for Health, Safety and Environmental Issues
PAS	Administrative and service staff
PDI	Teaching and research staff
R&D	Research and development
RRI	Responsible research and innovation
SAE	UB Student Support Service
SDG	Sustainable Development Goal
SME	Small and medium-sized businesses
SR	Social responsibility
TFG	Bachelor's degree thesis
TFM	Master's degree thesis
UAB	Autonomous University of Barcelona
UB	University of Barcelona
UPF	Pompeu Fabra University
URV	Rovira i Virgili University
USR	University social responsibility

THE UNIVERSITY OF BARCELONA



Profile

Services rendered, knowledge areas and type of students

SERVICES RENDERED

Historically, the most important functions of the UB and public universities around the world have been teaching, research and knowledge transfer. Under the current governing team, however, excellence has been added as another top goal of the UB. In the academic year 2017-2018, several honours and distinctions point to the UB's commitment to excellence:

- The Language and Research Resources Centre (known as CRAI) has received the EFQM 500+ European Seal of Excellence, the most important seal that can be bestowed. The recognition was given by the Excellence in Management Club, which is a representative body of the European Foundation for Quality Management, and Bureau Veritas, an organization dedicated to the top certification services worldwide.
- The collected texts on Bioethics published by the UB's Publicacions i Edicions has obtained the Quality Seal in Academic Publishing bestowed by ANECA (the Spanish National Agency for Quality Assessment and Accreditation) and FECYT (the Spanish Foundation for Science and Technology).
- The collection on Active Journalism published by Publicacions i Edicions has received the prize for best collection from UNE, an association of Spanish university presses.

At the same time, universities must think increasingly of the well-being of the university community and society as a whole. They must understand their social environment, undertake actions and offer services in order to adapt to the changing needs of the society of which they form a part. This report lays out the additional functions taken on by the University beyond its more traditional ones and puts special emphasis on its social impact.



KNOWLEDGE AREAS

With the aim of meeting the needs and requirements of students and society at large, the UB's academic offering and research activities encompass the main fields of knowledge:

- Arts and Humanities
- Education Sciences
- Health Sciences
- Social and Legal Sciences
- Experimental Sciences and Engineering

TYPE OF STUDENTS

As a Catalan public university, the UB seeks above all to provide higher education to any young person in Catalonia or elsewhere in Spain who, regardless of their socioeconomic status, wishes to pursue university studies.

Size of the UB

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

SIZE OF THE UB*	
PDI	6,314 (2,985 women and 3,329 men)
PAS	2,292 (1,470 women and 822 men)
Total number of employees	8,606 (4,455 women and 4,151 men)
Bachelor's degree students	46,864 (42,377 in UB centres and 4,487 in affiliated centres)
University master's degree students	7,355 (5,662 in UB centres and 1,693 in affiliated centres)
Master's degree or postgraduate students	10,583 (6,732 in UB centres, 2,956 at IL3, 280 at IDP-ICE and 615 in affiliated centres)
Trainee researchers	4,715
Number of students**	80,702
Graduated students	7,705 (7,035 in UB centres and 670 in affiliated centres)
Students who have obtained a university master's degree	3,918 (3,273 in UB centres and 645 in affiliated centres)
Students who have obtained a UB-specific master's degree	-
Doctoral theses read	461
Income***	401,598,691.41
Expenditure***	405,554,412.22
Bachelor's degrees	74**** (63 in UB centres and 11 in affiliated centres). 10 simultaneous study pathways
University master's degrees	153 (145 in UB centres and 8 in affiliated centres)

SIZE OF THE UB*	
Postgraduate courses	918
Doctoral programmes	48
Surface area	662,774 sq m
Campus	6
Affiliated centres	9

* The figures relating to academic aspects reflect the academic year 2017-2018, the figures relating to research are from the calendar year 2017 (though they should relate to 2018, the figures for research always refer to a year earlier than other units because they cannot be sufficiently updated by the time this report is written), and the financial and staff figures correspond to 31 December 2018.

** Excluding students enrolled in postgraduate and lifelong learning courses managed by UB and IL3.

*** The performance figures are provisional (31 March 2019).

**** Including the UB-specific degree in Private Investigation, even though it is not a bachelor's degree.

Source: OCI based on data from Human Resources, Finance and the [UB Report 2017-2018](#)



Significant changes

In 2018, the University has experienced changes in a wide range of areas, such as facilities, locations and governing team.

In the area of facilities and locations:

- The expanded premises of the Faculty of Law have been opened.
- The refurbishment of a portion of the Faculty of Medicine, which had been pending since the late nineteen-nineties, has been completed.

With respect to the governing team, the following changes have been made:

- Dr. Josep Oriol Escardíbul Ferrà has left the post of Vice-Rector for Economy and now holds the post of General Manager.
- Dr. Mercè Pallàs Lliberia has left the post of Vice-Rector for Teaching and Research Staff, which is now held by Dr. Josep Batista Trobalón.
- Dr. Rafael Martínez Martínez has left the post of Vice-Rector for Organization and Administrative and Service Staff.
- Dr. Ernest Pons Fanals has left the post of Head of Bureau at the Rector's Office, which is now held by Pedro Vázquez Pinilla, and has taken on the post of Vice-Rector for Coordination and Communication.
- Dr. Albert Cirera Hernández has taken on the post of Vice-Rector for Entrepreneurship, Transfer and Innovation.

No significant changes have occurred in the UB's financial structure (provisional figures) or employment structure (final figures).

Objectives for 2019

- To carry on with the refurbishment of parts of the Faculty of Medicine that are currently out of service.

Strategy

Precaution, impacts, opportunities and risks

At present, the UB has no formal mechanism by which to conduct a detailed analysis of any potential impacts on sustainability before taking a decision. However, several units in the institution do incorporate mechanisms of environmental, social and economic precaution in the performance of their functions.

The principle of caution is addressed in the [Sustainability Plan](#), which is reviewed annually through the submission of a [Monitoring Report](#) to the University Senate. In this respect, OS-SMA is a fully established UB office that oversees the reduction in environmental impacts from the institution's activity. Other parts of the UB also collaborate actively in the principle of environmental precaution. As an example, the Building Works and Maintenance Office carries out steps each year to reduce energy and water usage.

In addition, through the Office of the Vice-Rector for Equal Opportunities and Social Action, the UB incorporates the perspective of social sustainability in its decision-making processes.

As a public institution, the university is subject to a system of public accounting and budgeting that requires the preparation and approval of an annual budget by the pertinent bodies, which in the case of the UB are multistakeholders.² The approved budget is binding. That is, it is necessary to verify the existence of credit for any expenditure, which must be duly shown as necessary and appropriate. Various units have responsibility for oversight and supervision: the General Manager's Office, the Governing Council, the Board of Trustees and the OCI, with preliminary auditing performed by the controller.

The preparation of the annual budget, the participation of various bodies in the approval of the budget and the preparation of economic sustainability plans involving formal oversight of

2. The UB has a multistakeholder model of governance that includes representatives from different stakeholder groups.

spending processes and control mechanisms to ensure strict compliance represent a series of procedures to safeguard the viability and survival of the university as a public institution.

The University must not only be aware of the impacts of its activity on sustainability, but it must also understand the social, economic and environmental reality and adapt its strategies and priorities accordingly. In this respect, the Governing Council, the Senate and other UB governing bodies have recently issued statements on matters of current concern that have had a major impact on Catalan society and, when deemed necessary, they have implemented programmes or taken steps to address new situations (in the midst of the recession, for example, the [bkUB](#) grant programme was instituted and it remains in place).



Structures and strategy for social responsibility

STRUCTURES

The UB has a number of structures that are responsible specifically for social responsibility:

- **Office of the Vice-Rector for Equal Opportunities and Social Action:** one of its functions is to manage the UB's social responsibility.
- **Rector's Delegate for Sustainable Development:** this person implements and monitors the UB's Sustainable Development Goals.
- **OCI:** this office promotes the values of social responsibility, proposing mechanisms to ensure that the UB is more socially responsible. In addition, OCI prepares the annual Report on Social Responsibility and leads other projects and initiatives in the area of social responsibility.
- **Committee for Social Responsibility / Committee for Sustainable Development:** this committee sets the direction in the area of social responsibility and approves the Report on Social Responsibility and any other related project or initiative. In 2018, the Committee for Social Responsibility was disbanded and its functions were transferred to the Committee for Sustainable Development, which was slated to start work in 2019.

There are also other units, especially those reporting to the Office of the Vice-Rector for Equal Opportunities and Social Action, that are closely involved in social responsibility:

- Equality Unit and equality committees of faculties and schools
- OSSMA
- UB Healthy University
- UB Solidarity Foundation and UB Volunteering

- University of Experience
- Service-Learning Group
- Ombuds Office
- Support and Mediation Office

STRATEGY

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

- Throughout the annual Report on Social Responsibility, but especially in the Foreword from the Rector.
- In the [annual management report of the rector](#), which is submitted to the Senate each December.
- In the Sustainability Plan, which reports on the UB's policy in the area of sustainability, though its focus is on the environmental area.

Lastly, the UB is now preparing its Strategic Plan, which will set out the long-term aims of the institution (for 2030). In the forthcoming plan, the commitment to social responsibility will appear in the section headed *Committed Leadership of Society*.³

Objectives for 2019

- To set up the Committee for Sustainable Development.
- To prepare the Plan for Sustainable Development.
- To link the content in the Report on Social Responsibility to the Sustainable Development Goals so that the report shows the UB's impact on these goals.

3. Because the Strategic Plan is still in preparation, it is not possible to guarantee that the section called *Committed Leadership of Society* will bear this name or will even exist in the final version.

Governance, ethics and integrity

Values and advisory mechanisms

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

VALUES

The UB's values—freedom, democracy, justice, equality and solidarity—emanate from the principles set out in the Statute of the University of Barcelona and are shared by the entire university community. The University participates in values and a culture of responsibility that begin with university autonomy and extend to academic freedom, tolerance and dialogue, diligence and professionalism in the taking of actions, excellence, engagement and debate about university changes and challenges, the search for knowledge, transparency of information and accountability, the efficient use of public resources and high ethical standards and codes of conduct.

The specific passage of the Statute (article 4) where the UB's values are stated says:

4.1 For the proper pursuit of its activities, the University of Barcelona endorses the principles of freedom, democracy, justice, equality and solidarity. All members of the university community have an obligation to abide by these principles in their actions. Accordingly, this ensures:

a) freedom to teach, do research and study as well as freedom of expression, association and assembly of University members inside the university;

b) the equality of all members of the university, who shall not be subject to any discrimination;

c) the right of all members of the university to take part in the shared task of meeting the objectives of the University:

d) the right to be assessed fairly, and

e) the orientation of teaching and research toward a culture of peace, social and human progress grounded in human rights, and respect for the environment and sustainable development.

4.2 The University of Barcelona upholds respect for the dignity of people in the development of their activities, undertakes to defend their personal safety and integrity in the pursuit of their activities, and promotes the integration of people with functional diversity, ensuring that facilities are adequate for their use.

4.3 The University of Barcelona carries out a policy of occupational risk prevention to ensure the health and safety of all its members; to this end, the UB adopts a prevention management system in accordance with current legislation and adapted to its particular organizational characteristics.

In addition to the values that guide all activity at the UB, the University has specific codes and documents, such as the [Code of Ethics on Integrity and Best Practices](#), which was approved in October 2018. While the Code of Ethics does not have the character of lawful regulations, it is a statement of the principles that govern the UB and it covers the areas of research, teaching, learning, publications, communication, management and so forth. It also contains a list of best practices, which provide a set of rules, recommendations and commitments that UB groups need to take into account in order to foster excellence and prevent problems of integrity in their activities at the University.

As the *Research* section will address, there are also specific codes and committees to regulate research. In this respect, it is necessary to mention the Ethics Committee, the [Bioethics Committee](#) and the [Animal Experimentation Ethics Committee](#).

Lastly, it is important to mention the [Observatory on Bioethics and Law](#).

ETHICAL AND LEGAL ADVISORY MECHANISMS

The external advisory mechanisms are highly limited. One highlight, however, would be the [Ombuds Office of Catalonia](#).

Internally, the [UB has a Support and Mediation Office](#) and its own [Ombuds Office](#), which are the main places to address grievances and make enquiries about unethical or illegal conduct or about interpersonal conflict. The UB also has an office of Legal Services, which can resolve legal questions that arise among employees and there are [research committees](#) that can respond to ethical questions linked to research activity. OCI and departments in the General Manager's Office oversee the handling of any illegal or similar conduct in the accounting or academic area.

Governance structure and executive responsibility in economic, environmental and social areas

GOVERNANCE STRUCTURE

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

The **Senate** is the highest-ranking representative body of the UB community. Its duties include drafting, modifying and, where necessary, bringing the Statutes into line with modern developments, overseeing the University's governing bodies and making appointments to these bodies, defining the general lines of University policy and, in extraordinary circumstances, calling elections to appoint a new rector. The stakeholder groups that make up the university community elect their delegates to the Senate.

The **Governing Council** is the collegial body for governance at the University of Barcelona. It establishes policy lines in terms of strategy and programming, as well as the directives and procedures necessary to implement them in the organization of disciplines and teaching staff, research, human and economic resources and budget preparation.

The **Board of Trustees** is the body through which civil society participates in the University and the University interacts with civil society. In line with current legislation, its duties include overseeing the University's economic activities and the performance of its services, as well as fostering societal collaboration in the UB's funding.

The **General Manager's Office** is responsible for managing and administering the resources of the University under the leadership of the rector and in accordance with the guidelines set by the Governing Council and the Board of Trustees.

EXECUTIVE RESPONSIBILITY IN ECONOMIC, ENVIRONMENTAL AND SOCIAL AREAS

In economic, environmental and social areas, there are two types of decisions:

- General or strategic decisions, which are translated into internal regulations. These decisions are taken by the UB's governing bodies, which contain representatives of the University's stakeholder groups. Accordingly, the stakeholder groups play an important role in this type of decision-making.
- Executive decisions, which develop the broad strategic lines of the UB. These decisions are taken by the governing team, whose membership reflects the electoral process established for the election of the UB rector.

The UB has a range of posts and committees with responsibility in the economic, environmental and social areas. Strictly speaking, however, the governing team cannot be said to delegate its authority over these areas to other bodies.

Governing bodies

The main internal and external stakeholder groups of the UB have representatives on the governing bodies:⁴

- **Members of the Senate by stakeholder group**

COMPOSITION OF THE SENATE											
PDI				PAS				STUDENTS			
MEN		WOMEN		MEN		WOMEN		MEN		WOMEN	
%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER
53.89	90	46.10	77	50	15	50	15	52.27	46	47.72	42
167				30				88			
58.60%				10.53%				30.88%			
285											

Source: General Secretary's Office

As the table above shows, there are **285** members of the Senate, reflecting **52.98%** men and **47.02%** women. In the case of members' ages, there are figures only for PAS and students: **76.67%** of PAS are **over 50 years of age** and **23.33%** are **between 30 and 50 years of age**, while practically all students (**96.59%**) are **between 20 and 30 years of age**.

4. A brief description of the governing bodies that appear in this section can be found in the earlier section entitled [Governance structure and executive responsibility in economic, environmental and social areas](#) (internal hyperlink). Consequently, they will not be defined here again.

- Members of the Governing Council by stakeholder group

COMPOSITION OF THE GOVERNING COUNCIL															
SOCIETY (BOARD OF TRUSTEES)				PDI				PAS				STUDENTS			
MEN		WOMEN		MEN		WOMEN		MEN		WOMEN		MEN		WOMEN	
%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER
100	1	0	0	75.51	37	24.48	12	50	2	50	2	50	3	50	3
1				49				4				6			
1.67%				81.67%				6.67%				10%			
60															

Source: General Secretary's Office

As the table above shows, there are **60** members of the Governing Council, reflecting **71.67%** men and **28.33%** women. In the case of members' ages, the representative of civil society and all PAS members are **over 50 years of age**, while all students are **less than 30 years of age**. No information is available on the ages of PDI members.

- Members of the Executive Council by stakeholder group

The **Executive Council** assists the rector in the performance of his duties and responsibilities as the highest authority of the University. Members include the rector, the vice-rectors, the general secretary and the general manager.

COMPOSITION OF THE EXECUTIVE COUNCIL							
PDI				PAS			
MEN		WOMEN		MEN		WOMEN	
%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER
69.23	9	30.77	4	100	2	0	0
13				2			
86.67%				13.33%			
15							

Source: General Secretary's Office

As the table above shows, there are **15** members of the Executive Council, reflecting **73.33%** men and **26.67%** women. In the case of members' ages, the only two PAS members (the general manager and the Head of Bureau at the Rector's Office) are both men and one is between **30 and 50 years of age**, while the other is **over 50 years of age**. As for PDI members, the vast majority (**78.57%**) are **over 50 years of age**, while the remaining **21.43%** are **between 30 and 50 years of age**.



• **Members of the Board of Trustees by stakeholder group**

COMPOSITION OF THE BOARD OF TRUSTEES							
REPRESENTATIVES OF THE UNIVERSITY COMMUNITY				SOCIETY			
MEN		WOMEN		MEN		WOMEN	
%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER	%	REAL NUMBER
83.33	5	16.67	1	77.78	7	22.22	2
6				9			
40%				60%			
15							

Source: Board of Trustees

As the table above shows, there are **15** members of the Board of Trustees, reflecting **80%** men and **20%** women. No information on members' ages has been gathered.

For additional information on the governing bodies, you can consult the [Statute of the University of Barcelona](#).

Stakeholder inclusiveness

Stakeholder groups and definition

The UB's main stakeholder groups (PDI, PAS, students and civil society) have been identified and take part in the various governing bodies through their representatives.

The University has relationships with many other groups (e.g., suppliers, Barcelona City Council, European Union, various NGOs, associations, other universities, etc.) that have not been identified formally as stakeholder groups and do not sit on the UB's governing bodies. In some cases, however, their importance for the UB is readily apparent. Examples include the Government of Catalonia and the Spanish state, which are the main sources of the UB's financial resources.

Stakeholder inclusiveness at the University

The existence of multistakeholder governing bodies shows the strong commitment of the UB (and the rest of the Catalan public university system, which is also overseen by multistakeholder governing bodies) to interact with its stakeholder groups. This relationship gives representatives of the UB's stakeholder groups a voice and a vote in decision-making and in policies implemented by the UB: they have a voice because they can express their concerns or raise issues that are important to them, and they have a vote because they can vote for or against any of the proposals that are debated in the governing bodies. The General Secretary's Office keeps the minutes of all collegial governing bodies except for the Board of Trustees, which keeps its own minutes.

Stakeholder involvement in the preparation of this report

The UB's stakeholder groups determine the content of the Report on Social Responsibility. OCI, which is responsible for drafting the report, held a meeting with representatives of PAS, PDI, students and civil society as suggested in the last meeting of the Committee for Social Responsibility (July 2018)⁵ before the information-gathering process began, and they agreed together on which content from the GRI adaptation carried out by the UB and UPF⁶ to include in the document. A more detailed description of the steps taken to define the content of the report appears in the section entitled *Definition of contents*.

5. The meeting attendees included a trade union representative acting on behalf of the students and PAS; a representative of civil society, who sat on the Board of Trustees; and a lecturer with expertise in the area of social responsibility, who represented PDI.

6. The UB and the UPF have adapted the GRI standards for the preparation of sustainability reports and their adaptation is the one that has been used for the UB's Report on Social Responsibility.

Management approach

UB Strategic Plan and Governance Plan

One of the duties of the UB governing team, which includes the vice-rectors and the general manager, is to advance the institution's Strategic Plan.

The Strategic Plan arises out of the current governing team's platform, which was put forward in the last election for rector. As a result, the rector leads the process of definition. However, the Strategic Plan extends beyond the current rector's term, because its timescale reaches to 2030. This means that the content must be comprehensive and focused on the long term. The aim of the Strategic Plan is to identify the UB's goals for 2030 and establish what needs to be done to meet them.



At a later stage, the plan is to set up working groups that will draw on the participation of top officials in different areas of management and corporate governance at the UB. This approach will help to ensure that the Strategic Plan is more open and that the many areas of the UB that are essential to its operation will be fully committed. In the autumn of 2019, an open process of participation is set to engage with the entire university community and gain their buy-in to the Strategic Plan.

The Strategic Plan is expected to be ready by the end of 2019, so that it can be submitted to the various governing bodies of the University (i.e., Conference of Deans, Governing Council, Senate and Board of Trustees) for their approval.

It is necessary to bear the current political situation in mind and recall that the Government of Catalonia has not passed a new budget since 2017. As a consequence, the institutional and political context hampers forward planning for public institutions like the UB that depend heavily on transfer resources from public administrations. In other words, a key element in any planning relates to the forecasting of resources, which has a high degree of uncertainty in the present case.

In the short term, the UB has a Governance Plan: each office of vice-rector sets objectives to guide the ordinary operation of the University in anticipation of a final draft of the Strategic Plan. These objectives come from the Plan 2017-2020, which reflects the UB's medium-term planning and will be replaced by the Strategic Plan when completed.

Assessment of the Strategic Plan and Governance Plan

No decision has yet been taken on the methods to assess the UB's Strategic Plan, which is still in the preparation phase. Because it is a long-term plan (2030), it will probably require the implementation of interim monitoring to check on partial progress toward its objectives.

In the case of the Governance Plan and its annual objectives, each office of the vice-rector assesses whether the objectives have been met. In accordance with the current composition of the governing team, each office of the vice-rector bears full responsibility for his or her area and conducts the pertinent monitoring.

Objectives for 2019

- To submit the UB Strategic Plan to the various governing bodies for their approval.

SOCIETY



Responsibility to staff

Our staff ⁷

A total of **8,606** people work at the UB, of which **6,314 (73.37%)** are teaching and research staff (PDI) and **2,292 (26.63%)** are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

EMPLOYEES BY GROUP,⁸ EMPLOYMENT CATEGORY,⁹ GENDER AND AGE

PAS																			
	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	6	10	5	19	9	50	3	15	20	6	13	16	16	13	13	9	85	138	9.73
51-60	18	20	13	67	61	203	12	99	58	58	44	29	56	48	35	74	299	598	39.14
41-50	2	9	40	12	17	56	15	122	33	49	42	28	79	65	23	34	251	375	27.31
31-40	0	2	3	16	5	11	21	66	20	27	16	20	50	57	11	13	126	212	14.75
<30	0	0	1	1	0	0	19	30	9	11	7	14	52	60	1	3	89	119	9.08
Total by gender	26	41	62	115	92	320	70	332	140	151	122	107	253	243	83	133	850	1,442	100
Total	67		177		412		402		291		229		496		216		2,292		

Source: Human Resources

7. All figures are from 31 December 2018.

8. The groups in question are PAS and PDI.

9. Here is a breakdown of staff by level: PDI includes full professors, senior lecturers, associate lecturers etc., while PAS includes the subgroups A1, A2, C1 and so on for civil servants and groups I, II, III and IV for university-contracted staff.

As the table above shows, there are **2,292** PAS employees, reflecting **1,442 (62.91%)** women and **850 (37.09%)** men. As for age, the two most numerous groups are **between 51 and 60 years of age (39.14%)** and **between 41 and 50 years of age (27.31%)**. Among the PAS who are civil servants (A1, A2, C1, C2 and E), the employment categories C1 and C2 are by far the most common (**412 and 402 staff**). In the case of university-contracted staff (I, II, III, IV), the most numerous is group III (**496 staff**).

PDI																						
	UNIVERSITY PROFESSOR		UNIVERSITY SCHOOL PROFESSOR		SENIOR LECTURER		UNIVERSITY SCHOOL SENIOR LECTURER		CONTRACTED FULL PROFESSOR		ADJUNCT LECTURER		ADJUNCT MEDICAL LECTURER		COLLABORATING LECTURER ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURER WITH PHD ON AN OPEN-ENDED CONTRACT		EMERITUS PROFESSOR		TEACHING STAFF AT THE IDP-ICE (GOVERNMENT OF CATALONIA)	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	247	64	5	5	205	122	15	20	21	21	97	44	72	25	3	5	2	3	67	34	0	0
51-60	114	39	1	4	273	251	29	27	90	76	291	236	163	117	2	6	7	14	0	0	3	2
41-50	11	3	0	0	72	51	5	10	124	151	411	460	101	142	1	4	9	20	0	0	0	0
31-40	0	0	0	0	1	0	0	0	32	27	294	423	41	69	0	0	2	0	0	0	0	0
<30	0	0	0	0	0	0	0	0	0	0	77	93	4	7	0	0	0	0	0	0	0	0
Total by gender	372	106	6	9	551	424	49	57	267	275	1,170	1,256	381	360	6	15	20	37	67	34	3	2
Total	478		15		975		106		542		2,426		741		21		57		101		5	

Source: Human Resources

	ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	2	0	0	0	736	343	17.09
51-60	13	3	0	0	4	0	990	775	27.95
41-50	14	28	1	0	23	34	772	903	26.53
31-40	30	27	7	4	116	101	523	651	18.59
<30	0	0	0	2	227	211	308	313	9.84
Total by gender	57	58	10	6	370	346	3,329	2,985	100
Total	115		16		716		6,314		

* This figures includes BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, funded trainee predoctoral researchers (but not funded by La Caixa or the Government of Catalonia), predoctoral researchers with grants from the La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

Of the **6,314** staff who are PDI, **3,329 (52.72%)** are men and **2,985 (47.28%)** are women. The most numerous groups by age are **between 51 and 60 years of age (27.95%)** and **between 41 and 50 years of age (26.53%)**. The most common employment category is adjunct lecturer (**2,426 staff**), followed by senior lecturer (**975 staff**).

PERMANENT AND TEMPORARY STAFF BY CONTRACT TYPE,¹⁰ GENDER AND AGE

PAS										
	PERMANENT				TEMPORARY				% PERMANENT WORKERS BY AGE AND GENDER	
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	21	83	54	38	2	11	8	6	88.24	87.68
51-60	92	326	172	175	14	63	21	34	88.29	83.78
41-50	29	105	90	89	17	122	87	87	53.36	48.14
31-40	2	16	5	9	27	79	92	108	5.56	11.79
<30	0	0	0	0	20	31	69	88	0	0
Total civil servants and contracted staff	674		632		386		600		56.57	57.21
Total permanent and temporary	1,306				986					

Source: Human Resources

The UB has **1,306** staff in PAS who are permanent (**56.98%**) and **986** who are temporary (**43.02%**). As the table above shows, the percentage of temporary staff grows as the age falls. No important differences can be observed in the relationship between gender and temporary staff. It is also important to note that PAS includes **1,060** civil servants (**46.25%**) and **1,232** university-contracted staff (**53.75%**).

PDI										
	PERMANENT				PERMANENT				% OF PERMANENT BY AGE AND GENDER	
	CIVIL SERVANTS		UNIVERSITY- CONTRACTED STAFF		CIVIL SERVANTS		UNIVERSITY- CONTRACTED STAFF			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	463	209	95	62	4	1	174	71	75.82	79.01
51-60	408	320	99	91	1	2	482	362	51.12	53.03
41-50	83	61	116	144	0	2	573	696	25.78	22.70
31-40	1	0	25	9	0	0	497	642	4.97	1.38
<30	0	0	0	0	0	0	308	313	0	0
Total civil servants and contracted staff	1,545		641		10		4,118		38.75	30.02
Total permanent and temporary	2,186				4,128					

Source: Human Resources

10. This refers to the classification of employees as civil servants or university-contracted staff.

The UB has **2,186** staff in PDI who are permanent (**34.62%**) and **4,128** staff who are temporary (**65.38%**). As the table shows, the percentage of temporary staff in PDI grows as the age falls, just as it does with PAS. In terms of gender differences and temporary employment, PDI women have, on average, more temporary contracts (**69.98%**) than men do (**61.25%**). It is also important to note that PDI includes **1,555** civil servants (**24.63%**) and **4,759** university-contracted staff (**75.37%**).

FULL-TIME AND PART-TIME STAFF BY GENDER AND AGE

PAS						
	FULL-TIME PAS		PART-TIME PAS		% FULL-TIME PAS BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	38	108	47	30	44.71	78.26
51-60	296	593	3	5	99.00	99.16
41-50	212	384	11	19	95.07	95.29
31-40	101	189	25	23	80.16	89.15
<30	42	60	47	59	47.19	50.42
Total men and women	689	1,334	133	136	83.82	90.75
Total full-time and part-time	2,023		269		2,292	

Source: Human Resources

Of PAS, **88.26%** (**2,023** people) have a full-time job, while **11.74%** (**269** people) have a part-time job. In terms of gender, women have a higher percentage of full-time jobs (**90.75%** of women compared to **83.82%** of men). In terms of age, there are more part-time contracts among PAS who are under 30 years of age and over 60 years of age.

PDI						
	FULL-TIME PDI		PART-TIME PDI		% FULL-TIME PDI BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	463	236	273	107	62.91	68.80
51-60	521	420	469	355	52.63	54.19
41-50	255	300	517	603	33.03	33.22
31-40	187	158	336	493	35.76	24.27
<30	227	213	81	100	73.70	68.05
Total men and women	1,653	1,327	1,676	1,658	49.65	44.46
Total full-time and part-time	2,980		3,334		6,314	

Source: Human Resources



Of PDI, **47.20% (2,980 people)** have a full-time job, while **52.80% (3,334 people)** have a part-time job. In terms of gender, men have a higher percentage of full-time jobs (**49.65%** of men compared to **44.46%** of women). In terms of age, there are more full-time contracts among PAS who are under 30 years of age and over 60 years of age.

LEVEL OF OFFICIAL STUDIES OF EMPLOYEES

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2015	2016	2017	2018
Doctors	3,831	3,802	3,791	3,814
Graduates, holders of an undergraduate degree or diploma	3,084	3,287	3,676	3,818
Total	7,796	7,985	8,536	8,606

Source: Human Resources

UB staff are highly qualified: out of a total workforce of **8,606** staff, **7,632 (88.68%)** have a diploma, a pre-EHEA degree, a bachelor's degree or some level of higher education.

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2015	2016	2017	2018
PhD	3,703	3,678	3,683	3,696
Graduates, holders of an undergraduate degree or diploma	1,829	2,035	2,565	2,618
Percentage of PDI who are PhD holders	66.94%	64.38%	58.95%	58.54%
Total	5,532	5,713	6,248	6,314

Source: Human Resources

Of PDI, **58.54%** are PhD holders. The remainder have a pre-EHEA degree, a bachelor's degree or a diploma.

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	2015	2016	2017
PhD	128	124	108
Graduates or diploma holders	1,255	1,252	1,111
Upper secondary education or equivalent	598	521	701
Vocational training	121	224	43
Compulsory secondary education or equivalent	162	151	325
Total	2,264	2,272	2,288

Source: Human Resources

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	2018*
PhD	118
University master's degree	81
Graduates and holders of pre-EHEA degree or diploma	892
Holders of diploma or equivalent qualification	227
Upper secondary education or equivalent	594
Compulsory secondary education or equivalent	380
Total	2,292

* The table for 2018 reflects distinct numbers because the groupings in which the information has been collected have changed slightly. The figures for 2015, 2016 and 2017 have been kept to show the evolution over time.

Source: Human Resources

Of the **2,292** PAS members, **47.60%** (**1,091** people) are graduates, holders of pre-EHEA degrees or diplomas or they have higher levels of studies.

NUMBER OF EXTERNAL STAFF ENGAGED IN WORK ACTIVITY AT THE UB

The UB outsources a number of services. As a consequence, external staff work on the premises of the University. To be specific, there are seven areas managed by external organizations:

- maintenance of large facilities
- minor repairs
- cleaning
- gardening
- bars
- copy services and bookshops
- security

EXTERNAL EMPLOYEES			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	64	0	64
Minor repairs	17	0	17
Cleaning	48	291	339
Gardening	16	1	17
Bars	51	49	100
Copy services and bookshops	8	31	39
Security	83	9	92
Total	287	381	668

Source: Building Works and Maintenance, Patrimony and Safety units

In 2018, **668** external staff in the seven listed areas have carried out work on the UB's premises. Of the total, **57.04%** were women, primarily because the workforce of the cleaning companies is made up almost exclusively of women.

New hires, staff turnover, retirements and resignations¹¹

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																			
	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.40
51-60	0	0	0	2	0	0	0	4	1	2	1	0	0	0	3	1	5	9	5.67
41-50	0	0	0	1	0	0	1	7	1	1	0	3	0	1	2	4	4	17	8.50
31-40	0	1	0	4	1	1	6	6	4	2	3	3	10	11	4	1	28	29	23.08
<30	0	0	1	1	0	0	14	17	12	5	5	7	41	47	2	2	75	79	62.35
Total by gender	0	1	1	8	1	1	21	34	18	10	10	13	51	59	11	8	113	134	100
Total	1		9		2		55		28		23		110		19		247		

Source: Human Resources

11. All of the information is from 31 December 2018.



Throughout 2018, **247** new hires have joined PAS: **134** women (**54.25%**) and **113** men (**45.75%**). Of the total, **67** (**27.13%**) were civil servants (A1, A2, C1 and C2) and **180** (**72.87%**) were university-contracted staff (groups I, II, III, IV). Group III has had the highest number of new hires: **110**. In terms of age, most of the new hires are less than **30 years of age** (**62.35%**).

PDI NEW HIRES													
	ASSISTANT LECTURERS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% PER AGE GROUP
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	0	1	2	0	1	0	0	0	3	1	0.67
51-60	0	0	22	14	5	15	0	0	1	0	28	29	9.48
41-50	0	0	34	54	16	26	0	0	5	10	55	90	24.13
31-40	1	2	52	69	16	30	0	0	24	22	93	123	35.94
<30	0	0	30	39	2	2	0	0	57	49	89	90	29.78
Total by gender	1	2	138	177	41	73	1	0	87	81	268	333	100
Total	3		315		114		1		168		601		

* This figures includes BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, funded predoctoral researchers (but not funded by La Caixa or the Government of Catalonia), predoctoral researchers with grants from the La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

Throughout 2018, **601** new hires have joined PDI: **333** women (**55.41%**) and **268** men (**44.59%**). The largest number of new hires have joined as adjunct lecturers: **315** people. In terms of age, the most numerous were staff between **31 and 40 years of age** (**35.94%**).

TURNOVER BY AGE, SEX AND EMPLOYMENT CATEGORY

PAS ACTIVE IN 2018 AND NOT ACTIVE AT 31/12/2018																			
	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	1	1	1	4	1	14	0	1	4	4	3	5	1	2	1	4	12	35	11.52
51-60	1	2	0	1	0	0	0	4	3	5	2	3	6	1	1	2	13	18	7.60
41-50	0	0	1		0	1	1	3	12	16	1	5	10	17	1	2	26	44	17.16
31-40	0	0	1	2	1	0	1	4	20	13	5	10	28	20	3	0	59	49	26.47
<30	0	0	1	3	0	0	3	8	10	8	9	10	44	53	2	1	69	83	37.25
Total by gender	2	3	4	10	2	15	5	20	49	46	20	33	89	93	8	9	179	229	
Total	5		14		17		22		95		53		182		17		408		

Source: Human Resources

A total of **408** people in PAS have left the UB in 2018. The age group most affected by turnover is made up of people who are less than **30 years of age (37.25%)**. By employment category, the most affected group is university-contracted staff in Group III (**182** people) and Group I (**95** people).

PDI ACTIVE IN 2018 AND NOT ACTIVE AT 31/12/2018																						
	UNIVERSITY PROFESSOR		UNIVERSITY SCHOOL PROFESSOR		UNIVERSITY SENIOR LECTURER		UNIVERSITY SCHOOL SENIOR LECTURER		CONTRACTED FULL PROFESSOR		ADJUNCT LECTURER		ADJUNCT MEDICAL LECTURER		COLLABORATING LECTURER ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURER WITH PHD ON AN OPEN-ENDED CONTRACT		EMERITUS PROFESSOR		TEACHING STAFF AT THE IDP-ICE (GOVERNMENT OF CATALONIA)	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	13	2	0	2	27	24	9	3	2	2	14	6	6	9	0	0	1	0	36	18	0	0
51-60	0	0	0	0	2	2	0	0	0	0	16	27	4	17	0	0	0	0	0	0	0	0
41-50	0	0	0	0	0	1	1	1	2	0	30	38	5	14	0	0	0	0	0	0	0	0
31-40	0	0	0	0	0	0	0	0	0	0	53	77	6	15	0	0	0	0	0	0	0	0
<30	0	0	0	0	0	0	0	0	0	0	20	41	0	3	0	0	0	0	0	0	0	0
Total by gender	13	2	0	2	29	27	10	4	4	2	133	189	21	58	0	0	1	0	36	18	0	0
Total	15		2		56		14		6		322		79		0		1		54		0	

Source: Human Resources

	ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	0	0	0	0	108	66	22.34
51-60	0	0	0	0	1		23	46	8.86
41-50	1	0	1	0	4	8	44	62	13.61
31-40	2	0	0	0	47	51	108	143	32.22
<30	0	0	0	0	56	59	76	103	22.98
Total by gender	3	0	1	0	108	118	359	420	100
Total	3		1		226		779		

* This figures includes BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, funded predoctoral researchers (but not funded by La Caixa or the Government of Catalonia), predoctoral researchers with grants from the La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

A total of **779** people in PDI have left the UB in 2018. The age group most affected by turnover is made up of people **between 31 and 40 years of age (32.22%)**. By employment category, the most affected are adjunct lecturers and researchers with specific funding.

RETIREMENTS BY AGE, GENDER AND EMPLOYMENT CATEGORY

RETIRING PAS																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
0	1	1	3	1	13	0	1	5	4	3	5	0	1	1	4	11	32
1		4		14		1		9		8		1		5		43	

Source: Human Resources

In 2018, **43** members of PAS have retired. Of the total, **32 (74.41%)** are women and **11 (25.58%)** are men. By employment category, the most retirements are in Group C1 (**14**).

RETIRING PDI																							
	UNIVERSITY PROFESSOR		UNIVERSITY SCHOOL PROFESSOR		UNIVERSITY SENIOR LECTURER		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSOR		ADJUNCT LECTURER		ADJUNCT MEDICAL LECTURER		COLLABORATING LECTURER ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURER WITH PHD ON AN OPEN-ENDED CONTRACT		EMERITUS PROFESSOR		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	14	2	0	2	27	24	9	4	2	4	7	3	4	3	0	1	1	0	17	4	81	47	97.71
51- 60	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	2.29
Total by gender	14	2	0	2	27	26	9	4	2	4	7	4	4	3	0	1	1	0	17	4	81	50	100
Total	16		2		53		13		6		11		7		1		1		21		131		

Source: Human Resources

In 2018, **131** members of PDI have retired. Of the total, **81 (61.83%)** are men and **50 (38.17%)** are women. By employment category, the highest number of retirements are among university senior lecturers (**53**). Of the total, **80** were voluntary retirements, **47** were required by age and **4** were the consequence of disability.

APPLICATIONS FOR VOLUNTARY RETIREMENT

PDI	PAS	TOTAL
124	52	176

Source: Human Resources

Working conditions and workplace management tools

This section sets out information on the working conditions of staff at the UB and describes the workplace management tools that the institution has adopted to improve conditions.

TEMPORARY STAFF

TEMPORARY PDI		TEMPORARY PAS		% OF TEMPORARY WORKERS	
MEN	WOMEN	MEN	WOMEN	PDI	PAS
2,039	2,089	629	357	65,38	43,02
4,128		986			
5,114					

Source: Human Resources

As the table above shows, **43%** of all PAS and **65.38%** of all PDI have temporary contracts. When analysing these figures, however, it must be borne in mind that some jobs are temporary by nature. If we remove PAS hired thanks to specific funding (temporary by definition), the figure for temporary staff falls from **986** to **780** and the percentage of PAS with temporary contracts falls to **37.39%** (by removing the PAS with specific funding, the PAS total falls from **2,292** to **2,086** people). If we do the same thing for PDI members and remove PDI with specific funding, adjunct lecturers and adjunct medical lecturers, the percentage with temporary contracts falls to **10.08%** (and total PDI falls from **6,314** to **2,431** people).

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

A job description or profile defines the duties that must be performed by a jobholder, while the duties assigned to each employment category are determined by the legislation on public functions.

The duties performed by staff members are supervised by their immediate manager in accordance with the duties assigned to their specific jobs.

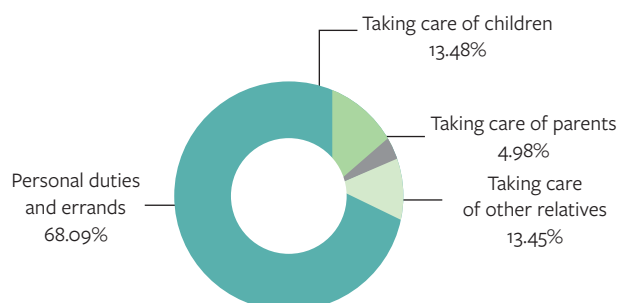
MINIMUM NOTICE PERIODS REGARDING CHANGES TO WORKING CONDITIONS

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

BETTER WORK-LIFE BALANCE

The UB has continued to offer a pool of **56** hours annually to PAS members to seek better work-life balance. When using these hours, PAS members must indicate whether they are using the hours for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.

Percentage of hours to seek better work-life balance in 2018



In 2018, **68%** of these hours have been requested to attend to personal duties and errands; **13.48%** to take care of children; **4.98%** to take care of parents and **13.45%** to take care of other relatives. In total, PAS members have used **90,619** hours. The table below shows the information from the programme on work-life balance.

WORK-LIFE BALANCE			
TYPE OF REQUEST	HOURS REQUESTED BY WOMEN	HOURS REQUESTED BY MEN	TOTAL HOURS
Care of children	8,252	3,965	12,217
Care of parents	3,241	1,267	4,508
Care of other relatives	7,872	4,320	12,192
Personal duties and errands	40,996	20,703	61,700
Total	60,362	30,257	90,618

Source: Human Resources



In addition, the UB has a time management project with training and practical application. PAS members 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 2018, they had to take an online training course to raise awareness of cyber security at the UB. The course was approximately 6 hours in length. Of the **2,431** members of PAS¹² on staff in the academic year, **1,861** have completed the course (the figure was 1,823 in 2017), which represents **76.55%** of total PAS. Of the PAS who have completed the course, **51.75%** were women.

From the results of the satisfaction questionnaire, **84%** of participants were very or completely satisfied with the course overall, giving it a **4 or 5** on a scale of 1 to 5.

Fulfilment of objectives 2018

- The scheduled course on raising awareness of cybersecurity has been taught.
- PAS members have continued to receive a pool of **56** hours to enhance their work-life balance.

MANAGEMENT OF THE WORK ENVIRONMENT: SUPPORT AND MEDIATION OFFICE¹³

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Since 2010, the UB has had a Support and Mediation Office, which is responsible for mediating interpersonal conflicts that may arise among people in the university community, regardless of the group to which they belong.

The Support and Mediation Office seeks to help people who need to share concerns and problems. Over the past year, the unit has consolidated its role as an ideal tool for the resolution of interpersonal conflicts at the UB. Thanks to a change made to its internal regulations in 2016, the Support and Mediation Office has seen a sharp rise in recent years in the number of students seeking out the services on offer (prior to the change, only conflicts between staff could be addressed).

The activity of the Support and Mediation Office is based on the principles of voluntariness, impartiality, neutrality, good faith and confidentiality.

+ information

12. The PAS figure is higher than the figure appearing in the section called *Profile* (2,292 people). The reason for the difference is that employees could enrol in the course even if they had not worked at the UB for the whole year. By contrast, the figure in the *Profile* section corresponds to 31 December 2018.

13. While information on the Support and Mediation Office appears in the section entitled *Responsibility to Staff*, students have also been able to use the services since 2016.

Cases addressed

CASES ADDRESSED*	2015	2016	2017	2018
Total cases	20	19	21	18
Cases resolved**	94.12	94.74	90.48	94.44
Total number of people attended	44	36	40	37
PDI	3	5	2	9
PAS	38	24	30	18
Students***	3	7	8	10
Women	33	21	28	22
Men	11	15	12	15
PDI women	2	0	0	7
PDI men	1	5	2	2
PAS women	28	16	19	10
PAS men	10	8	11	8
Students, women	3	5	6	5
Students, men	–	2	2	5

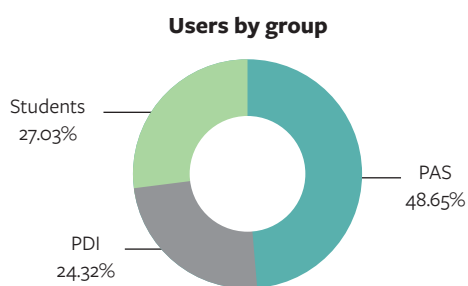
* The cases addressed also include cases from the prior year that had not yet been resolved.

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

*** In 2015, these cases were always referred to the Office of the Vice-Rector for Students and Language Policy, but starting in 2016 the Support and Mediation Office started to offer its services to students as well.

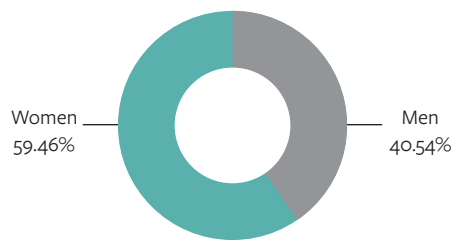
Source: Support and Mediation Office

Of the **18** cases that the Support and Mediation Office managed in 2018, **17** were resolved. These cases involved **37** members of the university community. The pie chart below shows the users by group of origin.



Source: Support and Mediation Office

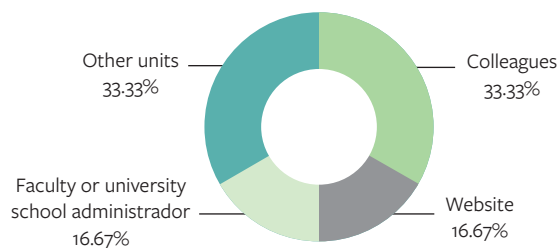
As the pie chart above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**48.65%**). Students and PDI employees represent **27.03%** and **24.32%** of total users, respectively.

Users by gender

Source: Support and Mediation Office

This year has seen a sharp decline in the gender difference noted previously in the use of the Support and Mediation Office's services, with **40.54%** of users being men and **59.46%** women.

Sources of consultation

Sources of consultation

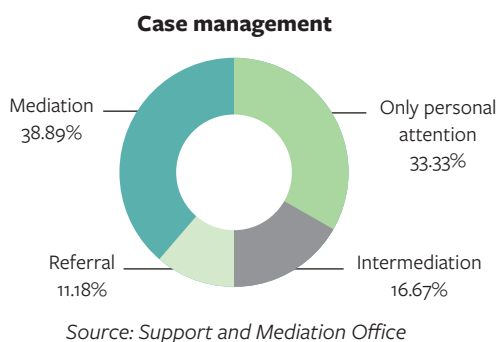
Source: Support and Mediation Office

As the pie chart above shows, people come to the Support and Mediation Office through four avenues. In 2018, the two most common avenues were through referrals from other UB units or through staff who knew about the existence of the Support and Mediation Office and shared their knowledge with colleagues adversely affected by some situation.

Case management

- **Attention.** The first step is to respond to the user's request and work together to analyse the conflict. As a result of this activity, four alternatives are possible. The first and most common one is that the user decides to stop at this point, taking the institutional support as a positive stimulus to try to change his or her relationship with the environment. The other three alternatives are: mediation, intermediation and referral of the case to another unit. The Office and the user agree together which of the options is most appropriate based on the type of conflict.
- **Mediation.** After identifying and working on the conflict, the involved parties meet and look for a joint solution in the presence of a mediator(s), who guides them throughout the process. Mediation, where deemed necessary, is structured in a total of six sessions, both individual and joint ones, held over a period of two months.
- **Intermediation.** When mediation is not possible because of the complexity of the situation, the Office works separately with the parties involved in order to halt any escalation of the conflict and reach some minimum agreements for coexistence.
- **Referral.** When the cause of the conflict is not interpersonal or mediation is not possible, the Office refers the situation to the corresponding unit.

In all four scenarios, the Support and Mediation Office closely oversees each case throughout the entire process and periodically reviews closed cases.



Typically the management of a case ends in the attention or mediation phase. In the past year, there has been a significant rise in the number of cases managed through mediation (**38.89%**).

Fulfilment of objectives 2018

- The database has been updated and new parameters have been added to facilitate statistical studies. For the purposes of data protection, the data storage has also been reorganized to make use of a secure network drive that is registered with the Spanish data protection agency.
- In terms of dissemination, only the objective of offering awareness sessions in UB faculties on the value of mediation has been met. Specifically, a session was held in the Historic Building in February 2018 in order to highlight the role that mediation can play in managing tensions of any sort.
- The objective of conducting mediation training for PDI has not been met.
- The coordination systems among the various units at the UB that work with people have improved to a very satisfactory degree. In this respect, the UB has prepared a protocol for the prevention, detection of and action against situations of sexual harassment on the grounds of gender, gender identity and sexual orientation and in the case of other sexist conduct (pending approval). Collaborators in the effort include the Support and Mediation Office, the Equality Unit and OSSMA. For a more detailed explanation of the protocol, see the section on [Equality](#).
- One of the objectives from the previous Report on Social Responsibility was to improve the database with better computer software. This objective appears unable to be met, so it has been removed from the list for 2019.

Objectives for 2019

- To promote the Support and Mediation Office and improve its position on the UB intranet so that it is better known among the university community.
- To prepare a protocol for the prevention of interpersonal conflicts among students.

Objectives for 2020

- To submit the prevention protocol to PAS and PDI.
- To provide training to PAS and PDI on the protocol for the prevention of interpersonal conflicts among students.

SOCIAL BENEFITS

The budgetary legislation of the Government of Catalonia for 2018 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban (started in 2012), the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.

PARENTAL LEAVE OFFERED BY THE UB

The [University offers leave for the following reasons:](#)

- Birth, adoption or fostering
- Maternity
- Paternity
- Hospitalization of a premature new-born (immediately after birth)
- Prenatal exams and preparatory techniques for childbirth (only for the mother)
- Fertility treatments (only for the employee receiving treatment)
- Administrative procedures and/or home visits for adoption or permanent or pre-adoption fostering required by the Administration and conducted in Catalonia
- Reduced working day because of the hospitalization of a premature new-born (immediately after birth)
- Disability of child at birth or disability of adopted or fostered minor
- International adoption
- Breastfeeding
- Caregiving for children with disabilities
- Reduced working day with full pay to take care of a child
- Minors affected by cancer or another very serious illness
- Voluntary unpaid leave to take care of a child

PAS and PDI who have exercised their right to parental leave in 2018

PAS WHO HAVE EXERCISED THEIR RIGHT TO PARENTAL LEAVE					
MATERNITY		PATERNITY		TOTAL	
FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
16	1	0	12	16	13
17		12		29	

Source: Human Resources

PDI WHO HAVE EXERCISED THEIR RIGHT TO PARENTAL LEAVE					
MATERNITY		PATERNITY		TOTAL	
FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
59	3	2	37	61	40
62		39		101	

Source: Human Resources

PAS and PDI who have exercised their right to other leave for parents in 2018

PAS LEAVE			
TYPE OF LEAVE	FEMALE	MALE	TOTAL
Working hours reduced by 1/4 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced by 1/7 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced in half (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced by 1/3 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	0	1	1
Working hours reduced by 1/3 (at 80% of total pay) to take care of a child under 6 years of age as legal guardian	6	0	6
Working hours reduced by a minimum of 1/8 and a maximum of 1/2 (the fraction desired must be indicated) (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian, only when the job requirements allow	4	0	4
Leave for breastfeeding compressed into consecutive whole days	10	0	10
Working hours reduced by one hour a day (whole hour or two half hours) because of breastfeeding	1	1	2
Birth of a child, adoption or fostering	0	12	12
Working hours reduced by 1/3 for an entire year. Upon full return to work, the employee must work a full day for the rest of the year (at 80% pay). If the reduction is to a half-day, the conditions are the same, but the pay will be at 60%.	2	0	2
Working hours reduced by a maximum of 1/2 to take care of a relative (first degree by blood or marriage) because of very serious illness	3	0	3
Total	29	14	43

Source: Human Resources



PDI LEAVE			
TYPE OF LEAVE	FEMALE	MALE	TOTAL
Working hours reduced by 1/3 (at 80% of total pay) to take care of a child under 6 years of age as legal guardian	1	0	1
Leave for breastfeeding compressed into consecutive whole days	21	0	21
Leave because of risk during pregnancy	3	0	3
Total	25	0	25

Source: Human Resources

Return to work after leave

All staff who have taken a parental leave of some kind have been able to return to their former job. The UB does not have information on the percentage of staff who are still in their jobs twelve months after returning from leave. The UB's policy ensures absolute respect for the use of any leaves on offer (some have been created specifically by the UB itself). As a result, the UB can state that no employee has lost his or her job because of taking leave.

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, which include totals and breakdowns by gender, are shown separately by PAS and PDI and correspond to the annual gross salary received in 2018 by full-time UB staff. The figures only reflect employees active between 1 January and 31 December that have been paid for twelve months of the year.

PAS

ANNUAL SALARY	MEN	WOMEN	TOTAL
Average monthly remuneration for the highest paid 5%	69,261.96	57,463.60	61,859.20
Average monthly remuneration for the lowest paid 5%	23,380.66	20,306.93	21,016.61
Average monthly remuneration for PAS as a whole	34,691.52	31,229.69	32,380.95

Note 1. The figures correspond to staff active between 1 January and 31 December 2018 who have been paid for twelve months of the year. They take into account only fixed and periodic items, including exceptional payments. Not included, therefore, are any ad hoc payments (e.g. schools, master's programmes, postgraduate studies, special remunerated commissions, work clothes, recovery of exceptional payments from prior years, etc.).

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

Source: Human Resources

The lowest paid **5%** of women in PAS receive **3,073.73** euros a year less, on average, than the lowest paid **5%** of men in PAS. The difference between the average salaries for men and for women is similar (**3,461.83** euros). The differences by gender are much sharper when comparing the highest paid **5%** of women and men in PAS: the gap, on average, is **11,798.36** euros a year.

PDI

ANNUAL SALARY	MEN	WOMEN	TOTAL
Average monthly remuneration for the highest paid 5%	91,381.98	86,385.21	90,233.59
Average monthly remuneration for the lowest paid 5%	15,907.65	15,780.94	15,851.81
Average monthly remuneration for PDI as a whole	56,286.49	50,644.20	53,792.61

Note 1. The figures correspond to staff active between 1 January and 31 December 2018 who have been paid for twelve months of the year. They take into account only fixed and periodic items, including exceptional payments. Not included, therefore, are any ad hoc payments (e.g. schools, master's programmes, postgraduate studies, special remunerated commissions, work clothes, recovery of exceptional payments from prior years, etc.).

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

Source: Human Resources

While there are no significant differences between the lowest paid **5%** of PDI men and women, the gender differences rise sharply for the highest paid **5%** and the average salary. In this respect, the highest paid **5%** of men in PDI earn **4,996.77** euros more, on average, than the highest paid **5%** of women in PDI. The gap between the average gross salaries for men and women is even greater: **5,642.29** euros a year.

SALARY DIFFERENCES AMONG EMPLOYEES

RATIO BETWEEN HIGHEST AND LOWEST SALARIES						
	PDI			PAS		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Ratio between the gross annual pay of the highest paid 5% and the gross annual pay of the lowest paid 5%	5.74	5.47	5.69	2.96	2.83	2.94
Ratio between the gross annual pay of the highest paid 5% and the average gross annual pay	1.62	1.71	1.68	2	1.84	1.91
Ratio between the average gross annual pay and the gross annual pay of the lowest paid 5%	3.54	3.21	3.39	1.48	1.54	1.54

Source: OCI based on data from Human Resources

The salary differences among staff in the highest paid **5%** and those in the lowest paid 5% are significantly higher in PDI: the highest paid **5%** earn **5.69** times more than the lowest paid 5%. In the case of PAS, the comparable figure falls to **2.94**.

The salary differences are also much greater in PDI between the lowest salaries and the average ones. Specifically, the average PDI salary is **3.39** times higher than the PDI in the lowest paid **5%**. The comparable figure for PAS is only **1.54**.

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 Corporate Training unit 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.

Training takes place during or outside the employee's workday, depending on the type of course: when it is necessary for the job, the training occurs during the workday. If it is related to the job but not crucial, the training occurs during the workday up to a maximum of 40 hours a year. When it is not related to the job, the training occurs outside the workday.

[+ information](#)

Catalogue of courses organized by Corporate Training

Corporate Training has offered courses in the areas of ICTs, Internet 360° and Training 2.0¹⁴ for direct application to the workplace; specific courses in the legal area covering the new laws

14. The aims of the two areas called Internet 360° and Training 2.0 are:

- To introduce the various types of tools available in Web 2.0 environments and their applications to information management and to increased personal productivity.
- To teach how to work collaboratively.
- To teach how to use Communication 2.0 tools.

on administrative procedures (laws 39/2015 and 40/2015); courses relating to electronic administration, which is soon to go into operation; courses on language and communication, both written and interpersonal, and courses on occupational safety.

Highlights include specific courses on the plan for the management of experience offered to staff nearing retirement—a 30-hour course called “Physical Activity, It Is Always Time” was run in 2018—and courses on environmental sustainability in the area of social responsibility.

PAS hours of training

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*												
	2016						2017					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	41,546.75	28.69	3,570	11.64	1,264	32.87	48,621	32.79	3,661	13.28	1,296	37.52
Men	14,883	18.06	1,290	11.54	626	23.77	14,738.75	18.31	1,144	12.88	609	24.20
Total	56,429.75	24.84	4,860	11.61	1,890	29.86	63,359.75	27.69	4,805	13.19	1,905	33.26

Source: Human Resources

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*						
2018						
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	48,202.25	33.43	3,977	12.12	1,314	36.68
Men	18,979.15	22.33	1,485	12.78	625	30.36
Totals	67,181.40	29.31	5,462	12.29	1,939	34.64

* The calculation of the average for each staff member uses the figure at 31 December. In 2018, for example, the average hours for women is the result of dividing the PAS total training hours of women in 2017 by the number of PAS staff at 31 December 2018.

Source: Human Resources

As the table above shows, the average hours of training corresponding to women are significantly higher than the average hours of training for men (**33.43** hours per woman and **22.33** hours per man). The courses held at the UB run **12.29** hours on average and the average number of hours per employee who decides to seek training is **34.64**. The evolution in total training hours since 2017 is positive: the figure has risen from **63,359.75** to **67,181.40**.

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.

EVALUATION OF COURSES		
AREA	COURSE MARK	INSTRUCTOR MARK
ICT	6.7	7.2
Communication	7.0	7.6
Organization and quality	7.2	7.4
Health, safety and the environment	6.8	7.2
Law	6.9	7.2
Foreign languages	6.3	6.0
Management skills	7.2	7.4
Academic management and performance assessment (SED)	6.9	7.3
Learning and Research Resources Centre (CRAI)	6.9	7.0
Laboratories and animal facilities	7.2	7.3
Electronic administration	6.8	7.2

Source: Human Resources

Fulfilment of objectives 2018

- The two objectives for 2018 have been met: the level of student satisfaction with Corporate Training courses has remained similar to 2017 and the average number of PAS training hours has gone up from 27.69 to 29.31.

TRAINING FOR PDI

The training offered to PDI receives funding from three sources:

- Occupational training agreement with the public administrations, signed through a collaboration agreement between the UB and the Public Administration School of Catalonia.
- University funds through IDP-ICE.
- Funds for the UB's faculties and schools to carry out training activities (conferences, courses, workshops, seminars) organized by the faculties, departments, innovation groups and research groups, to which IDP-ICE gives administrative support (enrolment and certification).

IDP-ICE is the unit that is specifically responsible for providing training to PDI to improve their performance.

[+ information](#)

Catalogue of courses organized by IDP-ICE

Below is the catalogue of courses organized by IDP-ICE in the academic year 2017-2018:

Training in teaching

- **Teacher training for new hires:** this is a 14-hour course for teaching staff who have recently joined the UB. It addresses basic aspects of university teaching.
- **Competence in the planning and management of teaching:**
 - Enthusiasm in the classroom: Keys to designing motivational learning
- **Competence in methodology:**
 - Designing and testing your gamified classroom
 - How to carry out continuous assessment today at the UB
 - Case studies as a teaching method
 - How students learn: Learning strategies
 - Building a committed and critical university: service-learning and SDGs
 - Project-based learning: How to get started now
 - Gamifying learning: Beyond square one
 - Neuroscience for university instructors: Learning, the brain and teaching methodologies
 - Active learning in large groups
 - Cooperative learning techniques
 - Methodologies in emerging learning methods
- **Digital skills:**
 - Design and production of educational videos
 - Invisible ICTs: Teaching strategies for the use of ICTs in the classroom
 - Mobile devices in the classroom: From enemy to friend
 - Infographics and image processing tools
 - Blended training in higher learning
 - Use of VR in higher education and research
- **Competence in communication and interpersonal skills:**
 - How to improve university classes
 - Public presentation techniques: Communication and personal work
 - Leadership and communication in the classroom
 - Training in communication skills: How to listen
 - Training in communication skills: How to ask questions
 - Using the positive dialectic and your voice
 - The art of presenting in public at the university: Competence in oral communication for teaching staff and students

Master's degree in University Teaching for New Lecturers

This is a UB-specific master's degree that requires 60 ECTS credits over two academic years. The aim of the programme is to provide basic training so that new lecturers can successfully pursue a process of professionalization as university instructors. The programme is aimed at new UB lecturers and grantholders who have been assigned teaching duties.



Training plan in languages to achieve internationalization in teaching

- Oral skills for teaching & research purposes (upper intermediate) (5 groups)
- Oral skills for teaching & research purposes (advanced) (5 groups)
- Basic skills and tools to teach content subjects in English groups (5 groups)
- Basic skills and tools to teach content subjects in English II
- Intermediate English, module 1
- Intermediate English, module 2
- Elementary English, module 2
- Intermediate English, module 1
- Intermediate English, module 2
- Intermediate English, module 1
- Intermediate English, module 2
- English, level 5, module 1
- English, level 5, module 2
- Advanced English 1, module 1
- Advanced English 1, module 2
- Good writing skills in English
- Professional presentations in English

Management training

- University management under discussion
- Management skills: Leadership, communication and coordination of groups of teaching and research staff
- Prevention, conflict resolution and negotiation in teaching and research groups
- Transformational management: Transformative mindset in organizations
- Key concepts of Agile management models for groups of teaching and research staff including LEGO Serious Play

Training in research

- **For UB teaching staff:**
 - Statistics for non-statisticians
 - Basic course in R programming language
 - Accreditation system for teaching staff: Practical guide to completing applications for three-yearly research increments
 - Responsible Research and Innovation (RRI)
 - Effective management of open-access publications
- **For young researchers:**
 - Training programme for young researchers
 - Module 1. Introduction to research and resources
 - Module 2. Techniques to improve research
 - Module 3. Managing R&D: transfer activities, innovation and entrepreneurship
- **Other training activities in research:**
 - Information management for research
 - What to do after your doctorate
 - Effective oral communication techniques for young researchers
 - What is entrepreneurship? What does it mean to be an entrepreneur?
 - Practical guide for thesis supervisors
- **Personal development:**
 - Time management and administration
 - Stress management
 - Empathy and assertiveness: The art of handling emotions and establishing boundaries
 - Neuroproductivity: Discover a new way to organize yourself
 - Map and history of feminisms: Transforming knowledge at the University
 - Education and vocal technique
 - Mindfulness, meditation and relaxation techniques
 - What do I do with my special waste? Waste management from laboratory to treatment plant
 - Introduction to Amazigh culture
 - Introduction to Chinese culture
 - Cultural introduction to the Arab world
 - Working on postural balance
 - Transparency and data protection: Interaction and balance (MOOC course)

PDI hours of training

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2014-2015						2015-2016					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	36,587.5	15.14	-	-	1,745	20.97	36,965.35	14.62	3,662	10.09	2,276	16.24
Men	20,213	6.99	-	-	1,006	20.09	18,376.45	6.12	2,028	9.06	1,318	13.94
Total	56,500.5	10.64	-	-	2,751	20.54	54,341.80	9.82	5,690	9.55	3,594	15.12

Source: IDP-ICE

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2016-2017						2017-2018					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	29,333.5	11.38	2,095	14.00	1,290	22.74	45,246	15.40	3,659	12.37	2,336	19.37
Men	17,765	5.66	1,194	14.88	766	23.19	21,729	6.56	1,885	11.53	1,104	19.68
Totals	47,098.5	8.24	3,289	14.32	2,056	22.91	66,975	10.72	5,544	12.08	3,440	19.47

* The calculation of the average for each year uses the figure at 31 December of the year in which the academic year begins. In the academic year 2017-2018, for example, the average is the result of dividing the PDI total hours of training in the academic year 2017-2018 by the number of PDI staff at 31 December 2017. The data on total registrations and average hours per registration were collected for the first time in the academic year 2015-2016 and no data is available for previous years.

Source: IDP-ICE

The number of PDI members receiving training has risen since the academic year 2016-2017 (from **2,056** to **3,440**), and the average hours of training per PDI member has also gone up (from **8.24** to **10.72**). By contrast, the average hours per registration have fallen since 2017 (from **14.32** to **12.08**).

Evaluation of courses organized by IDP-ICE

For all courses organized by IDP-ICE, participants receive a satisfaction questionnaire to rate various aspects of the training. The questionnaires use a scale of 1 (minimum satisfaction) to 6 (maximum satisfaction). Below is a table showing the average scores for IDP-ICE courses.

The table does not include any training activities that are organized by faculties and accredited by IDP-ICE as part of the training plan for UB teaching staff, because evaluating these activities is up to the faculties.

PROGRAMME	MEASUREMENT
Teaching competences	
Teacher training for new hires	5.33
Competence in methodology	
Designing and testing your gamified classroom	5.67
How to carry out continuous assessment today at the UB	4.80
Case studies as a teaching method	5.55
How students learn: Learning strategies	5.83
Building a committed and critical university: Service-learning and SDGs	4.90
Project-based learning: How to get started now	5.67
Gamifying learning: Beyond square one	5.27
Neuroscience for university instructors: Learning, the brain and teaching methodologies	5.44
Active learning in large groups	5.21
Cooperative learning techniques	5.31
Methodologies in emerging learning methods	4.73
Digital skills	
Design and production of educational videos	4.20
Invisible ICTs: Teaching strategies for the use of ICTs in the classroom	5.10
Mobile devices in the classroom: From enemy to friend	5.69
Infographics and image processing tools	4.67
Blended training in higher learning	5.67
The use of virtual reality in higher education and research	5.55
Competence in communication and interpersonal skills	
How to improve university classes	4.87
Public presentation techniques: Communication and personal work	5.60
Leadership and communication in the classroom	5.27
English for teaching	
Courses in instrumental English	5.00
Basic skills and tools to teach content subjects in English	5.50
Research	
Statistics for non-statisticians	5.44
Basic course in R programming language	4.79
Accreditation system for teaching staff: Practical guide to completing applications for three-yearly research increments	4.68
Effective management of open-access publications	5.00
Doctoral School	
Training programme for young researchers	4.80
Information management for research	5.26
Displaying data in research	4.87
What to do after your doctorate (programme for doctoral students)	5.20

PROGRAMME	MEASUREMENT
Effective oral communication techniques for young researchers	5.66
What is entrepreneurship? What does it mean to be an entrepreneur? (Education and Psychology)	4.66
What is entrepreneurship? What does it mean to be an entrepreneur? (Experimental, Life and Earth Sciences)	5.10
Practical guide for thesis supervisors	5.00
Professional development	
Time management and administration	5.63
Stress management	5.90
Empathy and assertiveness: The art of handling emotions and establishing boundaries	5.00
Neuroproductivity: Discover a new way to organize yourself	5.56
Map and history of feminisms: Transforming knowledge at the University	6.00
Education and vocal technique	5.17
Mindfulness, meditation and relaxation techniques	5.21
Working on postural balance	4.90
Management	
Strategic management: UB Management Programme	4.95
Management skills: Leadership, communication and coordination of groups of teaching and research staff	5.00
Prevention, conflict resolution and negotiation in teaching and research groups	5.50
Transformational management: Transformative mindset in organizations	4.16
Key concepts of Agile management models for groups of teaching and research staff including LEGO Serious Play	4.63

Source: IDP-ICE

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.

Economic cost of PDI training:

COSTS OF PDI TRAINING (EUROS)	2015	2016	2017	2018
Direct expenses				
Training costs covered by the UB	108,383.65	145,325.88	92,692.12	92,221.54
Subsidized costs	77,565.60	78,893.95	88,439.25	86,011.10
Total	185,949.25	224,219.83	181,131.37	178,232.64
Indirect costs				
Staff costs	495,048.15	516,788.31	520,750.46	534,035.29
Costs related to hiring classroom space	28,960	35,360	36,800	31,347.00
Total	524,008.15	552,148.31	557,550.46	565,382.29
Total spending on PDI training	709,957.40	776,368.14	738,681.83	743,614.93

Source: IDP-ICE

The overall cost of PDI training courses has risen slightly (**0.67%**) to **743,614.93** euros. The increase is the result of higher indirect costs, given that direct costs continue to fall.

Cost of PAS training:

BUDGET FOR PAS TRAINING	2015	2016	2017	2018
Cost of trainers (euros)	163,990	209,305.15	173,323.20	207,173.26
Cost of staff training (euros)*	72.43	92.12	75.75	90.39

* The calculation of the average for each year uses the figure at 31 December of that year. In 2018, for example, the average is the result of dividing the PAS total hours of training in 2018 by the number of PAS staff at 31 December 2018.

Source: Human Resources

The overall cost of the instructors who give PAS training courses has risen (from **173,323.20** euros in 2017 to **207,173.26** euros in 2018). The average investment per employee has also risen from **75.75** euros to **90.39** euros.

Fulfilment of objectives 2018

- As anticipated, the investment in PAS training has risen: the average has increased from **75.75** to **90.39** euros per employee.

Safety and occupational risk prevention

The OSSMA oversees the health and safety of staff at the UB.

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 staff¹⁵ affiliated with the mutual insurance company for occupational accidents and illness in 2018. (This does not include staff affiliated with the Mutualitat General de Funcionaris Civils de l'Estat.) The average number of affiliated staff in the reporting period was **7,216**.¹⁶

OCCUPATIONAL ACCIDENTS AND INJURIES		
TYPE OF WORK-RELATED INJURY OR ILLNESS	NUMBER OF INSTANCES RESULTING IN MEDICAL LEAVE	MEDICAL LEAVE (IN DAYS)
Injuries in itinere	19	664
Injuries in workplace	7	648
Injuries in other workplace	4	
Work-related illness	0	0
Total	33	1,312

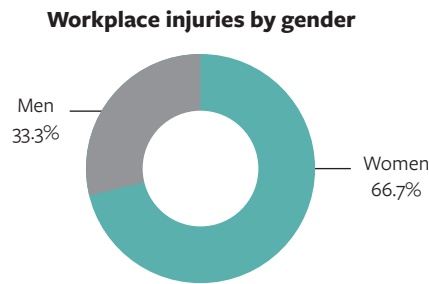
Source: OSSMA

¹⁵. The data refer only to UB staff (not UB Group staff).

¹⁶. Data provided by Mutua Universal. Annual average for 2018: 2,281 PAS, 4,410 PDI and 525 interns.

As the table above shows, there have been **33** workplace injuries resulting in medical leave in 2018, which is very similar to the number in 2017 (**32**). The resulting number of days relating to medical leave, however, has risen by **30%** from **974** in 2017 to **1,312** in 2018. There were also **60** accidents not resulting in medical leave and **3 unconfirmed** work-related illnesses (a study), **1** caused by chemical agents and **2** by physical agents.

The pie chart below shows workplace injuries broken down by gender:



Source: OSSMA

The number of workplace injuries resulting in medical leave has been much higher for women (**66.7%**) than for men (**33.3%**). Bearing in mind that the distribution of men and women working at the UB is roughly equal (**51.44%** women), the figures show an over-representation of women.

For 2018, the occupational injury rates are as follows:

- **Incidence rate:**¹⁷
 - PDI: **136.1**
 - PAS: **350.7**
 - Grantholders: **190.5**
 - Overall staff average: **194**

These rates are much lower than the rate of 948.9 indicated by the Spanish Ministry of Employment and Social Security in the statistical yearbook 2017 for the category CNAE 85 Educación.

- **Frequency:**¹⁸
 - PDI: **1.7**
 - PAS: **2.1**
 - Interns: **0**
 - Overall staff average: **1.9**

These frequencies are much lower than the frequency of **7.6** indicated by the Spanish Ministry of Employment and Social Security in the statistical yearbook 2017 for the category CNAE 85 Educación.

¹⁷ The incidence rate relates work-related accidents to the number of staff exposed.

¹⁸ Frequency relates the number of work-related accidents to hours worked. The frequency rate has a certain margin of error, because it is calculated using an estimate of the average annual hours worked by staff and this varies widely, particularly for PDI and grantholders.

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

Under Royal Decree 39/1997, of 17 January, governing the regulations on prevention services and their subsequent modifications, the following jobs require special attention from the Prevention Service:

- a) Jobs that expose staff to ionizing radiation in controlled areas;
- b) Jobs that expose staff to substances or mixtures causing acute toxicity in category 1, 2 or 3, particularly carcinogenic, mutagenic or toxic agents affecting reproduction, in category 1A or 1B;
- c) Activities involving high-risk chemical products;
- d) Jobs that expose staff to biological agents in groups 3 and 4;
- e) Activities involving the manufacture, handling or use of explosive materials, including pyrotechnic items and other objects or instruments that contain explosive materials;
- f) Jobs involving surface or underground mining, and surveys on the earth's surface or from marine platforms;
- g) Activities involving underwater immersion;
- h) Activities in projects involving construction, excavation, earth movement or tunnelling, which have a risk of falls from a height or cave-ins;
- i) Activities in the steelmaking and shipbuilding industries;
- j) Significant production or use of compressed, liquefied or dissolved gases;
- k) Jobs that produce high concentrations of silica dust; and
- l) Jobs involving risks related to high-tension electricity.

Given the wide variety of disciplines and technical jobs requiring a high level of skill, it is likely that there are examples of practically all of the activities listed above at the UB. However, this does not mean that all the activities can give rise to work-related illness (Royal Decree 1299/2006, of 10 November, approving the official list of work-related illnesses in the Social Security system and establishing the criteria for their notification and registration).

The chance that any employee may develop a work-related illness (among the illnesses established under current regulations) is the result of multiple factors, but two of the most significant variables are the time of exposure and the volume and amount of the agent involved.

In the case of UB employees, neither the exposure times nor the volumes or amounts of agents involved are comparable to what occurs in industrial processes. However, this assumption does not preclude excellent health monitoring of the most directly exposed groups, such as:

- Staff who work with biological agents (of group 1 and 2), human beings and/or animals:
 - Researchers and laboratory staff in the areas of medicine and life sciences, biology, pharmacy, etc.
 - Animal experimentation units, dissecting rooms, various units of the CCiTUBs, etc.



- Staff who work with carcinogenic, mutagenic or toxic chemical products affecting reproduction or marked by acute toxicity:
 - Researchers and laboratory staff in the experimental centres
 - Various units of the CCiTUBs
 - Various transversal services in the experimental area.
- Staff who work with ionizing radiation and other physical agents:
 - Staff and users of the facilities of the Radiological Protection Unit
 - Staff and users of nuclear magnetic resonance equipment
 - Staff and users of equipment that uses laser or ultraviolet light.
- Staff who perform repetitive motions or may need to handle heavy loads, including the following activities:
 - Lending in the libraries
 - Certain laboratory activities
 - Certain office activities
 - Certain activities involving the provision of medical care.

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. Institutional representatives, who are selected by the rector, represent all groups.

	NUMBER OF STAFF REPRESENTATIVES	NUMBER OF INSTITUTIONAL REPRESENTATIVES	EMPLOYEES*
Publicly-contracted PDI	4		1,555
University-contracted PDI	4		4,759
Publicly-contracted PAS	4		1,060
University-contracted PAS	4		1,232
Total	16	16	8,606

* Data updated to 31 December 2018.

Source: OSSMA and Human Resources (data on employees).

As stipulated in article 38 of Law 31/1995 on the prevention of occupational risks, the Health and Safety Committee is a joint body made up of an equal number of prevention delegates and institutional representatives. In any company with more than 4,000 employees, the Health and Safety Committee must have eight prevention delegates. 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.

Fulfilment of objectives for 2017-2018

- As in the vast majority of Spanish public universities, the age pyramid at the UB is inverted: **131** staff members have retired in 2018 and approximately **143** will retire in 2022. The trend is that there will be an increasing number of retirements every year. This dynamic, however, must be viewed as an opportunity, because one of the goals of the Office of the Vice-Rector for PDI is for generational renewal in accordance with the vacancies and limitations of departments. In 2018, publicly posted jobs have included new positions (for example, adjunct lecturers), making it possible to stabilize the total number of lecturers who are temporary or part of various programmes focusing on the retention of talent.
- In relation to the objective of promoting active ageing, the University of Experience continues to make a very important effort and increases its impact year after year.
- The objective of providing retired staff access to all university services has not yet been met and will be kept as an objective for 2019.
- The objective of changing the makeup of the prevention delegates who represent PDI members on the Health and Safety Committee has been met, given that there are now **4** publicly contracted PDI and **4** university-contracted PDI.

Objectives for 2019

- To prepare a report on health and safety that contains the actions carried out throughout the year.
- To provide retired staff access to all university services.

HEALTH CHECK-UPS FOR STAFF AT THE UB

In 2018, the UB's Medical Services Unit has performed **800** health check-ups that are specific to jobs and workplaces. UB staff have two ways to obtain health check-ups:

- First, the UB offers annual check-ups to staff in a rotating set of faculties so that the entire workforce has access to the service over time. In 2018, check-ups were available to staff in the faculties of Fine Arts, Physics and Chemistry and on the Mundet and Clínic campuses.
- Second, any staff member who deems it necessary can request a check-up voluntarily.

There are higher risk groups who must take health exams every year. These include staff exposed to ionizing radiation, staff working in animal experimentation areas and staff who handle nuclear magnetic resonance equipment, as well as anyone working in dissecting rooms, and workshop instructors and life models in the Faculty of Fine Arts.

There are also people classified as especially sensitive because of their health status and they are permitted, at a minimum, to have a yearly exam (or more frequently, depending on their illness or condition).

In addition, all women who are pregnant and/or nursing that notify the UB accordingly can receive a specific risk assessment linked to their situation. They are also offered a health exam to see whether their working conditions are appropriate. If it is determined that their working conditions do not fit their situation, the situation will be adjusted. Where it cannot be adjusted, the case will be referred to the mutual insurance company for occupational accidents and illness (Mutua Universal in the case of the UB) so that the staff member can receive benefits because of occupational risk during a period of pregnancy or nursing.

By law, the UB cannot offer medical exams to students, because the service may only be provided to people who have an employment contract with the institution. However, the Medical Services Unit is available for students in case of accidents or sudden common illnesses and it can provide first aid and acute care. After receiving first aid or acute care, students are referred to the Spanish national health system.

Each year in the autumn, the UB organizes a flu vaccine campaign. In 2018, approximately **220** people have been vaccinated.

Another highlight in 2018 is that the UB's official instructor on the Catalan Resuscitation Council has provided special training on the provision of emergency care and defibrillation to **15** people.

Promotion of healthy behaviours and habits

UB HEALTHY UNIVERSITY

In 2018, the UB has created the [UB Healthy University](#) programme,¹⁹ because the University needs to have a social dimension beyond its core activities (teaching and research) and play an active role in society, contributing responsibly to social, cultural and environmental advancement.

Through UB Healthy University, the University is responding to an awareness that it is an environment in which staff and students spend a third of their day in most cases. As a consequence, the UB's physical and social conditions and any health-related actions that are undertaken on campus can have a major impact on the quality of life for groups in the university community.

Beyond any legal obligation to safeguard the right to life and physical integrity, therefore, the UB believes that is important to develop policies aimed at preventing damage to health and providing the means needed to improve physical fitness and enhance mental health and well-being.

The UB's aim is to become a socially responsible and sustainable university. To this end, it is committed to a comprehensive and transformative model of social responsibility that incorporates all the strategic areas of the University.

In 2018, the UB Healthy University programme, in collaboration with OSSMA, has signed an agreement with the Spanish Association Against Cancer.

¹⁹. The programme existed prior to 2018, but it was focused exclusively on physical health.



Fulfilment of objectives for 2017-2018²⁰

- The objective concerning the UB Healthy University programme has been met: work continues on the concept of health from a broad perspective and transversal links have been established with the UB units and services at work in areas linked to UB Healthy University.

Objectives for 2019

- To develop three activities as part of the UB Healthy University programme in the context of Health Week:
 - sessions of physical exercise and conscious work on breathing and “take a breather” games;
 - activities to raise awareness about the importance of physical exercise and movement, and
 - yoga and meditation activities.

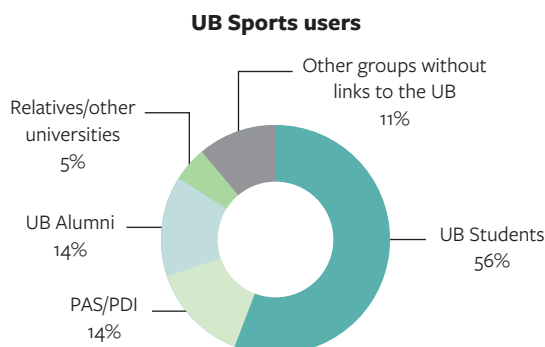
UB SPORTS

The promotion of sports plays an important role in the UB’s commitment to promoting a healthy university. The UB promotes physical activity through [UB Sports](#).

Through UB Sports, members of the university community can take part in **50** different sports in **25** different spaces and **100,000** sq m of facilities. In the academic year 2017-2018, the UB has offered a wide range of supervised activities and provided access to excellent facilities as part of its promotion of physical activity, sport and healthy habits. The facilities include a pool, tennis and padel courts, supervised activities rooms and fitness rooms, a football pitch with artificial grass and a rugby field, a multi-use sports centre, an athletics track and more.

²⁰. This section addresses the fulfilment of the fourth objective in the Report on Social Responsibility for the academic year 2016-2017. The fulfilment of the first three objectives in that report is addressed on page 81.

Most of the users are members of the UB community:



As the pie chart above shows, **56%** of users are UB students, **14%** are members of PAS or PDI (**4%** and **10%** respectively), **14%** are members of UB Alumni, **5%** are relatives of UB members or people from other universities, and only **11%** are people with no connection to the UB.

The involvement of UB students in university competitions has been high in the academic year 2017-2018:

Barcelona University Leagues

Since 2012, the UB has run the Barcelona University Leagues, which draw on the participation of every university in the city. In terms of participation, the UB stands out with **50** of the **101** teams taking part in the academic year 2017-2018, equivalent to **800** of the **1,679** participants.

University Championships of Catalonia

The University Championships of Catalonia are the premiere sporting competition in the Catalan university world. The 34th running of the event in the academic year 2017-2018 drew on the participation of the **12** Catalan universities who are members of Catalan University Sport. As in the previous year, the UB was the university that boasted the highest level of participation and the best results, sending **12** teams and a host of individuals. In total, **169** UB students took part (**63** women and **106** men).

The UB won **26** gold medals, **36** silver medals and **31** bronze medals (**93** in total, with **83** in individual sports and **10** in team sports).

University Championships of Spain

The UB took part in **15** events, sending **152** students (**66** women and **86** men), and won **15** medals: **1** gold, **6** silver and **8** bronze.

European University Championships

The UB sent **20** students, who won **1** gold medal and **1** fourth place.

Unirun

The UB sponsored the creation of Unirun, the top running competition for Catalan universities, which held its fourth annual event in the academic year 2017-2018. The race attracted **4,200** participants, with **1,044** sporting the colours of the UB.

Health Promotion

Notable examples of the health promotion activities carried out by UB Sports include:

- personalized advice and guidance for **25** members of PAS or PDI;
- a talk to raise awareness of the need for physical activity (30 participants), and
- Activa't UB courses (30 participants).

Fulfilment of objectives for 2017-2018²¹

- The objective of increasing the participation of members of the UB community in the Unirun event has been met (the figure rose from **789** to **1,044**).
- The objective of raising the visibility of UB Sports and the activities that it organizes has been met through the UB Sports [webpage](#).
- The objective of maintaining the UB's level of competitiveness in the championships of Catalonia, Spain and Europe has been met (the UB's medal haul in Catalonia rose from **81** to **93** medals; in Spain, it rose from **8** to **15** medals, and in Europe, it fell from **4** medals to **1**).

21. This section addresses the fulfilment of the first three objectives in the Report on Social Responsibility for the academic year 2016-2017. The fulfilment of the fourth objective in that report is addressed on page 79.

Diversity

DIVERSITY ON GOVERNING BODIES AND IN THE WORKFORCE

As the UB is a public-sector institution with a variety of multistakeholder governing bodies, there are two significant difficulties in analysing the diversity of the governing bodies:

- First, there are several and it is therefore not clear which to choose for any comparison between the diversity of the governing bodies and the workforce as a whole. OCI has selected data on the Senate as representative of the governing bodies as a whole.
- Second, there are students on the governing bodies. The ages of these students, who are generally very young, distort the age data for the governing bodies and hamper any comparison of the age variable with the UB workforce as a whole. To overcome this difficulty, a decision has been taken to compare data for the workforce as a whole with data for the governing team as well. In the case of PDI, however, there is no figure comparable to the governing team. Consequently, the comparison has been made between the PAS as a whole and the heads of PAS.

The table below provides a comparison of the diversity of the workforce as a whole with the diversity of the Senate, as well as a comparison of diversity of the PAS as a whole and the diversity of the heads of PAS.

DIVERSITY OF THE UB WORKFORCE				
	SENATE	ALL STAFF (PDI AND PAS)	HEADS OF PAS	PAS EMPLOYEES
% of people under 30*	72.03	9.63	0	9.08
% of people between 30 and 50 years of age*	8.47	44.31	26.32	42.06
% of people over 50*	19.49	46.06	73.68	48.87
% men	52.98	48.56	68.42	37.09
% women	47.02	51.44	31.58	62.91
% persons with disabilities	Not available	1.49	0	3.14

* We only have data on the ages of members of the Senate who represent PAS and students. There is no age data for PDI. As a consequence, the data refer only to **110** of the **285** members of the Senate.

Source: Human Resources

Comparing the data for the Senate with the data for all staff by gender, there are no large differences. However, there is a small under-representation of women, who are **51.44%** of the workforce as a whole and only **47.02%** of the Senate. The lack of data on the ages of PDI makes it impossible to view the data on the Senate offered in the table as significant, nor can conclusions be drawn.

From a comparison between the heads of PAS and PAS staff as a whole, there is clearly an under-representation of women, who are **62.91%** of the PAS workforce, but only **31.58%** of the heads of PAS. There is also an age bias: the heads of PAS are much older than the PAS workforce.

PAS AND PDI AT THE UB WHO HAVE COMMUNICATED THEIR DISABILITY IN 2018

	BETWEEN 33% AND 64%		BETWEEN 33% AND 64%, WITH THIRD-PARTY HELP		MORE THAN 65%		TOTAL BY GENDER AND AGE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
<30 years old	2	1	0	0	0	0	2	1
30-50 years old	11	22	0	1	6	5	17	28
>50 years old	20	43	2	2	5	8	27	53
Total by gender and degree of disability	33	66	2	3	11	13	46	82
Total	99		5		24		128	

Source: Human Resources

In 2018, **128** staff have notified the UB of their disability, with most (**77.34%**) falling between 33% and 64%. They account for **1.49%** of the total of **8,606** employees at the University.



REMUNERATION OF WOMEN VS. MEN AND GLASS CEILINGS

This section shows the main employment categories of PAS and PDI in descending order of remuneration. These figures also indicate the percentage of women and men within each category. The table, therefore, offers an analysis of glass ceilings, that is, whether the higher-paid employment categories have a lower percentage of women. To put the employment categories in order, we have used the gross annual salary for full-time staff (active on 31 December 2018). The remuneration does not include compensation linked to seniority or awards for teaching or research.

PAS

GROUP	GROUP (EUROS/YEAR)	TOTAL MEN	TOTAL WOMEN	% MEN	% WOMEN
General Manager	More than 100,000	1	0	100	0
Area director	Between 90,001 and 100,000	2	0	100	0
Area director	Between 80,001 and 90,000	5	1	83.33	16.67
Area director	Between 70,001 and 80,000	3	1	75	25
Publicly-contracted PAS	Between 70,001 and 80,000	1	1	50	50
Area director	Between 60,001 and 70,000	2	3	40	60
University-contracted PAS	Between 60,001 and 70,000	1	0	100	0
Publicly-contracted PAS	Between 50,001 and 60,000	7	21	25	75
University-contracted PAS	Between 50,001 and 60,000	2	4	33.33	66.67
Publicly-contracted PAS	Between 40,001 and 50,000	8	23	25.81	74.19
University-contracted PAS	Between 40,001 and 50,000	33	27	55	45
Area director	Between 30,001 and 40,000	0	1	0	100
Publicly-contracted PAS	Between 30,001 and 40,000	38	144	20.88	79.12
University-contracted PAS	Between 30,001 and 40,000	117	103	53.18	46.82
Publicly-contracted PAS	Between 21,000 and 30,000	161	642	20.05	79.95
University-contracted PAS	Between 21,000 and 30,000	308	363	45.90	54.10

Source: Human Resources

The table above shows that the number of men receiving salaries of 70,001 euros or more is much higher than the number of women (**12** men to only **3** women). In the salary band between 60,001 and 70,000 euros, the proportion of men and women is equal. Lastly, the remaining lower salary bands contain many more women than men.

PDI

GROUP	REMUNERATION	TOTAL MEN	TOTAL WOMEN	% MEN	% WOMEN
Publicly-contracted full professor	45,059.21	320	98	76.56	23.44
University-contracted full professor	44,624.95	11	2	84.62	15.38
University full professor	36,629.41	242	267	47.54	52.46
Senior lecturer	35,806.33	494	418	54.17	45.83
Full university school professor	35,806.33	5	9	35.71	64.29
Foreign adjunct lecturer	35,806.33	1	0	100	0
Junior lecturer	33,202.28	56	58	49.12	50.88
University school senior lecturer	31,573.99	46	54	46	54
Collaborating lecturer (doctor)	30,346.98	20	37	35.09	64.91
Temporary lecturer	28,061.69	6	15	28.57	71.43
Postdoctoral trainee lecturer and researcher	26,866.00	10	8	55.56	44.44
Doctoral research trainee BRD	16,422.00	55	67	45.08	54.92
Trainee research staff BRD	16,422.00	4	1	80	20

Source: Human Resources

The table above shows that the two most highly paid posts have a much higher proportion of men than women (**76.80%** are men).

Teaching, research and responsibility to students

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Information on teaching

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

COURSE OFFERING

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2017-2018)*											
	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 degrees**	20	31.25	5	7.81	10	15.63	13	20.31	16	25.00	63
University master's degree	32	22.07	13	8.97	29	20.00	31	21.38	40	27.59	145

* This does not include courses offered at the UB's affiliated centres. As a result, the figures differ from those appearing in the earlier table *Size of the UB*.

** This includes the UB-specific postgraduate programme in Private Investigation, classified under Social and Legal Sciences. The total is **63** instead of **64** (which would be the result from adding the figures in each area) because the bachelor's degree in Biomedical Sciences has been double-counted: in Health Sciences and in Experimental Sciences and Engineering.

Source: OCI based on [statistical data from the report for the academic year 2017-2018](#)

THE STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2017-2018)*											
	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 degrees**	8,091	19.09	5,959	14.06	8,965	21.16	12,918	30.48	6,444	15.21	42,377
University master's degrees***	1,212	21.41	803	14.18	1,224	21.62	1,388	24.51	1,035	18.28	5,662
UB-specific degrees****	496	7.37	333	4.95	3,349	49.75	2,105	31.27	449	6.67	6,732

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

** This includes the UB-specific postgraduate programme in Private Investigation, classified under Social and Legal Sciences.

*** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled in another university.

**** This number includes all UB-specific master's degrees, expert courses, university extension diplomas, specialization/postgraduate diplomas, advanced university courses, and university extension courses that are not run by IDP-ICE or IL3 (or, as the footnote indicates, by any of the UB's affiliated centres). The exclusion of these groups of students puts the total number of students in master's degrees and postgraduate courses at **6,732** instead of **10,583**, which is the figure that appears in the table [Size of the UB](#).

Source: OCI based on [statistical data from the report for the academic year 2017-2018](#)

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2017-2018)*											
	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 degrees**	2,108	20.34	1,468	14.16	1,987	19.17	3,223	31.10	560	15.23	10,364
University master's degrees***	686	18.32	651	17.38	903	24.11	684	18.26	821	21.92	3,745
UB-specific degrees****	496	7.37	333	4.95	3,349	49.75	2,105	31.27	449	6.67	6,732

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

** It includes the UB-specific postgraduate programme in Private Investigation, classified under Social and Legal Sciences.

*** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled in another university.

**** This number includes all UB-specific master's degrees, expert courses, university extension diplomas, specialization/postgraduate diplomas, advanced university courses, and university extension courses that are not run by IDP-ICE or IL3 (or, as the footnote indicates, by any of the UB's affiliated centres).

Source: OCI based on [statistical data from the report for the academic year 2017-2018](#)

OUTGOING STUDENTS PER AREA OF KNOWLEDGE (ACADEMIC YEAR 2017-2018)*

	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 degrees**	1,180	16.77	1153	16.39	1631	23.18	2048	29.11	1023	14.54	7,035
University master's degrees***	580	17.72	581	17.75	778	23.77	616	18.82	718	21.94	3,273

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

** This includes the UB-specific postgraduate programme in Private Investigation, classified under Social and Legal Sciences.

*** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled in another university.

Source: OCI based on [statistical data from the report for the academic year 2017-2018](#)

ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP OUTS	2014-2015	2015-2016	2016-2017	2017-2018
Academic performance rate in bachelor's degrees	84.14	83.92	84.00	84.20
Academic performance rate in university master's degrees	90.51	90.02	93.70	94.76
Rate of withdrawal in year 1 of bachelor's degrees	17.67	17.96	17.34	-
Overall drop-out rate	8.37	8.44	-	-

Source: Technical Bureau at the Rector's Office

PROFESSIONAL PLACEMENTS

	STUDENTS IN WORK PLACEMENTS	STUDENTS ENROLLED	% OF STUDENTS IN PLACEMENTS	STUDENTS IN PAID WORK PLACEMENTS*	% OF STUDENTS BEING PAID OVER THE TOTAL STUDENTS IN WORK** PLACEMENTS
Bachelor's degrees	7,155	40,380	17.72	1,002	14
University master's degrees	2,347	5,302	44.27	351	14.96
UB-specific degrees	425	6,072	7.0	25	5.88
Doctoral studies (trainee researchers)	24	4,109	0.58	16	66.67
Total	9,951	55,863	17.81	1,393	14

* This is an estimation based on a sample of 6,000 students in the academic year 2017-2018.

** The figures for students enrolled differ from the figures appearing elsewhere in this report, because the source is not the same. In this case, the figures have been collected from the portal *UB Statistics*.

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

Information on research²²

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

RESEARCH STRUCTURES

Regarding research structures for the promotion and coordination of research, in 2017 the UB had **15** of its own research institutes, **2** university institutes, **5** research centres, **9** observatories and **3** documentation centres. In addition, the UB is a participant with other institutions in **12** joint research institutes, **2** joint observatories and **4** interuniversity institutes.

INCOME GENERATED THROUGH COMPETITIVE AND NON-COMPETITIVE RESEARCH FUNDING

	2014		2015		2016		2017	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
Income from research (competitive projects)								
Regional government	456	11,116,958.63	89	5,772,037.13	112	6,413,326.51	118	7,877,005.71
National government	301	23,300,901.95	299	26,226,823.03	347	32,305,584.75	175	10,938,062.52
Local government	2	12,000.00	1	5,000.00	2	26,257.23	1	6,000

22. The information on research corresponds to 2017, because no information for 2018 was available at the time of data collection.

	2014		2015		2016		2017	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
Foreign public administration	2	175,068.52	3	79,967.58			3	156,130.23
Other	12	236,057.47	4	80,978.97	10	383,214.53	19	380,824.54
European Commission	29	4,594,091.09	41	10,549,332.30	49	14,369,130.86	32	10,545,486.43
Private sector: IPSFL and business	30	1,376,720.70	30	1,154,837.82	28	1,045,270.17	28	1,312,195.07
Public sector: IPFSL	33	4,825,987.50	22	1,710,107.75	22	1,178,914.96	21	980,504.26
Research projects of institutes	184	20,907,714.68	123	24,157,573.65	142	25,614,937.99	257	25,985,942.27
Income from research (non-competitive projects)								
Research projects of institutes		6,199,965.74		11,086,716.25	382	9,762,438.48	595	15,501,015.45
UB research agreements		538,251.46		248,305.75		444,801.98		522,063.35
FBG contracts		11,971,345.79		10,865,160.40		12,532,155.48		10,747,516.20
CCiTUB services		2,900,710.54		3,236,328.13		3,249,672.43		3,373,158.76
Total income from research and technology transfer		88,155,774		95,173,169		107,325,705		88,325,904.79

Source: Technical Bureau at the Rector's Office

RESEARCH ACTIVITY

RESEARCH ACTIVITY	2014	2015	2016	2017
Doctoral theses read	752	1,131	1,158	461
Scientific publications in WoS	5,180	5,186	5,381	5,714
PDI engaged in competitive research and transfer out of total PDI (FTE)	66.2%	62.5%	58.9%	56.9%
Trainee predoctoral researchers	504	546	584	611
Consolidated research groups	301	301	303	276
Active research projects	663	892	997	878
Patent applications	54	93	67	75
Priority patent applications	15	20	12	12
New technology-based spin-offs	3	6	4	1
UB research institutes and centres	25	25	20	20
Research institutes to which the UB contributes	10	10	10	12
Interuniversity institutes	2	2	4	4
Documentation centres	3	3	3	3
Observatories	10	10	10	9
Contracted research doctors	206	222	216	191
PAS supporting research	338	300	316	347
International patent extensions	8	15	14	9

Source: [UB Report 2017-2018](#)



Active research projects and doctoral theses submitted by area of knowledge

ACTIVE RESEARCH PROJECTS BY AREA OF KNOWLEDGE				
KNOWLEDGE AREAS	2014	2015	2016	2017
Humanities	170	151	173	152
Education Sciences	85	80	71	55
Health Sciences	175	172	194	176
Experimental Sciences and Engineering	384	361	416	376
Social and Legal Sciences	116	128	143	119
Total	930	892	997	878

Source: [UB Report 2017-2018](#)

DOCTORAL THESES READ BY AREAS OF KNOWLEDGE (ACADEMIC YEAR 2017-2018)*										
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
44	9.54	26	5.64	216	46.85	59	12.80	116	25.16	461

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

Source: OCI based on [statistical data from the report for the academic year 2017-2018](#)

TRAINEE RESEARCHERS

There are **4,715** trainee researchers and **31.7%** of them are foreigners.

COMPETITIVE DOCTORAL AND POSTDOCTORAL GRANTS AND FINANCIAL AID

COMPETITIVE DOCTORAL GRANTS AND FINANCIAL AID		COMPETITIVE POSTDOCTORAL GRANTS AND FINANCIAL AID	
FI grantholder (research training)	97	Postdoctoral trainee lecturer and researcher	28
FPI grantholder (research staff training)	163	Marie Skłodowska-Curie Actions	13
FPU grantholder (university teacher training)	127	Junior doctors	4
APIF grantholders (predoctoral research staff)	144	Beatriu de Pinós researchers	7
ADR grantholders (training in teaching and research)	26	Juan de la Cierva researchers	28
Marie Skłodowska-Curie Actions	15		
La Caixa financial aid	9		
Total	581		80

Source: OCI based on data from the Technical Bureau at the Rector's Office

RESPONSIBLE RESEARCH AND INNOVATION (RRI) AT THE UB

The UB's commitment to Responsible Research and Innovation (RRI) is described below in detail.

Units in charge of RRI at the UB

The UB does not yet have a specific, transversal unit tasked with coordinating and promoting the initiatives that would be part of an RRI policy. However, the UB has a clear commitment to RRI: there are units, research groups and structures that are carrying out actions aligned with the six policy keys for which the European Commission has provided more [specific normative guidance to achieve RRI](#). The six policy keys are:

- **Ethics and research integrity:** this focuses on research integrity (the prevention of unacceptable research and research practices) and on science and society (the ethical acceptability of scientific and technological developments).
- **Gender equality:** this is about promoting gender balanced teams, ensuring gender balance in decision-making bodies, and considering always the gender dimension in R&I to improve the quality and social relevance of the results.
- **Governance arrangements:** they must lead to acceptable and desirable futures. They must be robust and adaptable to the unpredictable development of R&I; be familiar enough to align with existing practices in R&I; share responsibility and accountability among all actors, and provide governance instruments to actually foster this shared responsibility.

- Open-access policies: this addresses issues of accessibility to and ownership of scientific information. Free and earlier access to scientific work can improve the quality of scientific research and facilitate fast innovation, constructive collaborations among experts, and productive dialogue with civil society.
- Civic engagement: this fosters R&I processes that are collaborative and multi-actor. All societal actors work together during the whole process in order to align outcomes to the values, needs and expectations of society.
- Scientific education: this focuses on enhancing the current education process to better equip citizens with the necessary knowledge and skills to take part in R&I debates, and increasing the number of researchers (promoting scientific vocations).

The table below identifies the UB units or structures that have competences in these six areas and organize activities related to the duties assigned to them. The table also features other actors who are voluntarily engaged in projects in subject areas related to RRI.

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ASPECT OF RRI	UB UNITS THAT CARRY OUT ACTIVITIES IN THE AREA
Ethics and research integrity	The Ethics Committee, Bioethics Committee and Animal Experimentation Ethics Committee of the UB act according to the guidelines set by the Office of the Vice-Rector for Research, with guidance from the Research Committee .
Gender equality	UB Equality Unit
Governance arrangements	The data protection team in the General Secretary's Office of the UB ensures the researchers conduct their research in a framework of respect for the rights of people. This unit gives support to researchers, emphasizing the autonomy of the research subject to give informed consent to the collection and disclosure of personal data, as well as ensuring confidentiality and data protection for the duration of a research project.
Open-access policies	Open-access policies are set by the Office of the Vice-Rector for Doctoral Studies and Research Promotion, with guidance from the UB Committee for Open Access. The unit most directly involved in the implementation and monitoring of these policies is the CRAI Research Unit .
Civic engagement	At the UB, there is a small number of research groups who, on their own initiative, work according to models of civic science in their projects. Here is a list of research groups that have been identified (it is neither complete nor exhaustive): <ul style="list-style-type: none"> • Urban bees • Bee-Path • Human Behaviour and Games • RIU.net • STEM For Youth
Scientific education	The UB directs much of its efforts in scientific education through its Scientific Culture and Innovation (UCC+i) Unit and the programme known as " La UB divulga ", which offers a range of initiatives for specific audiences. Highlights include: <ul style="list-style-type: none"> • The UB Expert Guide, which is a portal to disseminate the work of the UB's teaching and research staff so that the media has access to perspectives that are clearly argued, well-reasoned and objective on a large number of subjects. • The project called Forces, which seeks to promote research in secondary schools, "opening up" UB research groups to students in secondary and upper secondary schools so that they can pursue research projects under the guidance of their teachers and UB researchers. It is a good formula to promote scientific careers among young people.

Source: Office of the Vice-Rector for Research

Units in charge of innovation and transfer activities at the UB

Primarily, the UB manages its innovation and transfer activities through the [Bosch i Gimpera Foundation](#) (FBG), which offers the following services:

- Bringing UB teaching and research staff into contact with society (institutions, organizations, companies and investors) to improve their competitiveness, and
- Offering UB teaching and research staff the opportunity to promote their own scientific and technological capabilities and the results of their research through R&D contracts and licences and to set up knowledge-based companies.

In order to achieve these goals, the FBG has a team of professionals who specialize in contract research, in protection, valorization and licences, and in the creation of knowledge-based companies, and who also organize a wide variety of activities that are always posted on their website. In 2018, the FBG has generated **367** contracts valued at a total of **9.6** million euros, signed **12** new licencing contracts, obtained income from licences worth **343,384** euros and managed the creation of **2** new knowledge-based spin-offs.

In addition, the [Barcelona Science Park](#) (PCB) has a mission to promote research, knowledge transfer and innovation in the public and private sectors via smart space, technology and relations management as well as PCB discourse. The services offered by the PCB focus on the medical sector and are primarily laboratories, offices and specialized scientific services. To offer these services, the PCB has over **22,000** sq m of laboratory space and over **10,000** sq m of offices. At present, the PCB is home to **2,700** professionals and over **100** entities, **6** research centres, **83** private companies and other entities related to pharmacology, biotechnology and medical devices.

Steps to integrate RRI in research and transfer projects

Currently, the UB is promoting processes to integrate RRI that include, basically, steps to raise awareness and carry out training. In 2018, for example, the UB has held training sessions for researchers to give them the foundations of RRI. Part of the research activity now meets RRI principles, but the institutional tools that would give more coherence and visibility to RRI principles have yet to be created.

One of the recent training activities is a session on [“Responsible Research and Innovation \(RRI\)”](#) organized by IDP-ICE. Experts worked with a group of roughly **40** PDI and heads of PAS to look at the concepts of the European project Higher Education Institutions and Responsible Research and Innovation in order to promote more open research and innovation and respond more effectively to the needs of society.

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Using RRI-related criteria to assess internal research calls

To date, the UB has not included RRI-related criteria or standards in internal research calls. Research is basically assessed in accordance with conventional indicators of a quantitative and qualitative nature.

Institutional activities related to RRI

While the UB does not have a unit to coordinate institutional activities related to RRI or a specific budget allocated for such activities, a variety of groups and structures are taking part in the organization of activities that fit perfectly within the six policy keys linked to RRI.

For example, the UB held a training session for PDI on “Responsible Research and Innovation (RRI)”, which was mentioned earlier in the section on Steps to integrate [RRI in research and transfer projects](#).

Another important step is the intention laid out in the objectives for 2019 to approve a code of research integrity, which will be much more specific than the Code of Ethics on Integrity and Best Practices approved in 2018.

In addition, a number of teaching staff have promoted RRI on an individual basis. In this respect, Sergio Villanueva Baselga, assistant lecturer in the Department of Library and Information Science and Audiovisual Communication at the UB, has taken part in activities to train PDI in the area of RRI. Villanueva Baselga worked on the project [RRI Tools](#) and, based on his experience, has collaborated with the FBG in training for teaching staff on how RRI can gain the involvement of teaching and research staff in the social sciences and humanities. In this vein, he has taken part in 3 training sessions at the Faculty of Geography and History, at the Palau de les Heures (for teaching staff in the faculties of Education and Psychology) and at the Faculty of Library and Information Science. He has also collaborated with BIE on RRI training aimed at bachelor’s students in Biology.

Ethical research committees, ethics committees and animal experimentation ethics committees

In October 2017, the University set up the UB Ethics Committee, which prepared a [Code of Ethics on Integrity and Best Practices](#)²³ that was approved in October 2018. The Code of Ethics covers the areas of research, teaching, learning, publications, communication and management, among others. The UB Ethics Committee is responsible for interpreting the Code of Ethics if doubts arise as to its application.

At the UB, research projects that require animal or clinical experimentation often have ethical implications, which are evaluated by the Bioethics Committee or the Animal Experimentation Ethics Committee.

The Bioethics Committee evaluates research projects that are the responsibility of UB members (teaching and research staff) and are managed through the UB’s offices of Research Management and International Projects. A favourable ruling from the Bioethics Committee of the institution where a project is to be carried out is a legal prerequisite before initiating any research involving human beings, biological samples of human origin or personal data. In addition, the Bioethics Committee issues various communications on cases raised by the research committee or on its own initiative.

²³ The UB’s Code of Ethics on Integrity and Best Practices, which was approved in 2018, is general in character. In 2019, the UB wishes to prepare a code on research integrity that addresses ethical issues of research in greater detail.

The Animal Experimentation Ethics Committee, for its part, is recognized by the Government of Catalonia as the body authorized to assess and review the documentation that researchers are required to submit to the Government of Catalonia in order to obtain approval for any procedures that include using animals in experimental research to ensure that they respect and adhere to ethical principles.

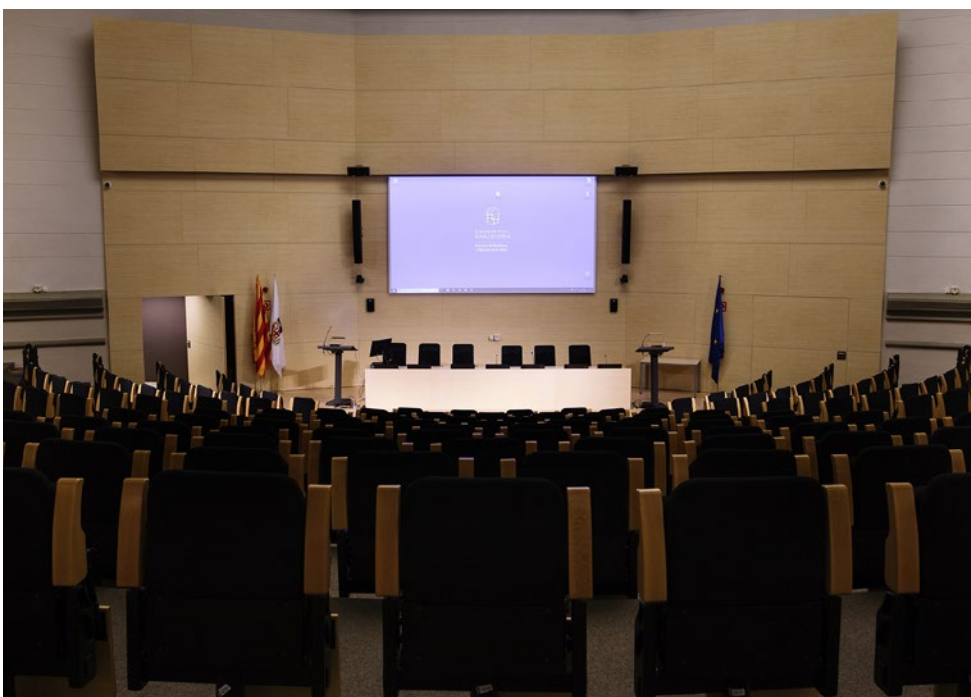
The UB also has a Biosafety Committee, which advises, assesses and gives support to the University in the area of scientific research and in teaching activities that entail the use of biological agents. This is to ensure compliance with regulations on biosafety. The Biosafety Committee was created on 1 March 2016 and is now at work on the definition of protocols to follow when applying for authorization of facilities and activities in which genetically modified organisms are to be handled, and it is identifying needs in this area.

The UB believes that it is very important for all members of the university community to be mindful of the ethical implications of research in the different branches of knowledge.

In line with the importance that the UB gives to the fact that members of the university community are mindful of the ethical implications of research, the UB became a signatory, in November 2017, of the agreement on transparency in animal experimentation sponsored by the Spanish Confederation of Scientific Societies in collaboration with the European Animal Research Association.

Innovation and transfer

The UB is committed to fostering the transfer of knowledge and technology from basic research at the university to the productive sectors of society. The aim is to bolster the level of R&D and technological innovation in private-sector firms and public-sector institutions.



The UB gives support to policies on research, development and innovation that seek to:

- Intensify collaboration between university researchers and their counterparts in the private sector;
- Foster new forms of association between the public and private sectors;
- Facilitate the creation of high-level technology platforms that foster basic research and the activities of firms to generate technological innovation, and
- Take steps to promote the creation of technology-based spin-offs.

To carry out these activities, the UB has created units that work on different parts of the knowledge and technology transfer process, such as the FBG, CCiTUB and PCB.

The [FBG](#) is the main UB unit responsible for the transfer of knowledge and technology. It performs this work through three basic channels: contract research, the creation of innovative companies and the commercialization of technologies, materials and licences. Of particular importance in this regard is the UB's Patents Centre.

The [CCiTUB](#) constitute one of the most extensive mid-sized science and technology infrastructure facilities in Spain and in Europe, with highly-qualified technical staff, and the broadest range of characterization technologies. These are grouped in technological units which include all kinds of microscopy and advanced characterization techniques, nuclear magnetic resonance, mass spectrometry, chemical spectroscopy, high-performance biotechnology, radiological protection, and animal facilities.

The [PCB](#) promotes research, knowledge transfer and innovation in the public and private sectors via smart space, technology and relations management as well as PCB discourse.

[+ information](#)

UB research activity that raises ethical concerns

Because projects of a biomedical nature or in the life sciences can require animal experimentation, there have been occasional, very rare protests from animal-rights groups. The institution has responded promptly on an ad hoc basis to any and all requests for information. The UB has even made it possible for interested parties to interact directly with the managers of the animal facilities at the University.

At all times, the UB seeks to ensure that research groups abide by EU and Spanish regulations on animal experimentation, which establish that animal experimentation centres must, in all protocols that use animal models for research, adhere to the principle of 3 Rs: replacement, reduction and refinement.

OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

Institutional activities related to social entrepreneurship

Entrepreneurship activities at the UB are coordinated by the [FBG](#) and [BIE](#).²⁴

The general promotion and support for entrepreneurship offered by the BIE includes the fostering of entrepreneurship that has a social impact. During the academic year 2017-2018, some highlights of projects closely linked to social entrepreneurship are:²⁵

RESUME Project

The BIE has collaborated in the project Réseau Méditerranéen pour l'Employabilité (RESUME), which included the organization of an international competition for entrepreneurship projects. A team in the bachelor's degree in Materials Engineering at the UB placed second in the competition.

Social Entrepreneurship Forum of the UB Faculty of Economics and Business

For several years, the BIE has taken part in the Social Entrepreneurship Forum to promote entrepreneurship as an employment option and to raise awareness of the services and resources on offer at the UB for members of the university community who wish to become entrepreneurs.

The aims of the forum are to give greater visibility to institutions operating in the third sector, to encourage students to seek employment in this field,²⁶ and to promote the Faculty's co-working space so that students can work on their initiatives at the forum and improve their visibility. This co-working space has been created so that entrepreneurial students have a space and the means to pursue their projects.

Yunus Social Business Centre Network

The UB, through the BIE and the Faculty of Economics and Business, is a member of the Yunus Social Business Centre University Network, which seeks to promote teaching and research activities related to the area of social entrepreneurship and the social economy and to generate knowledge in the field.

In 2018, the network published a [collection of cases on new trends in the creation and management of social enterprises](#).

²⁴ The BIE was set up through an agreement between the UB and FBG.

²⁵ The Faculty of Economics and Business has organized some of the highlighted projects.

²⁶ Institutions present their projects and attract talent from the students in the Faculty of Economics and Business.

Aracoop: Social Economy

The Aracoop project is part of the Social Entrepreneurship Forum. In 2017 and 2018, it has fostered the social economy and cooperativism. The project also serves to consolidate specific training in the social economy and aims, in the future, to incorporate and establish the social economy in bachelor's degrees within the Faculty of Economics and Business and, at the same time, to become a guiding light for bachelor's and master's students in the Faculty and throughout the UB, thanks to the host of activities held throughout the year (symposiums, conferences, seminars, film forums, etc.), which are open to all students.

Research projects, published scientific papers, submitted doctoral theses and newly created businesses related to social responsibility and the Sustainable Development Goals

The UB has not yet set a standard to define when a research project, scientific paper, thesis or new business is related to social responsibility or the Sustainable Development Goals. As a consequence, it has not been possible to respond to these questions.

Institutional actions aimed at promoting interdisciplinary research

As set out in the UB Statute, multidisciplinary research is channelled through the UB's research institutes, which, by definition, contain researchers from different faculties and departments who are able to address complex issues from a variety of complementary viewpoints. At present, the UB has [17 research institutes](#).

Expert Guides covering PDI specializing in subjects related to social responsibility

The UB has an Expert Guide, which is available to the media and society at large in order to facilitate contact with PDI in their areas of expertise. Information on experts can be consulted using the [search tool](#), which permits searches by area of knowledge and by keyword. In the area of social responsibility, the UB currently has **6** experts:

- Josefa Boria Reverter
- Isabel Vidal Martínez
- Marina Romeo Delgado
- Antonio Somoza López
- Jordi Morrós Ribera
- Salvador Garcia Sánchez

Objectives for 2019

- The Office of the Vice-Rector for Research, in collaboration with experts in research integrity, is now at work on the preparation of a code on integrity and research, which is set for approval in June 2019.

Objectives for the academic year 2020-2021

The objectives set in last year's [Report on Social Responsibility](#) remain in place.



CAMPUSES OF INTERNATIONAL EXCELLENCE

The UB has two campuses of international excellence, the Barcelona Knowledge Campus [BKC](#) and the Health University of 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.

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 is located in three environments: 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.

Fulfilment of objectives 2018

- The UB has held calls for financial assistance aimed at companies and start-ups in the UB and UPC environment in order to promote work placements by bachelor's, master's and doctoral students within the BKC.
- The objective of supplementing the programme with activities at business fairs and recruitment events, careers guidance activities, and entrepreneurship laboratories and workshops has not been achieved.

Scientific dissemination and impact in the media and social networks

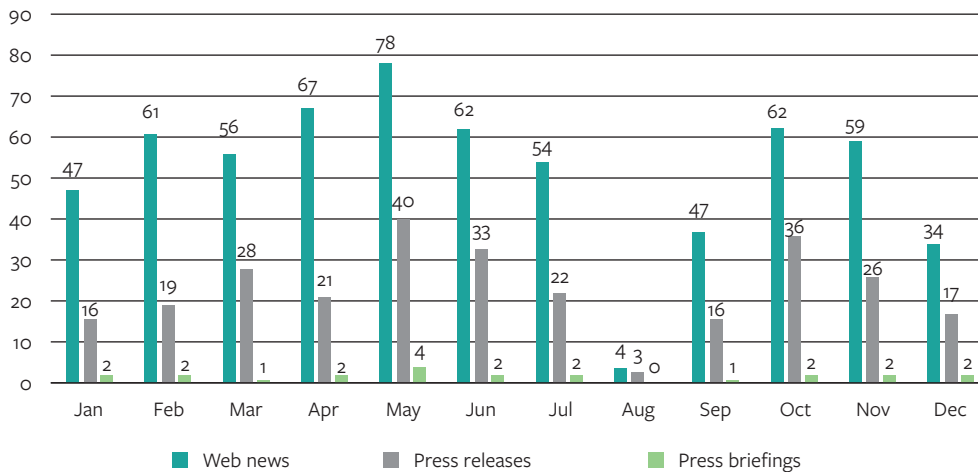
The dissemination of research carried out by the UB's research groups is carried out by the Communication Unit.

While information on research projects at the UB can reach society through a variety of channels, transfer is basically carried out in two ways:

1. The Communication Unit prepares press releases to disseminate selected scientific papers. The standards for selecting papers for press releases are as diverse as the international ranking of the scientific publication (quartiles), the scientific leadership of the authors, the importance of the finding to the scientific community and the global reach of the UB as a research institution of national and international renown. Press releases are also put out to disseminate the most innovative results of research activity related to research projects, university rankings, conferences, forums, agreements, patents, books and publications, prizes and other academic honours. All press releases appear in Catalan, Spanish and English and are distributed to the full range of media outlets.

For dissemination of this sort, the UB has over **250** media contacts at the local and national level and it has access to a database of journalists in **30** countries. The bar graph below shows the content produced by the Communication Unit in 2018.

Web news, press releases and press briefings



The dissemination of results from research undertaken by UB researchers accounts for **60%** of the news items published on the UB website and **63%** of the press releases sent to media outlets.

In 2018, the UB has obtained very positive coverage and the data have improved with respect to 2017. The UB has reached a total of **51,144** impacts²⁷ in the mass media, thanks especially to the growth in electronic media (**up 5.57%**). The economic valuation of all these impacts (printed press, digital press, radio and television) comes to **364** million euros.²⁸

- The dissemination of research findings is also channelled through audiovisual products. As an example, a new audiovisual product entitled [A bord del Beagle \[in English, “Aboard the Beagle”\]](#) appeared in 2018, featuring a PDI member at the UB who provided key points for understanding a current topic in the news. Upon release of the first four episodes, the results have been very positive, with each episode receiving over **1,000** viewings.

Looking at social media, the UB closed 2018 with practically **185,000** followers on Facebook, nearly **20,000** followers on Instagram (the top Spanish university on the two platforms), and over **49,000** followers on Twitter (the top Catalan university).

In addition to the dissemination of research findings detailed above, the Scientific Culture and Innovation (UCC+i) Unit in the Communication Area also develops a programme of activities called “La UB divulga”.

“LA UB DIVULGA”

The aim of “La UB divulga” is to explain UB research at forums like the Espai Ciència at the educational fair Saló de l’Ensenyament and The Youth Mobile Festival (YoMo) and through activities intended to publicize scientific activity to a variety of audiences. In 2018, the results of the programme’s activities include:²⁹

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

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

29. For any projects that have already been described in previous versions of the report, a link is provided to the earlier description and the information has been updated solely with figures for 2018.

- **Espai Ciència.** The event lasted five days and attracted **1,000** young people.
- **Camins infinits.** At present, **14** young researchers from diverse branches of knowledge take part. A total of **26** sessions were held in secondary schools across Catalonia and the project reached **850** students.
- **Botanical tours.** **6** tours took place.
- **Toc-toc.** A total of **42** talks were given in **18** different locations, attracting **1,600** people.
- **Festa de la Ciència.** The UB's fourth running of the science festival "Festa de la Ciència" took place in May, offering **40** demonstration workshops in various branches of knowledge. Nearly **100** researchers from **9** faculties took part. While there was no headcount taken of the general public in attendance because admission was free, the UB did count the number of students attending: **859** children and young people from early childhood education through secondary school took part from **12** different schools.
- **ArqueUB.** It took place in June and July and it included the following activities:
 - Activity for all ages: "How did the neighbours of the Raval live in centuries past: guided tours of the experimental site on the UB's Humanities Campus (located in the Raval neighbourhood)". A total of **58** people attended the **3** sessions on offer. The aim was to give the public a chance to learn more about the life of Barcelona's inhabitants in other periods. The public was greeted by archaeologists and UB students in their final year of Archaeology.
 - Activity for any students in the final year of secondary school or the first year of higher secondary school who are interested in archaeology. The aim was to give students a chance to engage in teamwork with undergraduate students in Archaeology and to perform the tasks of an archaeologist over the course of a week. Because one of the objectives was to showcase the facilities to local neighbours, the activity was publicized heavily in Raval schools. In total, **3** students participated, and prepared a **field diary** in digital format that has been posted on the project website.
- **Magnet: Alliances for Educational Success.** This programme promotes alliances between a school and an institution of excellence in a specific field of knowledge. The alliances are intended to enable the school to carry out an innovative, high-quality educational project. Over the next **4** years, the UB will collaborate with the Institut La Ribera de Montcada i Reixac on the subject of water, taking a scientific and technological perspective as well as a historical and social one. In 2018, **5** researchers and research groups from different UB faculties have taken part.
- **Neuroart Project.** The project, which is an initiative of the UB's Institute of Neurosciences, is jointly organized with the Scientific Culture and Innovation (UCC+i) Unit of the Communication Area and the Faculty of Fine Arts. It encourages children and young people to create artistic representations of the nervous system (structure, functions and plasticity) to introduce them to the world of neurosciences and to promote creativity. In the first year of the project, **10** schools took part.
- **Crystallization at School Contest.** The contest is an initiative of the UB, UAB and URV. It aims to bring geology, specifically the branch of crystallography, to schools throughout Catalonia. Secondary-school teachers receive training in crystallography at the universities and then transfer their experience to the classroom so that students can learn how to obtain crystals. In the latest contest, over **2,561** children across Catalonia took part.



Fulfilment of objectives for 2017-2018

- The objective of increasing the UB's presence on radio and television has been met. In 2017, the UB had **50,000** impacts in the media, while the figure has risen to **51,144** in 2018.
- The objective of reprinting the UB Expert Guide has been met.
- The objective of creating new internal channels of communication, such as Telegram, has been met.
- The objective of redesigning the student web portal Món UB has not been met, because priority has been given to developing the institutional web, which is now underway.
- The project to create and develop the UB's communication plan has begun, but it is not yet finished.

Objectives for 2019

- To finish the UB's communication plan.
- To consolidate collaboration with the portal The Conversation, an independent, not-for-profit media outlet that uses content sourced from academics and edited by professional journalists. The articles are available free online and can be published using a Creative Commons Licence.
- To design the project for a new UB magazine.³⁰
- To develop new actions to promote scientific culture in the society at large within the framework of the programme "La UB divulga".

³⁰. Between 1997 and 2013, the UB published a magazine that featured current news and reporting on actions, activities and research carried out at the UB.

How the UB compares to other universities

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS	2014-2015	2015-2016	2016-2017	2017-2018
Ranking position	201-225	174	201-250	201-250
Evaluation scores by area				
Teaching	28.4	38.5	33.7	32.4
Research	28.8	37.4	33.0	32.5
Citations	79.7	78.9	81.3	83.2
Industry income	31	31.1	35.3	34.0
Internationalization	47.8	49.2	49.3	50.6
Overall score	–	50.9	46.3-50.4	48.3-51.6
UB position in Spain	2	3	3	3

Source: OCI based on information from the website <http://www.timeshighereducation.co.uk/>

ACADEMIC RANKING OF WORLD UNIVERSITIES (JIAO TONG UNIVERSITY, CHINA)	2015	2016	2017	2018
Ranking position	151-200	151-200	201-300	151-200
Evaluation scores by <u>area</u>				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	15.1	17.8	15.4	27.1
N&S	11.7	12	12.3	12.5
PUB	51.6	50.6	51.0	53.3
PCP	18.7	19.9	20.4	23.2
Overall score	–	–	–	–
UB position in Spain	1	1	1-3	1

Source: OCI based on information from the website <http://www.shanghairanking.com/>

QS WORLD UNIVERSITY RANKINGS	2014-2015	2015-2016	2016-2017	2017-2018
Ranking position	166	166	160	156
Evaluation scores by <u>area</u>				
Academic reputation	86	86.9	79.5	80
Employer reputation	70.4	74.1	66.4	60.7
Teacher:student ratio	30.4	–	28.4	30.6
Internationalization	6	–	–	–
International students	33.8	–	36.1	33.7
Citations	45.3	38.8	32.4	33.4
Overall score	58.7	58.6	52.6	52.9
UB position in Spain	1	1	1	1

Source: OCI based on information from the website <http://www.topuniversities.com/university-rankings>

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.

BUDGET ALLOCATED TO ACTIVITIES RELATED TO SOCIAL RESPONSIBILITY

As noted earlier, there is no current up-to-date information on teaching activities related to social responsibility carried out at the UB. As a consequence, there is no information on any related budget allocations.

UB TEACHING THAT RAISES ETHICAL CONCERNS AMONG STAKEHOLDER GROUPS

The UB offers no teaching in any subject that has, because of its nature, sparked stakeholder complaints or unease on ethical grounds.

Internationalization

UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

In accordance with the Objectives Plan for 2018, the UB's governance activity has **24** strategic lines, **3** of which have an impact on the UB's outreach and internationalization:

Line 16. To incentivize the submission of competitive projects in international calls.

Line 17. To increase the extent of internationalization in teaching, research, management and transfer.

Line 18. To strengthen the UB's outreach abroad.

These lines are translated into various objectives that are set out in the same document:

Objective 12. To incentivize researchers to submit competitive proposals in international projects and to assist them in doing so through an improved management office that has more resources.

Objective 13. To forge strategic alliances with other universities, consortiums and administrations in order to increase internationalization and promote international projects.

Objective 14. To reinforce mobility in geographical areas where there are current shortfalls, mainly Latin America and Asia.

Objective 15. To review the indicators of internationalization, correcting deficiencies in the transmission and publication of figures in UB documents and in national and international databases.

In keeping with the UB's policy on internationalization, the University has been working since the end of 2018 with Trinity College (Dublin), Utrecht University, the University of Montpellier and Eötvös Loránd University (Budapest) to form the Charm-European University (Charm-EU) alliance, which was set to begin activities in early 2019. This is a new university project founded



on an interdisciplinary approach built around challenge-based learning. The aim is to find a way to reconcile humans and the planet. As part of the alliance's efforts, the Sustainable Development Goals of the United Nations will be addressed.

The alliance is an outgrowth of the line marked out by the European Council in December 2017, when it pushed forward an initiative to form networks of European universities to improve the international competitiveness of institutions of higher learning and to strengthen the feeling of belonging to Europe. Charm-EU was a submission at the first call for assistance held by the European Commission as part of the Erasmus+ programme aimed at the creation of European universities. The results of the call were scheduled to be announced in July 2019.

PERCENTAGE AND ABSOLUTE NUMBER OF INTERNATIONAL STAFF³¹

INTERNATIONAL PAS				
	MEN	WOMEN	TOTAL	% OF TOTAL
Spain	779	1443	2,222	97.12
Remaining EU	13	22	35	1.53
Remaining Europe	2	0	2	0.09
North America	1	2	3	0.13
South and Central America (incl. Caribbean)	11	8	19	0.83
Asia	2	1	3	0.13
Africa	2	2	4	0.17
Oceania	0	0	0	0
Total	810	1,478	2,288	

Source: Technical Bureau at the Rector's Office

31. Unlike all the other data on staff, these figures correspond to 31 December 2017 and not to 31 December 2018.

The UB has **66** international members of PAS, representing **2.88%** of all PAS.

INTERNATIONAL PDI				
	MEN	WOMEN	TOTAL	% OF TOTAL
Spain	2,940	2,508	5,448	95.65
Remaining EU	100	79	179	3.14
Remaining Europe	7	1	8	0.14
North America	9	11	20	0.35
South and Central America (incl. Caribbean)	15	22	37	0.65
Asia	1	1	2	0.04
Africa	2	0	2	0.04
Oceania	0	0	0	0
Total	3,074	2,622	5,696	

Source: Technical Bureau at the Rector's Office

The UB has **248** international members of PDI, representing **4.35%** of all PDI.

PERCENTAGE AND ABSOLUTE NUMBER OF INTERNATIONAL STUDENTS

BACHELOR'S DEGREE STUDENTS BY NATIONALITY*						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	37,890	94.03	23,575	93.55	14,315	94.83
International students	2,405	5.97	1,625	6.45	780	5.17
Total	40,295		25,200		15,095	

* This includes the UB-specific degree in Private Investigation.

Source: Office of the Vice-Rector for Outreach and Internationalization

UNIVERSITY MASTER'S DEGREE STUDENTS BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	3,971	71.52	2,463	71.93	1,508	70.86
International students	1,581	28.48	961	28.07	620	29.14
Total	5,552		3,424		2,128	

Source: Office of the Vice-Rector for Outreach and Internationalization



UB SPECIFIC MASTER'S DEGREE STUDENTS BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	3,865	68.13	2,856	70.34	1,009	62.55
International students	1,808	31.87	1,204	29.66	604	37.45
Total	5,673		4,060		1,613	

Source: Office of the Vice-Rector for Outreach and Internationalization

TRAINEE RESEARCHERS (DOCTORAL STUDIES) BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	3,222	68.47	1,821	69.29	1,401	67.42
International students	1,484	31.53	807	30.71	677	32.58
Total	4,706*		2,628		2,078	

* The figure of 4,706 trainee researchers differs from the figure of 4,715 that appears in *Trainee Researchers* and in *Size of the UB*, because the source is different. The Technical Bureau at the Rector's Office (the unit that provides the information for the other two sections) gathers data at a given time and does not change the data once gathered. By contrast, the Organization and Support for Students and Centres Office (which has provided information to the Office of the Vice-Rector for Outreach and Internationalization) updates its data regularly, so its information changes as a function of the time of year when the information is needed. In this case, the data come from January 2019.

Source: Office of the Vice-Rector for Outreach and Internationalization

As the tables above show, the largest number of international students appears in the group of trainee researchers and the group of UB-specific master's degree students. In the UB's bachelor's degrees, international students continue to be a very small group (**5.97%**) and their presence is primarily a reflection of the sociological reality of Catalonia (only **2.04%** of Catalonia's population comes from abroad).

There is a large number of Latin Americans in all tables of international students.

INTERNATIONAL ACADEMIC OFFERING

The academic offering provided jointly with international universities is also an indicator of the degree of internationalization at the UB, which offers ten Erasmus Mundus joint degrees (eight interuniversity master's degrees³² and two doctoral programmes³³).

INTERNATIONAL ACADEMIC OFFERING	2014-2015	2015-2016	2016-2017	2017-2018
Erasmus Mundus interuniversity master's degrees	5	6	7	8
Erasmus Mundus doctoral studies	2	2	2	2

Source: Academic Management

The UB's academic offering (bachelor's degrees, master's degrees—university and UB-specific ones—and doctoral degrees) are publicly accessible for international students on the UB's website. To ensure that students can find out the language of instruction before enrolling in a course, the [Language Services](#) website provides the relevant information for each class group. There is also [promotional material](#) that specifies the bachelor's degree subjects on offer in English and identifies which bachelor's degrees, master's degrees and doctoral degrees have a percentage of instruction in English that is higher than 80%.

Objectives for the academic year 2019-2020

- To provide information on the number of joint degrees on offer (a *joint degree* is understood to be a bachelor's degree with a curriculum agreed by the UB and a foreign university; when students graduate, they obtain an official degree from both universities).

AGREEMENTS WITH FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS

In 2018, the UB has signed **486** agreements, **124** with foreign institutions (**25.53%**). Of the **124** agreements, **30** are framework agreements³⁴ (**24.19%**) and **64** are academic in nature (**51.61%**).

Of the total current agreements (regardless of their year of signing), the UB was a party in 2018 to **4,244** and **2,292** of them are with foreign institutions (**54%**). Of the 2,292 agreements, **402** are framework agreements (**17.53%**) and **283** are academic in nature (**12.34%**).

32. 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.

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

34. A framework agreement is an agreement in which the parties express their desire to cooperate in areas of common interest; subsequently, the parties specify the actions to be taken by means of specific agreements in which the duties of each party are set down.

OFFICIAL REPRESENTATIONS OVERSEAS

As a result of actions carried out by its campuses of international excellence, specifically the BKC, the UB has created so-called “antenna offices”, which aim to strengthen the exchanges between the universities involved and to act as a permanent focus of attraction for students and teaching and research staff by forging a relationship with a certain degree of privilege between the institutions involved. One of the antenna offices was opened at the Shepard Broad Law Center at Nova Southeastern University (Florida, US) in 2013.

In the context of the HUBc, which is the UB’s other campus of excellence, the UB has had a stable site at the Higher University of San Andrés (Bolivia) since 2011 with the aim of coordinating a postgraduate and master’s degree programme in tropical medicine. This is part of the Campus of the Americas project, and the academic proposition, which is based on an ethical and holistic view of North-South relations, focuses on preparing students to carry out professional work in low-to-medium-income countries and improve the health of their populations.

PDI, PAS AND STUDENTS AT THE UB WHO HAVE DONE STAYS ABROAD

PDI WHO HAVE DONE STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU	17	41	58
Erasmus+ outside the EU*	7	8	15
International mobility financial aid**	5	14	19
funding from Santander	2	1	3
Total	31	64	95

* This is a UB-specific call funded by the Office of the Vice-Rector for Outreach and Internationalization.

It provides financial assistance to promote the individual actions of PDI and offers institutional aid to centres and departments that can contribute added value to teaching and research by creating medium-to-long-term bonds with: a) geographical areas that the institution is currently focused on (Asia-Pacific and Latin America) and b) European universities with which the UB is forging long-term alliances for collaboration.

** Santander Bank sponsors this funding to strengthen the mobility and exchange of young teaching and research staff and doctoral students among Ibero-American universities and research centres. This is viewed as a necessary condition to make progress toward an Ibero-American space of socially responsible knowledge.

Source: OMPI



PAS WHO HAVE DONE STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU	10	29	39
Erasmus+ outside the EU	0	8	8
Total	10	37	47

Source: OMPI

STUDENTS WHO HAVE DONE STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU: course	305	600	905
Erasmus+ in the EU: practical activities	33	89	122
Erasmus+ outside the EU: course	4	9	13
Erasmus Mundus Action 2*	0	1	1
Bilateral agreement**	80	145	225
Interuniversity Centre for Development (CINDA)***	4	13	17
Individual application****	1	3	4
Total	427	860	1,287

* Mobility programme from Europe to Asia coordinated by the UB and funded by the EU.

** Agreements signed between the UB or one of the UB's faculties and faculties or universities in other territories.

*** CINDA is a network of Spanish universities (and an Italian university) and Latin American universities that promotes exchanges between Latin America and Spain.

**** Students who wish to study at another university for a given period and reach an agreement with their faculty to receive recognition for the subjects that they complete at the other university.

Source: OMPI

PDI, PAS AND STUDENTS FROM OTHER UNIVERSITIES WHO HAVE DONE STAYS AT THE UB

PDI WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU*	–	–	–
Erasmus+ outside the EU	7	14	21
Coimbra Group**	1	0	1
International mobility financial aid	10	6	16
Visiting***	74	65	139
Total	92	85	177

* At present, the UB has no established system to check how many PDI members from other universities in the European Union are doing temporary stays at the UB as part of the Erasmus+ programme.

** Mobility programme for a group of long-standing European universities.

*** This figure includes PDI from other universities who have done a temporary stay at the UB because of their relationships with somebody at the UB.

Source: OMPI

PAS WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU	2	17	19
Erasmus+ outside the EU	5	14	19
Total	7	31	38

Source: OMPI

STUDENTS WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU: academic study	417	826	1,243
Erasmus+ in the EU: placements	23	41	64
Erasmus+ outside the EU: academic study	7	29	36
Bilateral agreements	48	133	181
Coimbra Group	3	5	8
Interuniversity Centre for Development (CINDA)	3	8	11
Study Abroad*	95	215	310
Fundación Carolina**	2	1	3
AECID***	1	0	1
Individual applications	13	25	38
Total	612	1,283	1,895

* Students who come from the United States or China to study at the UB for a given period of time as part of a programme that is specific to them.

** Institution to promote cultural relations and educational and scientific cooperation between Spain and the countries in the Organization of Ibero-American States.

*** Students who come to the UB through the AECID exchange programme.

Source: OMPI

Objectives for the academic year 2018-2019

- To incentivize researchers to submit competitive proposals in international projects.
- To assist researchers through an improved management office that has more resources.
- To forge strategic alliances with other universities, consortiums and administrations in order to increase internationalization and promote international projects.
- To strengthen mobility in geographical areas where there are current shortfalls, mainly Latin America and Asia.
- To review the indicators of internationalization, correcting deficiencies in the transmission and publication of figures in UB documents and in national and international databases.

Objectives for 2020

The objectives set for 2020 in the previous [Report on Social Responsibility](#) remain in place.

Languages at the UB

The [Language Plan 2017-2020](#) was approved by the Governing Council in February 2018. The plan seeks to establish and develop the UB's language policy for the coming years, while taking into account the UB's commitment to combine international reach with a special responsibility toward the Catalan language. This dual commitment has two direct implications: first, to incorporate multilingualism into the core of the institution because of the context established by the current EHEA and the resulting academic and professional mobility; and second, as one of the leading academic institutions in Catalonia, to reiterate the commitment to Catalan society to protect, use and promote the language of Catalonia, as stipulated in the [UB's Statute](#) and [General Regulations on Language Use](#).

The Language Plan 2017-2020 sets out 61 actions to be carried out in four areas: institutional information and communication; management and administration; teaching; and research, knowledge transfer and scientific dissemination. Each of the four areas has three strategic strands: competences, quality and language use.

The tables below show language use in teaching at the UB during 2017-2018. For a more in-depth analysis of the data or a comparison with previous years, you need to go to the [Language Services](#) website.

LANGUAGES OF INSTRUCTION

OVERALL DATA		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	347,759.6	64.5
Spanish	138,355.6	25.7
English	36,464	6.8
Other	16,615	3.1

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

DATA FOR BACHELOR'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	305,921.6	68.8
Spanish	101,775.6	22.9
English	20,809.3	4.7
Other	16,390	3.7

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

DATA FOR UNIVERSITY MASTER'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	41,838	44.4
Spanish	36,579.9	38.8
English	15,654.7	16.6
Other	225	0.2

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

EVOLUTION OF TEACHING IN CATALAN

	ACADEMIC YEAR			
	2014-2015	2015-2016	2016-2017	2017-2018
Teaching in Catalan	66.38%	65.58%	64.80%	64.5%

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

Objectives for 2020³⁵

The objectives are defined in the [Language Plan 2017-2020](#).

³⁵ The fulfilment of these objectives will be reported upon completion of the period covered by the Language Plan 2017-2020. However, if it is considered significant, their partial completion will be monitored prior to 2020.

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

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

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

For example, incoming students are asked to complete a survey to rate their entrance into the UB:

- [New bachelor's degree students](#)
- [New master's degree students](#)

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

- [UB services and global report](#) for 2017

In addition, graduates are [surveyed](#). In this case, the most recent available data are from 2017:

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

Two sets of statistical information have been created in relation to student satisfaction and the assessment of teaching staff:

- [Student satisfaction surveys](#)
- [Assessment of teaching staff](#)



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 among graduates of bachelor's degrees, master's degree and doctoral programmes. The most recent published surveys correspond to 2017:

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

The AQU also has a [website](#) with specific data on the labour market outcomes for each bachelor's, master's and doctoral degree.

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	2014-2015	2015-2016	2016-2017	2017-2018
Average price per credit for bachelor's degrees	€ 33.52	€ 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 the academic year 2012-2013.

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

GRANTS AND FINANCIAL AID

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

- [for bachelor's degrees](#)
- [for university master's degrees](#)
- [for UB-specific master's degrees or postgraduate courses](#)
- [for doctoral studies.](#)

Over the past academic year 2017-2018, **19,686** applications were received for **general and mobility grants** for bachelor's degrees, pre-EHEA degrees and diplomas, and university master's degrees. A total of **11,869** grants were awarded, with a total value of **28,481,780.96** euros.

The table below shows the grant figures over the past four academic years:

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2014-2015	2015-2016	2016-2017	2017-2018
Applications	19,487	20,623	20,466	19,686
Grants awarded	12,101	12,346	11,861	11,869
Successful applications	62.10%	59.87%	57.95%	60.29%
Successful applications out of total students (pre-EHEA degrees/ diplomas, bachelor's degrees and master's degrees)	24.55%	25.26%	22.73%	

Source: [UB report 2017-2018](#)

Additionally, **9,526** applications for means-tested Equity grants were processed, of which **7,943** were awarded. These grants reduce enrolment fees for students by **10%** to **80%** according to which of six means-based categories they are classified in. In the academic year 2017-2018, these grants have also been offered to master's students, providing a reduction of between 5% and 25% in their enrolment fees.

In addition to the usual grants given by the Spanish Ministry (general and mobility) and the Government of Catalonia (Equity grants), the UB has continued to offer its own [bkUB](#) programme, which supports a whole series of measures intended to prevent financial hardship from being an obstacle to studying at the university. Within the framework of this programme, over 13,000 bachelor's degree students were provided with financial aid under two grant programmes:

- grants for students with special economic difficulties, which included three modalities and resulted in **216** applications and **166** awards (Modality A, for extraordinary circumstances: **47**; Modality B, a supplement for the Equity grant: **20**, and Modality C, for repeating subjects: **99**).
- grants for studying third languages, with **295** awards made.

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Fulfilment of objectives for 2017-2018

- The objective of maintaining the UB's own grant and financial aid programme has been met through the continuation of the bkUB programme and through the treatment of special situations involving the general grant.
- The objective of reviewing the regulations on collaboration grants in order to replace the previous regulations and give special emphasis to the importance of collaboration in the UB's training plan has been met. This includes:
 - Establishing the compulsory allocation of a tutor to each grantholder, with the tutor having obligations to each grantholder.
 - Establishing a compulsory rule that the tutor shall prepare a report on the grantholder at the end of his or her grant and that the grantholder shall complete a questionnaire providing information on whether or not the training plan set out in the call for the grant has been adhered to.
 - Establishing penalties for non-fulfilment of the obligations of tutors and grantholders.
- The objective of asserting and defending the equalization of tuition fees in bachelor's and master's studies has been met.

Students with special educational needs

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

NUMBER OF STUDENTS WITH FUNCTIONAL DIVERSITY

A distinction has been drawn between students who have a certificate of disability equal to or greater than 33% and students who do not have a certificate of disability, even though they do have special educational diagnoses and needs. This distinction is important because the tally of the first group is much more reliable (they receive government benefits) than the tally of the second group, which only includes students who have been helped by SAE, the UB service that addresses such situations.

	STUDENTS WITH CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, BUT NOT A CERTIFICATE	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	294	346	52	85
Master's or postgraduate degrees	41	47	–	2
Doctoral studies	20	24	1	–
Total	355	417	53	87
	Total students with certificate of disability: 772		Total students with special educational needs but not a certificate: 140	

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

POLICIES TO PROMOTE THE ENROLMENT OF STUDENTS WITH FUNCTIONAL DIVERSITY

The Royal Decree 412/2014 establishes a reserve of 5% of the places in official bachelor's degrees for students with functional diversity. In December 2017, the Governing Council of the UB approved extending the reserve of 5% to official master's degrees as well, reflecting a broader commitment from the UB than Spanish legislation requires.

Another highlight are the activities of UB units such as [UB Future Students](#), which when the academic offering of the University is disseminated and connections are forged with secondary-school students, publicizes the UB's support programmes for students and helps to connect students with special educational needs to the people who manage the relevant UB support programmes and can provide guidance and assistance.

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

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

- **The Fem Via Programme.** This programme is aimed at students with a certificate of disability equal to or greater than 33% who require special support to pursue their academic career adequately.
- **The Avançà Programme.** This programme is aimed at students who do not have a certificate of disability but do have special educational needs and can provide medical diagnoses and/or documents to attest to the fact.

The actions carried out by the two programmes that are aimed at the university community as a whole can be categorized as follows:

- Conferences, workshops, materials to raise awareness, participation in institutional studies and working groups, participation in calls for assistance and more.
- Direct, personalized attention:
 - *Information.* Prior to completion of enrolment, information is provided to clarify the characteristics of the UB's departments and faculties, regulations, external assistance, the adaptation of premises to the special needs of students, etc.
 - *Personalized reports.* Personalized reports are prepared with the curriculum adaptations recommended for each student who requests one and, if needed, referrals to complementary services are proposed and/or actions that go beyond methodological suitability are coordinated with any faculties involved.
 - *Support products.* Various kinds of equipment and materials are obtained to facilitate and enhance the functional capacities of students with special educational needs. Examples include technical aids and other physical features to improve access to information and/or compensate for problems with motor skills; special software for students with specific learning problems; a zoomtext (a screen magnifier), and adapted furniture.

- Ongoing support from classmates and professionals:
 - *Support classmates.* Some students who are autonomous in many respects benefit greatly from the support of somebody who understands their needs well and has shown a commitment to helping them. In this respect, there is a volunteer programme for students who want to lend support to their classmates in tasks related to note-taking and mobility around campus.
 - *Sign-language interpreters.* A portion of students with hearing impairment communicate primarily by means of sign language. Because the UB can offer sign-language interpreters during class hours and assessments, they are able to pursue their classes normally.
 - *Economic grants for students with reduced mobility in need of assistance.* Grants are offered to students to cover the cost of a personal assistant needed during their daily academic schedule.
- Promoting the employability of students with special educational needs: in collaboration with other services and units in the area of employability, opportunities are provided for students with functional diversity to take part in work placements, job offers and other special programmes.
- Promoting physical and digital accessibility: based on student requests and suggestions, the UB is preparing improvement proposals that involve the students themselves, specialized entities and the faculties and schools concerned.

SPECIFIC PROGRAMMES AIMED AT HIGH-ACHIEVING STUDENTS

In some cases, a high level of ability can help students to achieve a high level of academic performance. In other cases, however, such gifts require educational adjustments to ensure that development is adequate. In this respect, high-achieving or gifted students that have special educational needs can also receive attention through the Avança Programme.

The SAE team not only provides guidance and assistance to these students, but also provides information to teaching staff on the characteristics of the students in order to make it easier to facilitate communication spaces outside the classroom, foster respect and promote divergent thinking, enrich the content on demand and, depending on students' learning styles, value individual effort or orient participation toward supplementary activities. All of these measures can help students to reach their goals at the University.

ACTIONS TO FACILITATE IMPROVED ACADEMIC PERFORMANCE OR ENSURE CONTINUED ENROLMENT OF STUDENTS WITH HEALTH PROBLEMS

The Studia Project, which is based on an agreement with Hospital Clínic in Barcelona, is an academic support programme for university students who are hospitalized for long periods because of long-term illness. The aim is to help all UB students to carry on with their studies when, because of clinical circumstances, their academic life is disrupted. To this end, the programme offers various types of activities and assistance to provide academic and intellectual support.



These actions can include:

- Reinforcement sessions, classes, etc. for the various subjects in which a student is enrolled;
- Intermediation between the student and the teaching staff, supervisors and coordinators in the faculty;
- Tutoring and supervision for exams and tests;
- Completion of academic procedures (enrolment, change of subjects, reduction or increase in credits, certification of qualifications, etc.), and
- Any other facet of academic and personal support, both in hospital and at home.

Everyone who participates in the above efforts is a UB graduate, postgraduate student or doctoral student.

OTHER SUPPORT PROGRAMMES AND ACTIVITIES CARRIED OUT BY SAE

In addition to the programmes described above, the SAE has carried out other support actions for students during the academic year 2017-2018. They are described below:

Collaboration agreement with the NGO Projecte Home

Since 2009, the UB has been engaged in a collaboration agreement with the Fundació Gresol Projecte Home, an NGO that focuses on the prevention and treatment of drug dependency in Catalonia.

The collaboration is defined by lines of action that seek to meet the following goals:

1. To bring Projecte Home closer to the UB through:
 - an annual workshop to raise awareness on subjects of interest for the university community and for other related associations;

- the promotion of volunteering;
 - the organization of scheduled visits to Projecte Home;
 - counselling and treatment for all UB students, and
 - collaboration on UB research projects related to drug dependencies.
2. To bring the UB closer to people in treatment and their relatives and also to the volunteers, collaborators and staff at Projecte Home.

In the academic year 2017-2018, the ninth annual conference on drug dependencies addressed the importance of employability as a step toward overcoming addiction. Entitled “**La inserció laboral: un esglaió indispensable per superar una addició**”, the event attracted **173** attendees.

The Viure i Conviure Programme

This is a solidarity programme managed by the Roure Foundation in collaboration with the CIC and the Barcelona City Council. It helps university students to find accommodation in the homes of elderly people and it fosters intergenerational relations, exchange and solidarity. The aim is twofold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students. The entire process is supervised by a team of professionals who seek to ensure that the experience is profitable for everyone.

Santander-Crue-Cepyme grant programme for in-company work placements

This grant programme is possible thanks to an agreement signed by Santander Bank, the universities represented by Crue, and the Spanish Confederation of Small and Medium-Sized Enterprises (Cepyme).

The programme enables students to pursue in-company work placements for a three-month period as part of their degree course or outside their degree course in the professional area in which they will work after graduation. The aim is to supplement their university training and enhance their subsequent employability. Participating enterprises also benefit from the incorporation of young talent.

The call in the academic year 2017-2018 attracted the participation of **46** students.

Grant and work placement programme of Fundación ONCE and Crue

Fundación ONCE and Crue have signed a collaboration agreement as part of the Operational Programme for Social Inclusion and Social Economy 2014-2020.

This agreement enables students with functional diversity to pursue external work placements as part of their degree course or outside their degree course. The aim is to enhance their employability and future job prospects.

The call in the academic year 2017-2018 attracted the participation of **7** students, who have carried out three-month work placements.

Fulfilment of objectives for 2017-2018

- The objective of organizing and participating in events about students with special educational needs has been met. In this respect, two workshops aimed at teaching staff were held. One addressed the topic of anxiety, depression and other mental disorders in the classroom, while the other addressed the topic of learning difficulties such as ADHD and dyslexia. There was also a talk on providing assistance to students with special educational needs as part of a workshop on digital accessibility.
- For the first time, the UB has held a call for economic grants for students with reduced mobility who require assistance from third persons. The grants totalled 10,000 euros (with a maximum of 3,000 euros per student) and they were intended to cover a portion of the costs arising from the hiring of a service to address certain basic needs for students to attend classes normally. As a result, this objective has been met.
- The objective of taking new steps to promote collaboration with teaching staff and UB services involved in providing assistance to students with special educational needs has only partially been met. Collaboration has included transversal UB services such as OMPI (to disseminate the Erasmus+ programme) and OSSMA (in the case of students with functional diversity in emergency situations). Contacts have also been initiated with services that carry out tasks that are supplementary to the work of SAE, such as the Neuropsychological Diagnostic and Rehabilitation Unit and the Behavioural Therapy Unit. As a consequence, it is now easier to make referrals and to inform students with special educational needs about the resources on offer. With respect to the teaching staff, the intention was to take part in focus groups to identify the methodological adaptations proposed in the reports (in accordance with teaching plans) and to establish a system to share best practices in the classroom. In the end, however, the focus groups were not held and proposals have been put forward only at the individual level. Because the focus groups have not been organized, the two subsequent objectives have not been met.
- The objective of reviewing and updating informational material on programmes and resources aimed at students with special educational needs has not been met.

Objectives for the academic year 2018-2019

- To promote a framework collaboration agreement with the Asperger Association of Catalonia.



The [UB unit dedicated to equality](#) works together with the equality committees of the UB and its various faculties to promote, coordinate and implement the gender perspective in all activities carried out by the UB in order to achieve equality between men and women in the UB community.

To achieve this goal, the UB has, since 2014, had a [protocol for prevention, detection and action in situations of sexual](#) or gender harassment to address the treatment and resolution of such situations. As a consequence of applying the protocol, however, it has been found to be in need of review and updating. Indeed, the protocol anticipated this possibility in its original section thirteen. In 2018, the UB's Equality Committee has approved a new version of the protocol and renamed it to address gender identity and sexual orientation, and to respond to other sexist behaviour as well. As the new name indicates, the protocol will apply to situations related to sexual and gender identity and other sexist behaviours that are different from harassment but also call for a change in sensitivity. Legal Services are currently reviewing the new version of the protocol before it proceeds to the UB's representative bodies for review and consensus.

The main goals of the protocol are prevention, assistance and advice for people who have been a victim of harassment. The protocol ensures rigorous and confidential help and it provides affected individuals with quick, high-quality channels to resolve any problems they are facing. In other words, it provides a protective response for affected people and it punishes harassment on the basis of sex, gender, gender identity or sexual orientation. It also clarifies the models for action and the competences of the people and/or bodies involved when such situations are detected at the UB.

³⁶ Even though the Equality Unit appears in the section on *Teaching, Research and Responsibility to Students*, UB employees can also make use of its services.



In order to help in its application, the protocol will be accompanied by advisory and explanatory guidebooks. Training is also anticipated for the agents involved.

It is essential that the University of Barcelona seeks to prevent this form of violence through its educational activity and awareness-raising actions that focus on the value of equality and the need to combat sexist behaviours and social stereotypes that lead to inequality between women and men, as established in Article 25 of Organic Law 3 of 2007 March 2007 on effective equality between men and women, and Article 17 of Law 5 of 24 April 2008 on the right of women to eradicate gender-based violence.

Below is a description of the actions and projects undertaken by the Equality Unit during the academic year 2017-2018 in addition to the preparation of the protocol:

- Offering a support service for the entire university community, as a comprehensive protection measure against gender-based violence.
- Training and informational activities to combat gender-based violence in the university community have included a repeat of the course “Cuida’t, cuida”, which is aimed at the entire UB student body and seeks to offer tools for sexual and affective relationships that are both safe and healthy. The UB also organized a repeat of the lecture series on Gender, Health and Equality, which had a very successful turnout.
- Teaching and research activities have been carried out to promote the gender perspective, and activities organized to commemorate International Women’s Day, on 8 March, and the International Day for the Elimination of Violence against Women, on 25 November, have been publicized.
- 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. Participating networks include:

Ibero-America:

- Ibero-American Universities Union (UIU)

Europe:

- LERU

Spain:

- Working Group on Gender Policies (Crue)
- Network of Gender Equality Units for University Excellence (RUIGEU)

Catalonia and the Mediterranean:

- Vives University Network
- Observatory for Gender Equality at the Catalan Women's Institute

Fulfilment of objectives for 2017-2018

- The objective of preparing the Third Equality Plan has not been met because the Equality Committee has decided first to engage in a new diagnostic process to obtain a specific and exact picture of the current state of equality at the UB. This effort will be carried out by the research group on Welfare, Community and Social Control (Copolis) during the academic year 2018-2019.
- The objective of overhauling and improving the protocol for prevention, detection and action in situations of sexual or gender harassment has been met. The new protocol, which has been approved by the Equality Committee, is undergoing legal review prior to approval by the Governing Council and subsequent implementation.
- The objective of preparing the internal regulations of the Equality Unit has not been met, because more urgent actions have taken priority. By contrast, the objective has been met to approve the new framework regulations for the equality committees in the UB's faculties in order to improve their management. In the academic year 2018-2019, visits will be paid to all faculties and meetings will be held with the teams in the dean's offices and equality committees in order to disseminate the new regulations and work to help the faculties adapt to them. The meetings will also address dissemination of the policy on equality and engage all faculties and dean's office teams in the effort.

Objectives for the academic year 2018-2019

- To increase the number of equality committees to reach the maximum possible number of members of the university community.
- To improve the communication policy of the Equality Unit. The aim is to enhance the dissemination of activities and prepare a bulletin with information on what is new and improved in the area of equality.
- To prepare a campaign to raise the visibility of women doing research at the UB.
- To approve and disseminate the new protocol against harassment.
- To provide training to the university community on the new protocol against harassment.

Objectives for the academic year 2019-2020

- To prepare and approve the Third Equality Plan of the UB.

UB Ombuds Office³⁷

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

[+ information](#)

Queries received

A portion of the Ombuds Office's activity involves responding to preliminary queries that have not yet been formalized as a written complaint. In the academic year 2017-2018, the Ombuds Office responded to **337** preliminary queries. Of these, **161** turned into formal complaints that the Ombuds Office has addressed.

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.

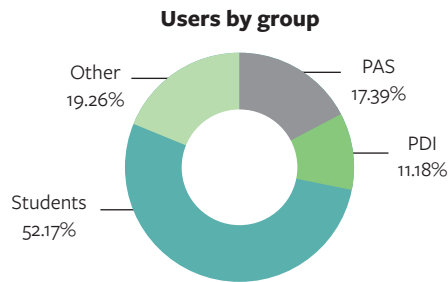
37. Even though the Ombuds Office appears in the section on *Teaching, Research and Responsibility to Students*, UB employees can also make use of its services.

CASES ADDRESSED	2014-2015	2015-2016	2016-2017	2017-2018
Total	92	112	94*	161**
Cases resolved	95.9%	90.3%	96.8%	94.41%
PDI	10	7	13	18
PAS	7	4	7	28
Students	68	95	74	84
Other	7	6	—	31
Women	39	75	59	93
Men	53	37	31	65

* The total for women and men is 90 (not 94) because one case was anonymous and another case involved a group (including three men and women).

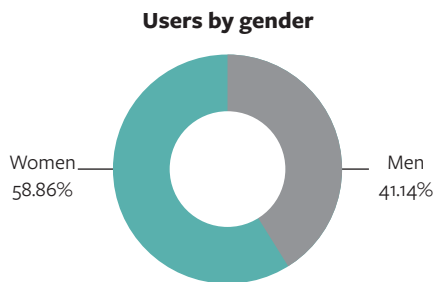
** Of the 161 cases addressed, 157 were individual cases and 4 involved groups (that is, several people lodged a complaint about the same issue). The total for women and men is 158 (not 161) because three cases involved mixed groups of men and women and they have therefore not been categorized by gender.

Source: Ombuds Office



Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students (52.17%).



Source: Ombuds Office

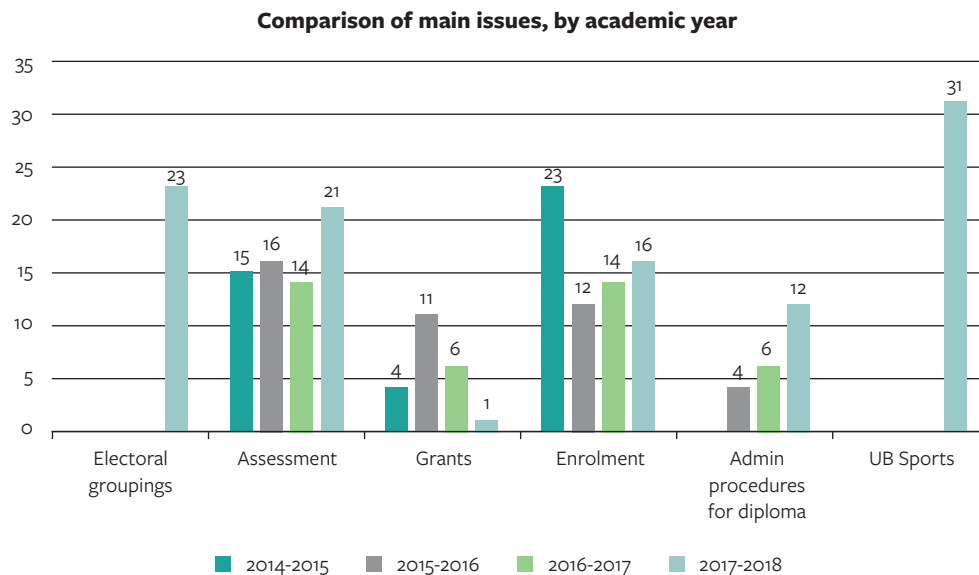
In the case of gender, the percentage of women (58.86%) who contact the Ombuds Office is greater than the percentage of men (41.14%).

Types of dispute

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

- UB Sports (**31** cases)
- Electoral groupings in the Senate elections (**23** cases)
- Assessment (**21** cases)
- Enrolment (**16** cases)
- Administrative procedures for diploma (**12** cases)

The bar chart below shows the evolution of the number of cases relating to the five common issues listed above over the past four years, together with the issue of grants, which has been quite important in previous academic years:



Source: Ombuds Office

Of the **161** total cases, the Ombuds Office has referred **40** 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. In **11** of the cases addressed, the Ombuds Office has issued a favourable ruling in response to the applicant's request.

Creating value for society through responsibility to the environment

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University impact on local environment

The University of Barcelona has **6** campuses and **9** affiliated centres located in the city of Barcelona and its surroundings.

Many of the facilities and services offered by the UB to the university community are also open to the public as a whole. In this respect, anybody can take advantage of the services of UB Sports, the School of Modern Languages and Publications and Editions of the University, though rates and fees for the general public are different from the ones offered to the university community. The UB's libraries are also open to the general public, but the general public does not have access to all the services of the libraries and use may be limited to members of the university community at certain times of the year (such as exam periods).

The UB also carries out programmes in the surrounding area. One highlight is the activities held at the Eucalyptus Building in Torre Baró, which are described in the section on [*The UB programme in support of refugees and people fleeing conflict zones*](#).

INFRASTRUCTURE

UB INFRASTRUCTURE	
Faculties	16
Affiliated centres	9
Departments	60
Libraries	16
Sports facilities	100,000 m ²
UB research institutes	15
Halls of residence	2

Source: [*UB report 2017-2018*](#)



HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2014-2015	2015-2016	2016-2017	2017-2018
Places offered by the UB*	886	848	848	836
Places filled	871	837	844	818
Employees	98.31%	98.70%	99.53%	97.85%

* In the academic years 2015-2016 and 2016-2017, there were 39 additional places reserved for temporary stays, which had a degree of variable occupancy.

Source: Common Services Area and UB Group

The UB's two halls of residence—Sant Jordi and Penyafort-Montserrat-Ramon Llull— have offered **836** places in the academic year 2017-2018. Their total occupancy rate was **97.85%**.

COST OF MAINTENANCE AND MODERNIZATION OF INFRASTRUCTURE IN 2018*

10,981,152.39 euros

* Provisional data

Source: Economic Planning and Budgeting

ASSETS	2015	2016	2017	2018*
Income from sales	0	0	0	
Spending on acquisitions	10,510,992.46	8,495,272.90	8,508,632.23	9,902,350.19

* Provisional data

Source: Economic Planning and Budgeting

Fulfilment of objectives for 2017-2018

- The objective of preparing new regulations to govern the operation and legal regime of the halls of residence and affiliated residences has not been met. The objective is postponed to 2019.

Objectives for the academic year 2018-2019

- To build the hall of residence for students on the Barcelona Knowledge 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.

The University as an opinion- and debate-generating space

The UB actively pursues its role as a key institution in Catalan society that generates opinion and facilitates rigorous debate on today's issues.

UB EXPERT GUIDE

As noted earlier in the section on [Other dimensions of research related to social responsibility](#), the UB has produced an [Expert Guide](#) listing the PDI members to contact in each subject area. The Expert Guide is now available so that the media and other members of the public know which members of the teaching staff to contact on any subject that they may wish to address.

UB DEBATES: CATALONIA AND SPAIN

In 2018, the UB has taken an additional step toward assuming its role as an opinion and debate-generating space with the organization of a debate series called [UB Debates: Catalonia and Spain](#). As part of the series, **6** debates were held to look at the relationship between Catalonia and Spain from a variety of perspectives. In this way, the UB offers a place for rigorous debate on the topic.

Objectives for the academic year 2019-2020

- To organize a debate called “Politics: The Place to Resolve Conflicts”.

Objectives for the academic year 2020-2021

- To publish a collection with all the contributions made in the debate series.

Dissemination of social responsibility

With respect to disseminating social responsibility, two publications must be mentioned: first, the paper on adapting the GRI standards to universities, entitled “Adaptación de los estándares GRI y creación de indicadores de RSU: Un trabajo conjunto de la Universitat de Barcelona y la Universitat Pompeu Fabra”, written by members of OCI and the social responsibility team of the UPF and published in the Peruvian journal [*Revista Digital de Investigación en Docencia Universitaria*](#) in 2018; and second, the paper entitled “University Social Responsibility: Rationale and Increasing Need”, written by Maurici Romero and Jordi Miret, of OCI, and by Dr. Isabel Vidal, of the Faculty of Economics and Business at the UB, and published in a German book on lifelong learning entitled “*Die Lifelong Learning Universität der Zukunft: Institutionelle Standpunkte aus der wissenschaftlichen Weiterbildung*”.

A final highlight is the presentation made at the 3rd RSU-RRI conference on transparency and integrity in universities, which was held at Jaume I University in Castelló. The presentation, which was given by team members in the area of social responsibility at the UB (OCI) and UPF, addressed the implementation of GRI standards and social responsibility indicators for universities. It was called “Els estàndards GRI i els indicadors de RSU: de la teoria a la pràctica”.

Fulfilment of objectives 2018

- As described throughout this section, the UB has continued disseminating the concept of social responsibility.

Solidarity

The [UB Solidarity Foundation](#) was set up in 1996 to promote and support initiatives that focus on solidarity and social action at the national and international levels. The actions of the UB Solidarity Foundation fall under the UB's commitment to Agenda 2030, which is sponsored by the United Nations.

Its chief areas of work are:

- education for peace and global citizenship
- promotion and defence of human rights, democratic memory and the culture of peace
- development cooperation and university training for development cooperation
- social action and volunteering.

Below is a description of the activities carried out in 2018 in each of the four areas of focus. Beneath each activity, there is an indication of whether the funding has come partly or wholly from an entity external to the UB. More detailed information on the activities carried out by the UB Solidarity Foundation can be found in other reports:

- [Report of activities for 2018](#)
- [Report of activities for 2017](#)
- [Report of activities for 2016](#)
- [Report of activities for 2015](#)

EDUCATION PROJECTS FOR PEACE AND GLOBAL CITIZENSHIP IN 2018

- **“Interdependent, jointly responsible”: Agenda 2030 as a resource for research in upper-secondary school (*batxillerat*)**

This project consists of workshops aimed at public upper-secondary schools in the province of Barcelona (except for the city of Barcelona) and draws on an understanding of Agenda 2030 and its potential as an educational resource to promote joint responsibility for a more just world and in defence of human rights and peace. The aim is to help participants to understand the research process and promote the preparation of research projects in connection with Agenda 2030.

Funding: Barcelona Provincial Council

- **The Syrian conflict in upper-secondary school research**

Active since 2016, this project provides support to students around Catalonia who are doing a research project as part of their upper-secondary school education (*batxillerat*) on the subject of the conflict in Syria and the forced displacement caused by the conflict. The project brings together all participating students into a single research team so that their exchange of ideas and experiences enriches their learning, and it promotes the interrelationship of these students with socially committed organizations engaged in responding to the refugee crisis.

The project involves proposals for specific research on the conflict in order to give ideas to students who have an interest in carrying out a research project on the subject as part of their upper-secondary school education (*batxillerat*). A resource guide for the research projects has also been published and the communication of projects previously emerging from the project is being reinforced. As a result of this effort, an exhibition on the refugee crisis has been organized, putting on display the research projects prepared by students in collaboration with the UB.

Funding: Catalan Agency for Development Cooperation

- **Research for global citizenship: Programme to support research projects in upper-secondary school**

This project gives support to research being done by upper-secondary school students in the city of Barcelona, linking their concerns and interests in research with the protection and defence of human rights and the global dimension of the phenomena.

Funding: Barcelona City Council

PROJECTS TO PROMOTE AND DEFEND HUMAN RIGHTS, DEMOCRATIC MEMORY AND THE CULTURE OF PEACE IN 2018

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

As part of this programme, the following activities have been carried out:

- Accommodation: the UB has provided 33 accommodation places to refugees (15 in student residences and 18 in three flats in the Eucalyptus Building in Torre Baró).

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- Access to the UB's academic offerings: 100 free enrolments have been offered for bachelor's degrees, postgraduate degrees and master's degrees.
- Access to language learning courses
- Psychological care
- Legal advice and counselling
- Specific health care: dentistry and podiatry.

Thanks to an agreement with Barcelona City Council, the UB will be able to continue this programme in the coming years, along with a bridging course for refugees before they undertake studies at the UB.

Funding: Barcelona City Council

● **Municipal support for the accommodation of refugees and people fleeing conflict zones**

The UB has established agreements with the city councils of L'Hospitalet de Llobregat and Viladecans and with the Barcelona Provincial Council to find accommodation for refugees and people fleeing conflict zones.

Funding: Barcelona Provincial Council, Viladecans City Council and L'Hospitalet de Llobregat City Council

● **Observatory on human rights and conflict**

The Observatory gathers, describes, analyses and denounces situations around the world in which human rights are violated as a consequence of open or covert conflicts, and it contributes elements of analysis on transversal aspects that are almost always present: fighting over control of resources, centre-periphery dualism, the prevailing model of globalization, etc. This resource is available on the website of the UB Solidarity Foundation for anyone seeking to become better informed about the issues.

● **European Observatory on Memories**

The European Observatory on Memories is the outgrowth of a project instigated by the UB Solidarity Foundation in 2012 with support and joint funding from the European Commis-

sion. The initial project has evolved thanks to contributions from members and collaborators alike and is now an established tool for the analysis and consideration of memory policies being developed in Europe and on other continents. Another aim is to act as a bridge between Europe and Latin America and with countries that do not formally belong to the European Union but are part of Europe, such as Norway, the Balkan countries and others. Today, there are 41 members in 16 countries.

Funding: EU

- **Shared development of projects in the area of democratic memory in Barcelona**

Thanks to an agreement signed with the Culture Institute of Barcelona, the UB Solidarity Foundation has taken part in a variety of activities and projects linked to democratic memory in Barcelona.

Funding: Barcelona Culture Institute of the Barcelona City Council

- **Our Memories and I, Erasmus+ programme for the internationalization of education**

This project, which is led by the European Observatory on Memories, has brought together a group of **32** students and teaching staff from various schools in Catalonia, France, Italy and Germany in a series of mobility activities to explore pedagogically innovative methodologies aimed at acquiring knowledge of history and collective memory. The project is focused on the development of new communication skills and tools and it has enabled participants to go beyond their local schools and settings and attend exhibitions and activities outside their daily environments. Social inclusion, the promotion of diversity and mutual understanding are the most important aims and challenges for educational institutions involved in the project, which will conclude in March 2019.

Funding: European Commission, through the Education, Audiovisual and Culture Executive Agency (EACEA) and the Spanish Service for the Internationalization of Education (SEPIE)

- **International workshop for study and reflection “Memory Lab: Post-Conflict Society in the Balkans”**

This workshop is organized in the context of the European Observatory on Memories. One highlight is specific funding received from the Catalan Agency for Development Cooperation.

Funding: Catalan Agency for Development Cooperation

PROJECTS OF DEVELOPMENT COOPERATION AND UNIVERSITY TRAINING FOR DEVELOPMENT COOPERATION IN 2018

- **Edible Cities Network: Integrating Edible City Solutions for socially resilient and sustainably productive cities**

The UB Solidarity Foundation is one of the participants in this project, which has 35 partners in 13 cities around the world that form an interdisciplinary group of local authorities, universities and research centres, SMEs and NGOs. The aim of the project is to show that the implementation of green infrastructure in cities not only increases the sustainable production of food at the local level, but also facilitates the regeneration of urban spaces, bolsters the green economy and facilitates social cohesion through the creation of jobs and the integration of the most vulnerable sectors of the populace. The project, which was initiated in 2018,

has also led to the creation of a worldwide network of cities, universities and institutions that are committed to implementing food production solutions based on nature.

Funding: European Union through the Horizon 2020 programme

- **Contribution to the durable management of water resources in Saint-Louis**

This project, which is funded by the Barcelona City Council and, to a lesser extent, by the AECID, involves the construction of a water treatment plant to treat a portion of the wastewater on the Gaston Berger University (UGB) in Saint-Louis, Senegal, using ecological systems to demonstrate the effectiveness of these methods in the treatment of useful water for agriculture and as an element in the decontamination of the waterways of the River Senegal.

The project includes designing and building the plant, putting it into operation, training local personnel with the skills to be able to analyse the water and maintain the plant, and disseminating the results.

The plan was set to open in the earlier months of 2019.

Funding: Barcelona City Council and AECID

- **Training projects in development cooperation**

The UB Solidarity Foundation has taken part in various courses and master's degrees on development cooperation, specifically:

- The organization of the master's degree in Globalization, Development and Cooperation;
- The interuniversity course on transnational companies called “Destapem les transnacionals, impactes i projectes transformadors”, and
- The university extension course on maintaining fruit and vegetable gardens in cities, called “Manteniment d'horts urbans, centres de compostatge i jardineria”.

SOCIAL ACTION PROJECTS IN 2018

- **Socio-educational intervention in the northern part of the Nou Barris district**

The UB Solidarity Foundation manages a block of social rental flats in Plaça de l'Eucaliptus that were transferred to the UB by the Barcelona City Council. The block has **2** shopfronts and **22** flats. Of the flats, **8** are earmarked for the accommodation of students and teaching staff on short stays at the UB, **3** are covered by agreements with entities engaged in the accommodation of refugees (Accem, the Catalan and Spanish refugee aid committees) and the remaining **11** are rented to members of the UB community.

One of the shopfronts serves as a dental office for the Hospital Odontològic of the Josep Finestres Foundation in the UB Group, which provides care for people who are referred by the district's CAP and Social Services Office. The other shopfront is managed jointly by the UB Solidarity Foundation, the Fundació Formació i Treball (the local district branch of the Labora Programme, which is the Barcelona City Council's employment bureau) and the Associació el Torrent, a long-standing agency in the neighbourhood that hosts the Community Intervention Programme (funded by the La Caixa Foundation). The office also has a computer room where people and groups in the surrounding neighbourhoods can hold training.

In addition, the UB Solidarity Foundation organizes cultural and educational activities each year and gives support to educational bodies, cultural associations and neighbourhood associations across the northern part of the Nou Barris district (Torre Baró, Ciutat Meridiana and Vallbona).

• Tardor Solidària (Autumn for Solidarity)

Each year, the UB organizes activities (exhibitions, talks and audiovisual projects) at the UB's faculties as part of Tardor Solidària. In some cases, the activities are also held at municipal and educational venues elsewhere in Barcelona and the greater metropolitan area. The activities focus on topics that the UB Solidarity Foundation is working on. Examples in 2018 include:

- an international seminar on the history and memory of the International Brigades;
- the second year of a teacher training seminar on how to teach genocide in the classroom, held in collaboration with the Mémorial de la Shoah, in Paris, and
- a workshop on the situation of the Palestinian refugee population, held at the Faculty of Sociology.

OTHER ACTIVITIES IN 2018

- Technical assistance provided to local councils in the area of cooperation, peace education and social action.
- Call for financial assistance for PAS members at the UB who are taking care of dependent minors with some degree of disability. In 2018, the call has resulted in 30 awards of assistance for a total of 47,120 euros.
- 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.
- Agreement with the Formació i Treball Foundation to address the employment of individuals at risk of exclusion.



Culture

The Office of the Vice-Rector for Arts, Culture and Heritage 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.

The Office for Arts, Culture and Heritage has also promoted a line of work to strengthen and expand the UB's tools for preserving, valuing and enriching the institution's patrimony as a historic university of Catalonia.

MUSIC

The UB has hosted its **31st Season of Music at the University**, bringing **17** concerts to the Paranymph in the Historic Building. The season included two performances of the traditional Christmas concert featuring the University of Barcelona Choir, the University of Barcelona Orchestra, the Schola Cantorum Universitaria Barcinonensis and various soloists who were invited to join in a performance of works by Vaughan Williams and Bruckner. One of the two performances was offered to the general public, while for the first time the other performance was reserved solely for members of the UB community.

This year's concerts also included performances by students enrolled in music conservatories and in other advanced studies in music, including the Barcelona Municipal Conservatory of Music and the music school Escola Superior de Música de Catalunya.

The UB has also put a new ticketing system into operation through the UB Culture's website, so that people can now book seats online.

DANCE

The **8th Contemporary Dance Season at the UB**, entitled “Choreographing the Body”, featured three sessions in which professional choreographers described some of their most important creative projects.

THEATRE

The **Aula de Teatre** at the UB’s Faculty of Geography and History has had two groups comprised of **15** and **18** people, respectively. In the first semester, participants in the two groups worked on various techniques of improvisational theatre. Over the second semester, each group prepared a performance that was staged in May 2018 at the Faculty of Geography and History. At the end of the academic year, the Aula de Teatre put on *Hanna and Her Sisters*, a play based on the film of the same name by Woody Allen.

HERITAGE AND COLLECTIONS

During the academic year, meetings have been held to analyse the UB’s artistic heritage, its collections and a potential future UB museum. Based on the meetings, various documents on the current state of the UB’s heritage as a whole have been prepared. The aim is to create a comprehensive plan for the management, preservation and enrichment of the UB’s cultural heritage that will combine teaching, research, knowledge transfer and dissemination.

The UB has also participated in a working day for the various vice-rectors of culture at Spain’s universities in order to implement the Historic Universities project, which draws on the participation of most of the historic universities across Spain. Along the same lines, the UB has taken part in meetings on the cultural heritage of universities hosted by the Complutense University of Madrid.

As it does every year, the UB has expanded its cultural heritage. In the past year, it has acquired the artworks of students graduating in Fine Arts in the academic year 2017-2018.

Other activities have focused on the conservation and improvement of the UB’s cultural and artistic heritage, including restoration work on *The Rape of the Sabine Women*, a painting on loan from the Prado Museum that now hangs in the meeting room of the Rector’s Office.

VIRTUAL MUSEUM

The UB’s Virtual Museum has featured news and reviews of **18** temporary exhibitions put on display at the UB’s various campuses throughout the academic year.

GUIDED TOURS

The UB has conducted **185** guided tours of the Historic Building for the general public, members of institutional delegations and various other organizations, drawing a total of **4,538** people. In addition, the combined tours of the Historic Building and the Seminari Conciliar de Bar-



celona have become well established. In the past year, **6** combined tours were conducted for a total of **150** people.

Another highlight is the expansion of the UB's guided tours to cover two other spots of interest on the University's premises: the Pedro i Pons Estate (**3** tours for a total of **56** people) and the Eixample Building of the Faculty of Medicine and Health Sciences (**2** tours for a total of **41** people).

AGREEMENTS

The UB has signed an agreement with the Museum of the History of Catalonia to organize a new exhibition on the UB's bibliographic heritage to run from November 2017 to February 2018.

The UB has also modified an existing agreement with the Catalan Agency for Cultural Heritage to extend the development of a programme of temporary exhibitions to be held on the UB's historic and artistic heritage at the Museum of the History of Catalonia through 31 July 2021.

CONFERENCES, LECTURES, WORKSHOPS, SEMINARS AND OTHER CULTURAL AND/OR MUSICAL ACTIVITIES

The Office of the Vice-Rector for Arts, Culture and Heritage has also taken part in or given support to a variety of workshops, lectures, conferences, seminars and other cultural and musical activities. Highlights include:

- Workshop on cultural management at universities organized by the Vives University Network
- Meeting of the Vives University Network's working group on cultural management
- Session of the council focused on promoting and disseminating Gaudí's work
- Conference dedicated to studying the work of Bertolt Brecht, entitled "Bajo el signo de Brecht".

EXHIBITIONS

The UB has organized, hosted or given support to **11** exhibitions, including the following highlights:

- “The Pleasures of Looking: Treasures from the Bibliographic Collections of the University of Barcelona”
- “Victoria de los Ángeles: The Voice that Emerged from the University”
- Mural in commemoration of the victims of the Holocaust
- “Numbers and Humanity”.

Fulfilment of objectives for 2017-2018

- To meet the objective of strengthening the feeling of belonging and of increasing participation among members of the UB community through the arts, culture and heritage, the UB has offered a whole host of activities listed earlier in the section (theatre, dance, music, Virtual Museum, guided tours and more).
- To meet the objective of increasing knowledge and recognition of the UB’s collections, the UB has organized exhibitions of its heritage at the Museum of the History of Catalonia, opened up meetings on the future of its heritage to all members of the university community, and published news on the main conservation and restoration work being undertaken. As a consequence, the objective has been met.
- To meet the objective of taking steps to enrich and preserve the UB’s cultural heritage, the UB has acquired contemporary artworks by the students in Fine Arts and carried out conservation and restoration work on the gallery and furnishings of the Paranymp. As a consequence, the objective has been met.
- To meet the objective of introducing a new online ticketing method for concerts, the UB has implemented a procedure through the website ticketea.com.
- To meet the objective of carrying out conservation and restoration work on art on loan to the UB from the Prado Museum, restoration work has been done on *The Rape of the Sabine Women*, a painting by Sebastiano Conca that now hangs in the meeting room in the Rector’s Office.
- The first volume of the work on the history of Catalan theatre entitled [*La teatralitat medieval i la seva pervivència*](#) has been published.
- A specific new agreement has been signed with the Museum of the History of Catalonia to organize an exhibition on the UB’s heritage. The exhibition, which focused on the treasures of the UB’s bibliographic collections, was called “Els plaers de mirar: Tresors del fons bibliogràfic de la Universitat de Barcelona” and it ran from November 2017 to February 2018.

Objectives for the academic year 2018-2019

- To publish a volume from the conference on Elias Rogent and Barcelona, focusing on architecture, heritage and restoration.
- To implement a new UB culture website.
- To organize a new exhibition on the UB’s heritage at the Museum of the History of Catalonia in the spring of 2019.
- To include the participation of new music conservatories and schools in the programming of the 32nd Season of Music at the University.

Volunteering

UB Volunteering was set up in 2011 to encourage volunteering among the university community and the public at large. Its aim has been to create a university that shows greater solidarity and commitment to society. In May 2018, UB Volunteering embarked on a new phase and is now being managed through the UB Solidarity Foundation.

[+ information](#)

The item below is a link to UB Volunteering’s reports on activities for the last four years:

- [Report of activities for 2018](#)
- [Report of activities for 2017](#)
- [Report of activities for 2016](#)
- [Report of activities for 2015.](#)

SUMMARY OF ACTIVITIES

This section lays out the overall data for 2018 on material and financial donations and on participation.

PARTICIPATION	
Organizations with which UB Volunteering has collaborated	46
Activities	97
Volunteers	320
Total social impact (people benefiting)	967

Source: UB Solidarity Foundation



MATERIAL DONATIONS

Books recycled	716
Food collected (kg)	1,771

Source: UB Solidarity Foundation

FINANCIAL DONATIONS (IN EUROS)

Amics de la Gent Gran	80
Friends of Neurology	340
Magic Line Sant Joan de Déu	4,311
Race for Women	580
Solidarity Service Foundation	1,345.43
Total	6,656.43

Source: UB Solidarity Foundation

UB Alumni

UB Alumni is a service created to enable everyone who has been a part of the UB to maintain their ongoing association as members of the university community.

[+ information](#)

Membership in UB Alumni is available to the following groups:

- former students who have obtained a UB degree (llicenciatura degree, bachelor's degree, postgraduate degree or doctoral degree);
- PAS and PDI staff whether or not they have graduated from the UB;
- people who have studied for some period at the UB (in a llicenciatura, bachelor's, postgraduate or doctoral degree programme) but have not graduated;
- staff who work in any UB Group organization, and
- anyone who has a special tie to the UB and applies for membership.

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

The UB Alumni is organized through the Alumni Council³⁸ and an administrative support unit. It holds activities and services hosted jointly by member-created clubs.³⁹ Highlights include ser-

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

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

vices linked to the development of professional careers and to employability (careers guidance, job bank and events to enhance competences and improve members' successful incorporation into the job market).

ALUMNI CLUBS AND THE ALUMNI COUNCIL

In 2018 UB Alumni had **9 clubs** in total and **51** members on the Alumni Council.

RESULTS				
	2015	2016	2017	2018
Council members	55	53	51	51
Number of clubs	32	7	8	9

Source: UB Alumni

In 2018 the Leadership and Strategy club was created.

ACTIVITIES

In 2018, UB Alumni organized 82 activities representing two broad types:

- Activities organized as part of one of the subject clubs: film societies, cultural visits, lectures on topical issues, talks, etc.
- Activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information on job portals, talks and activities included in the job bank, such as CV reviews, careers guidance and enhanced professional competences.

NUMBER OF SCHEDULED ACTIVITIES			
2015	2016	2017	2018
45	59	61	98

Source: UB Alumni

DEVELOPMENT OF PROFESSIONAL CAREERS AND EMPLOYABILITY

Activities related to the development of professional careers and employability can be divided into three groups: job bank, group activities providing knowledge in order to enhance employability, and individual careers guidance.

GROUP ACTIVITIES TO ENHANCE EMPLOYABILITY (IMPROVING COMPETENCES)			
2015	2016	2017	2018
7	11	13	16

Source: UB Alumni



OPEN POSITIONS ADVERTISED IN THE JOB BANK			
2015	2016	2017	2018
1,478	1,510	2,519	2,527

Source: UB Alumni

INDIVIDUALIZED CAREERS GUIDANCE			
2015	2016	2017	2018
9	21	45	156

Source: UB Alumni

Fulfilment of objectives 2018

- The objective of increasing the number of UB Alumni members has been met: from 6,318 members in 2017, UB Alumni closed 2018 with 7,543 members for an increase of 19.39%.
- The number of open positions on offer in the job bank has increased sharply over two years (from 1,510 in 2016 to 2,519 in 2017 and 2,527 in 2018). Consequently, the objective of strengthening the job bank has been met. In addition, the percentage of UB Alumni members using the job bank who are new graduates rose from 25.21% in 2017 to 33.6% in 2018. As a result, the objective of ensuring that new UB graduates are the group that benefits the most from the reinforcement of the job bank has also been met.
- UB Alumni seeks to improve its portfolio of services each year. The growing number of members, personalized careers guidance, open positions offered through the job bank, group activities to enhance employability and the general schedule of activities show that this objective is being met.

- In mid-2017, work began on the project Alumni Network, a social network for UB students and former students that has similar features to more general networks like Facebook and LinkedIn and has been designed to serve as a directory for networking purposes. Because the project is in the development phase and has not yet been finished, the objective of having it ready in 2018 has not been met. At present, no decision has been reached on continuing to pursue the objective or discarding it.
- UB Alumni lends support to the activities organized by the clubs, even when they take place in the evening outside ordinary working hours (indeed, 80% of the activities take place after the end of the working day). For example, even when activities are not held in the UB's facilities, UB Alumni strives to offer support services to the clubs. A final highlight during 2018 is the improvement made in the ticketing system for events: an attendance control system has been implemented so that attendees receive a ticket with a QR code and they can simply show it on their cell phones when they arrive for an event. This improvement is also a response to the objective of strengthening the activities of the clubs by making them easier to run.

Objectives for 2019

- To implement a new comprehensive management platform.

University of Experience

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged fifty-five years and older. The programmes have a duration of one or two academic years and some programmes offer a further year. The subjects are taught by UB teaching staff. A mixed teaching model is used: the specific subjects are combined with optional subjects taken 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.
- It encourages inter-generational communication through university studies.
- It offers a meeting place where students can share a new cultural experience.

[+ information](#)

The University of Experience also offers part-time and retired UB teaching staff an opportunity to remain connected to the institution's projects, maintaining or strengthening their working and teaching relationship with the UB. In the academic year 2017-2018, the University of Experience has drawn on the participation of **336** members of teaching staff (**52%** men and **48%** women).

UNIVERSITY OF EXPERIENCE COURSE OFFERING AND NUMBER OF PARTICIPANTS

NUMBER OF PROGRAMMES AND COURSES				
	2014-2015	2015-2016	2016-2017	2017-2018
Programmes	11	10	12	12
Courses	23	25	29	30

Source: University of Experience

As the table above shows, the University of Experience offered a total of **30** courses in **12** programmes during the academic year 2017-2018. The subject matter of the programmes varies widely. In the academic year 2017-2018, subjects included fine arts, food and gastronomy, and philosophy, to name but a few.

NUMBER OF STUDENTS PARTICIPATING			
2014-2015	2015-2016	2016-2017	2017-2018
928	1,114	1,249	1,301

Source: University of Experience

In the academic year 2017-2018, the University of Experience has had a total of **1,301** students. Of the total, **695 (53.42%)** were starting a programme and **606 (46.58%)** were students in their second year or beyond.

COMPLEMENTARY ACTIVITIES

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. In the academic year 2017-2018, the activities have included:

- Choral group
- Theatre
- Movement
- English
- French
- Physical activity
- Chi kung (introduction and advanced)
- Music at the Conservatory

Fulfilment of objectives for 2017-2018

The four objectives have been met.



Objectives for the academic year 2018-2019

- To add a new programme in economics and a new complementary activity.
- To offer an additional group in the History of Art programme in response to demand, bringing the total number of groups to three.
- To modify the curriculum of the programmes in Fine Arts and in Astronomy and Meteorology, which will both now run for two academic years instead of one.
- As a member of the Senior Working Group of the Vives University Network, to participate in the design and organization of World Heritages (for the second semester of the academic year 2018-2019). This will be the first interuniversity course (five universities are taking part) that is set to blend online learning and in situ classes.
- To run a service-learning project pilot test.⁴⁰

Objectives for the academic year 2019-2020

- To add a new programme in Law.
- To establish a senior postgraduate diploma.⁴¹
- To establish tailored sessions for first-year students to inform them of some of the virtual tools available through the CRAI library system.

40. 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.

41. This will be a postgraduate diploma covering various programmes in the University of Experience and it will have a transversal focus.

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.

PROPORTION OF SPENDING ON LOCAL SUPPLIERS

All suppliers in Spain are labelled as “local” for the purposes of the table below. At present, various technical difficulties make it impossible to offer data using a more limited notion of “local” (for example, Catalonia only).

PROPORTION OF SPENDING ON LOCAL SUPPLIERS (IN EUROS)	
Spending on Spanish suppliers	69,588,993.20
Spending on foreign suppliers	8,992,979.49
Total	78,581,972.70

Source: UB Procurement

As the table above shows, the vast majority of UB spending is on Spanish suppliers (**88.56%** of the total).

SOCIAL AND ENVIRONMENTAL ASSESSMENT OF SUPPLIERS⁴²

As a university in the Catalan public sector, the UB does not freely select its suppliers, but follows a public tender procedure that must abide by [current regulations on public tenders](#). In accordance with the law on public sector contracts, any individual or legal entity is entitled to work with the UB and the awarding of a contract is determined in line with the relevant contract specifications.⁴³

The percentage of suppliers hired by the UB in 2018 that have been assessed and selected while taking into account environmental criteria came to **20.27%**. Various approaches have been taken to incorporate these criteria: through special performance conditions, solvency requirements and evaluation criteria for tenders.

Social criteria are included in all UB contract specifications. If there is a tie between two or more companies in the bidding for a product or service, priority is given to the company that is more socially and/or environmentally committed.

In 2018, the social and environmental assessment of suppliers has not focused on a type of product or service, but has rather been incorporated into all contracts. The UB has not identified any suppliers who have a negative social or environmental impact on the surrounding area.

Fulfilment of objectives 2018

- The UB has only met the objective in part. Even though work has begun on standardizing the UB's procurement procedure under Law 9/2017, concerning public sector contracts, adaptation to the new legislation has not yet been completed. However, the objective has been met in the case of dividing contracts into lots or batches and including environmental and/or social clauses. The lack of full compliance, however, stems from the UB's inability to conduct an effective check on the commitments of bidding companies with respect to social or environmental issues.

Objectives for 2019

- To develop strategies aimed at increasing the participation of SMEs in public tenders and to ensure that the UB has a positive impact on the territory in terms of employment and competitiveness.
- Based on the object, nature and characteristics of contracts, to continue working through the Procurement Office, and also with the various units of the UB that drive procurement, to include the most appropriate social, employment and environmental clauses in the public tender procedure.

⁴² The information in this section:

- Does not take into account any tenders opened in 2018 that have not yet been awarded to any company;
- Does not include minor contracts, which are any contracts lower than 40,000 euros in the case of building works and lower than 15,000 euros in the case of services and supplies.

⁴³ Contract specifications are documents that establish the general and technical terms and conditions that govern tenders, and determine how bids will be selected and contracts awarded with the University.

Service-learning projects

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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 where service-learning projects are being implemented at the UB.

THE UB SERVICE-LEARNING GROUP

The working group on service-learning at the UB⁴⁴ 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 and its members include teaching staff from several faculties and areas of knowledge: Biology, Chemistry, Earth Sciences, Economics and Business, Education, Fine Arts, Geography and History, Law, Medicine and Health Sciences, Pharmacy and Food Sciences, Philology, Philosophy, Psychology and Social Work.

Below are the top priorities of the UB's service-learning group, followed by a detailed list of the actions and data on work carried out in the academic year:

- **To identify projects closely related to the idea of service-learning being carried out at the UB and that, while not having arisen as part of the service-learning approach, share its philosophy and its main components.**
 - Monthly efforts of the service-learning coordination group, which is made up of the service-learning group coordinators in each faculty.

⁴⁴. Interested parties can follow the project and work of the service-learning group in greater detail on Twitter (@grupApSUB).

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- Incorporating teaching staff from the faculties of Psychology and Philosophy into the service-learning group.
- **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.**
 - Organization of the Fifth Conference on Service-Learning at the UB, entitled “Building a committed and critical university: Service-Learning and Sustainable Development Goals”, in collaboration with IDP-ICE. The conference drew on **68** enrolled individuals, who presented **34** posters that have been gathered into a [publication](#).
 - Presentation of the work carried out as a group at various national and international academic conferences:
 - Conference entitled “In the sciences, we do service-learning too” (UB Faculty of Chemistry);
 - 37th Meeting of the Spanish Pharmacological Society entitled “National Meeting with Guest Society: The British Pharmacological Society” (Barcelona);
 - Eighth National Conference and Third International Conference of University Service-Learning (Seville), and
 - Tenth International Conference on University Teaching and Innovation (CIDUI) (Girona).
- **To carry out joint service-learning projects that enable transversal work and work across faculties.**
 - Continuing and expanding the transversal project “Sharing Ideas: The University Goes to School”, originally begun in the academic year 2015-2016 as a teaching innovation project of the service-learning group with the support of the Office of the Vice-Rector for Teaching and Language Policy. It is a transversal project because it draws on teaching staff from a variety of branches of knowledge in several faculties. The project involves students working in pairs to prepare workshop/lectures 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 twenty minutes, followed by a half-hour workshop or debate.

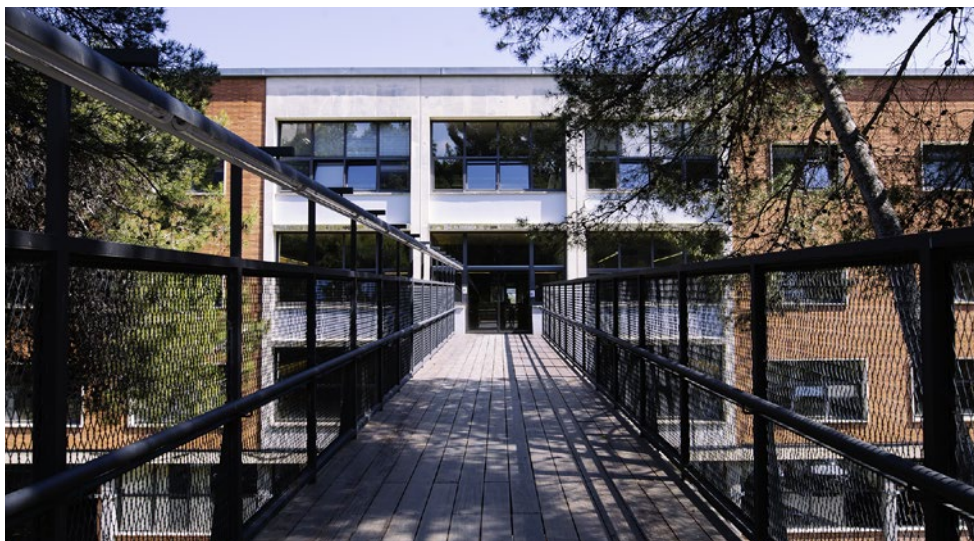
In the academic year 2017-2018, the project included up to **74** workshop/lectures over a total of **121** events involving **228** students from different faculties.⁴⁵

The workshop/lectures took place in **68** secondary schools in the city and reached a total of **3,629** secondary-school students.

COMPARATIVE SUMMARY OF WORKSHOP/LECTURES IN 2015-2016, 2016-2017 AND 2017-2018						
	SCHOOLS	WORKSHOP/LECTURES	FACULTIES	UB STUDENTS	CLASS GROUPS	SECONDARY SCHOOL STUDENTS
2015-2016	32	58	15	147	110	2,662
2016-2017	63	96	18	230	157	3,480
2017-2018	68	121	20	228	178	3,629

Source: Service-learning groups at the UB

⁴⁵ There are more students than workshop/lectures because the workshop/lectures are mostly done in pairs.



– Planning a transversal service-learning project as part of the University of Experience.

Work has begun on the contacts needed to run a pilot test in the academic year 2018- 2019.

- **To work toward institutional recognition and to monitor the quality of service-learning experiences.**

Various meetings have been held at an institutional level to analyse how to make service-learning projects more visible and prominent.

– *Participation in service-learning project networks:*

1. Catalan University Network of Service-Learning Projects
2. Spanish University Network of Service-Learning Projects
3. Ibero-American Network of Service-Learning Projects

In the academic year 2017-2018, the UB has begun to collaborate with ACUP to give support to the Catalan University Network of Service-Learning Projects. This collaboration is funded through assistance from the Barcelona City Council.

– *Hosting teaching staff from other universities to share service-learning at the UB.*

In the past academic year, the UB has hosted two lecturers in Biology from the Pontifical Catholic University of Chile and one lecturer in Social Work from the Metropolitan University of Technology, also of Chile.

Fulfilment of objectives for 2017-2018

- Teaching staff from the areas of Chemistry and Psychology have been incorporated into the UB's service-learning group in order to facilitate the future implementation of service-learning programmes in their disciplines. As a result, the objective has been met in part, because the groundwork has been laid but no service-learning programmes have yet been started in the new areas.
- Points of convergence have been sought and found between the work of the UB's service-learning group and the rector's team, especially through the Vice-Rector for Equal Opportunities and Social Action.

- Efforts to disseminate service-learning at the UB have continued through internal events, the [website](#) of the service-learning group, the implementation of projects and the presentation of projects at conferences and in publications.
- A collaborative project has begun with ACUP in the context of the Catalan University Network of Service-Learning Projects.
- With respect to the [objectives set for the project “Sharing Ideas: The University Goes to School”](#), the data contained in this section (see table) indicate that the objective of increasing the impact of the project according to its various indicators have been met (with the exception of the number of UB students involved, which fell from **230** to **228**). The preparatory training for UB students taking part in the project has also improved.

Objectives for the academic year 2018-2019

- To promote service-learning in areas of the UB where it is not yet familiar (for example, Mathematics and Physics).
- To play an active role in the work of the Catalan University Network of Service-Learning Projects.
- To run a pilot test of the transversal service-learning project in the context of the University of Experience.

SERVICE-LEARNING PROJECT IN THE FACULTY OF LAW: “RIGHT TO RIGHTS”

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 results in mutual enrichment: students expand their learning and experience and the organizations that administer social programmes, in turn, benefit from student support.

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

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

- Human Rights
- Social Rights
- Gender and Anti-Discriminatory Rights
- Environmental Law
- Administrative Practice in Immigration and Refugee Law
- General Law
- Prison Law
- Protection of Children and Adolescents

In the academic year 2017-2018, **17** students have completed placements in legal clinics. The focus of the students' placement depends on the clinics that they have chosen.

Examples of activities carried out by students in the "Right to Rights" project during the academic year include:

- Some students have participated in the Water is Life platform and helped to prepare material on environmental legal defence.
- A student has done a placement at the Associació Noves Vies working with the lawyer Albert Parés in defence of foreign unaccompanied minors (FUMs), an important contemporary issue that affects the rights of migrants.
- Some students have collaborated with the Legal Advice Service and the free legal aid service of the Illustrious College of Lawyers of Barcelona, contributing to the practice of law in defence of all citizens.

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

Fulfilment of objectives for 2017-2018

- It has not been possible to prepare a collective book containing the legal and learning experience gained through the Right to Rights project. This project is still in the very early stages and, while there is an intention to proceed, it has not yet been set as a specific objective for a particular date.
- The leadership of the "Right to Rights" project and the UB master's degrees in Legal Practice and in Advanced Legal Studies have agreed that students in the two master's programmes can do their placements as part of the "Right to Rights" project. Also, because the students in the master's degree in Legal Practice must complete a TFM that is an opinion,⁴⁶ an agreement has been reached to potentially link their thesis with some of the cases addressed by the legal clinics in the "Right to Rights" project. As a consequence, the objective has been met.

Objectives for the academic year 2019-2020

- To take part in the University of Experience by offering a course on Law.

⁴⁶ An opinion is a study of a specific case at the legal level.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF EDUCATION

The Faculty of Education has carried on with its efforts to incorporate service-learning projects into its departments, increase the number of participants and improve the processes to support students. In the latter case, processes of reflection are especially important to ensure that the strongest links are made between learning in the academic environment and learning where service is provided.

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	11
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	5
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	1

Source: Service-Learning Office of the Faculty of Education



Service-learning in the second, third and fourth years of studies

Students in the second, third or fourth year of bachelor's degrees in the Faculty have a wide range of opportunities from which to choose depending on their interests or training needs. These options are valued and recognized with academic credits.

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Physical education and social and educational intervention	The aim is to encourage the socialization of people with different issues through their participation in social and sporting activities.	Association for the Rehabilitation of People with Mental Illness (AREP) Associació Superacció FC Barcelona Foundation	66
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	5
Smiles in youth centres	Students join the team at the Katxima Association. The service has two aspects: one, to supplement the actions taken by the participating association in all phases of the project (from the creation of a professional diagnostic to the design of an implementation project) and two, to implement the project in the rural schools of south-eastern Morocco, in the Sahara Desert).	Katxima Community Development Association	10
For inclusive schooling	The programme provides support to teachers and to students with special educational needs.	La Ginesta Special Education Centre	3
Educational support at school	Students at the school receive support to boost their autonomy, create bonds and meet the challenges of diversity.	Fructuós Gelabert School	1
Education for All	This is a social and educational programme for Roma children, their families and schools.	Vincle	1
Can we improve our library?	The project seeks to promote the school's reading plan and its library.	Institut Pere Ribot	1
Baskin: inclusive basketball on the Mundet campus	The project encourages students in the Faculty of Education to take part in a "baskin" team with other university students who may or may not have a disability and with other young people, particularly those with an intellectual disability. The programme also offers the chance to take part in an international exchange with students from other universities who are participating in the project.	Faculty of Education, SAE and UB Sports	1
Study support in an open centre	Part of the social and educational programmes of the Centre Obert Muntanyès. This is a line of work that bolsters the school learning process and encourages regular integration into school in order to prevent absenteeism and dropping out. Children and young people receive support in their daily assignments, with a focus on study habits, orderliness and the organization of their school work.	Pare Manel Foundation	1
Step by Step	The programme provides support for children and young people on their learning path from the age of 4 to 16.	Barefoot Carmelite Order, Badalona	2

Source: Service-Learning Office of the Faculty of Education

Service-learning in individual subjects

The teaching staff in a number of subjects in the Faculty's bachelor's degrees and master's degrees have incorporated service-learning as a new element in their teaching methodology. Service-learning activities appear in the bachelor's degrees in Early Childhood Education, Primary Education, Social Education, Pedagogy and Social Work, including as part of compulsory and optional subjects, work placements and TFGs.

Other projects of the Faculty of Education

The Faculty of Education is also implementing two additional projects that may not be precisely service-learning projects but do have considerable social impact: the Social Policy and University Access (PSAU) programme and the Office of University-Society Relations (ORUS).

The PSAU programme, which promotes university access for sectors of the population that have traditionally been excluded, has been up and running since the academic year 2011-2012. In recent years, it has provided support to **60** students.

[For more information on PSAU](#)

The aim of ORUS is to build links for, and raise the visibility of, knowledge transfer between different agents and organizations of society and the university in the following ways:

- To inform the public of the areas of knowledge and expertise of the faculty's teaching staff in order to foster potential collaborations.
- To respond to the needs of teaching staff at three levels: teaching, research and the dissemination of professional activity related to transfer.
- To manage (educational) proposals and demands coming from members of the public.
- To manage (educational) proposals and demands coming from the UB.
- To publicize its own efforts.

[For more information on ORUS](#)

Fulfilment of objectives for 2017-2018

- The three objectives set in last year's report have been met, because the volume of projects and the number of participants have remained steady and work to improve student support services has continued.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF ECONOMICS AND BUSINESS

The Faculty of Economics and Business continues to pursue five major lines of activity involving service-learning projects:

- TFGs linked to service-learning
- external work placements in social organizations
- participation in the service-learning project "Sharing Ideas: The University Goes to School"
- courses in different bachelor's degrees in the Faculty
- promotion of service-learning inside and outside the Faculty.

Bachelor's degree theses linked to service-learning

In the past year, **8** TFGs have been submitted in the bachelor's degrees in Economics and in Business Administration and Management in connection with service-learning projects carried out in social organizations. The theses drew on the involvement of **2** lecturers in the Faculty of Economics and Business and **8** organizations were involved.

External work placements in social organizations

In the past year, **11** students have completed external work placements linked to service-learning. The students spent a total of **1,320** hours in collaboration with **18** different organizations (some of the students did placements at more than one organization).

Participation in the service-learning project “Sharing Ideas: The University Goes to School”

This year, **11** students in the Faculty of Economics and Business have taken part in the project, giving presentations on subjects linked to their studies in **8** schools to a total of **450** students. Detailed information on the project is available in the section headed [*The UB Service-Learning Group*](#).

Courses in different bachelor's degrees in the Faculty of Economics and Business

In the two courses “Introduction to the Economy” and “Microeconomics” within the bachelor's degree in Business Administration and Management, **120** students have completed practical studies with companies and organizations following the service-learning methodology.

Promotion of service-learning inside and outside the Faculty of Economics and Business

Below are two activities that have been carried out at the Faculty to promote service-learning:

- In late 2017, IDP-ICE organized a workshop on service-learning as a way to increase the social responsibility of the Faculty of Economics and Business. The workshop was called “L’aprenentatge servei com a fórmula per créixer en la responsabilitat social de la Facultat d’Economia”.
- In September 2018, teaching staff in the Faculty of Economics and Business presented a poster on the social clinic project “Proyecto de Clínica Social ApS de la Facultad de Economía y Empresa de la Universidad de Barcelona” at the Ninth National Conference and First European Conference of University Service-Learning (Madrid).

Fulfilment of objectives for 2017-2018

- The objective of incorporating service-learning projects into some of the bachelor's degree subjects in the Faculty has been met. Specifically, they have been incorporated into the subjects “Introduction to the Economy” and “Microeconomics”, both in the bachelor's degree in Business Administration and Management.



- The objective of setting up a business clinic⁴⁷ has not yet been met, although more members of the teaching staff have expressed a willingness to take part and meetings have been held with the academic authorities in the Faculty to assess the viability of the project. At present, no final decision has yet been reached on the creation of a business clinic.
- While the service-learning content has been updated on the Faculty's webpage, the objective of raising the visibility of service-learning projects cannot yet be regarded as met.
- As noted earlier, IDP-ICE has organized a workshop on service-learning as a way to increase social responsibility in the Faculty. As a consequence, the objective of promoting service-learning among the Faculty's teaching staff has been met.
- Given that a line specific to the social economy and cooperativism has been created, the objective of expanding the thematic lines of TFGs linked to service-learning beyond the single previously existing line on social projects has been met.
- Because of the lack of student availability, the objective of including students who are doing their TFGs on service-learning projects in the workshop/lectures of the "Sharing Ideas" project has not been met.

Objectives for the academic year 2018-2019

- To maintain the five channels of service-learning participation described at the start of the section and to increase the impact and participation in three channels: the "Sharing Ideas" project, TFGs and TFMs linked to service-learning, and external placements in social organizations.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF LIBRARY AND INFORMATION SCIENCE AND THE FACULTY OF MEDICINE AND HEALTH SCIENCES

In the academic year 2017-2018, students in the two faculties have worked on a project to disseminate information on the treatment of neuropathic ulcers in patients with diabetes. The

⁴⁷ Students taking part in the business clinic would offer an advisory service to the third sector, including entrepreneurs.

project team was made up of **9** students: **2** bachelor's degree students in Podiatry (Faculty of Medicine and Health Sciences) and **7** bachelor's degree students in Audiovisual Communication (Faculty of Library and Information Science). Multiple members of the teaching staff also took part.

The project grew out of an analysis of foot health among patients with diabetes in L'Hospitalet de Llobregat. The analysis found serious shortcomings in treatment follow-through. Given this reality, the bachelor's degree students in Podiatry who were part of the project prepared an action plan aimed at promoting recommended practices among the public at large and among healthcare professionals. Because their action plan included audiovisual material, collaboration was fostered between students and teaching staff in the bachelor's degrees in Podiatry and Audiovisual Communication.

The aim of the project is to offer high-impact audiovisual support first in defence of TFGs in Podiatry and later for patients with diabetes (especially those over 55 years of age who have neuropathic ulcers). In this respect, the [animated video resulting from the project](#) serves as a tool to raise awareness about foot complications for patients with diabetes and the importance of preventing ulcers and following through on any treatment prescribed by medical professionals until it is completed.

This project has been presented at a number of events, including:

- Fifth Meeting on Service-Learning at the UB, which focused on building a committed and critical university, entitled “Construint una universitat compromesa i crítica: Aprenentatge Servei i Objectius de Desenvolupament Sostenible” (Faculty of Philology, April 2018), and
- Ninth National Conference and First European Conference on Service-Learning in Higher Education (Madrid, September 2018).

The service-learning project to disseminate information on the treatment of neuropathic ulcers in patients with diabetes is a continuation of the line initiated with “[Antibiotics: Responsible Consumption](#)”, the first shared service-learning project that brought together students and teaching staff from the Faculty of Library and Information Science and the Faculty of Medicine and Health Sciences (academic year 2016-2017).

Objectives for the academic year 2018-2019

- To present the service-learning project on the treatment of neuropathic ulcers in patients with diabetes at the Tenth Meeting of Teaching Staff in the Health Sciences, which was set to take place in late January or early February 2019.
- To disseminate the video from the service-learning project on the treatment of neuropathic ulcers in patients with diabetes at the UB's podiatry clinic and, if possible, at other medical centres.
- To implement a new collaborative service-learning project between the two faculties that will focus on the treatment of fungal nail infections.

THE ENVIRONMENT



Introduction to the environment section

Several years ago, the UB took notice of its impact on the environment and incorporated environmental sustainability into its activities in order to mitigate any negative effects. To achieve environmental sustainability, the UB prepared and implemented the Sustainability Plan, which sets out the institution's environmental policy. The preparation of the plan called for careful thought about the environmental areas and aspects in which the UB seeks to have an impact. As a consequence, the UB has decided not to follow the document *Adaptation of GRI Standards for the Preparation of University Sustainability Reports* when reporting on the UB's environmental impact. Instead, it has been considered more appropriate to turn to the UB's two leading documents in the area—the [Sustainability Plan](#) and the [Monitoring Report 2018](#)—because they provide environmental information from a perspective that is better adapted to the idiosyncrasies of the institution. The only two pieces of content from the *Adaptation of GRI Standards* to be reported are 307-1: *Non-compliance with environmental laws and regulations* and the combined 414/308-1 and 414/308-2: *Suppliers and new suppliers that were screened using social and/or environmental criteria*, because they cover areas not addressed by the Sustainability Plan.

It should also be noted that the UB has a unit and a committee that are responsible for the environmental area: [OSSMA](#), which also addresses health and safety at the University, and the Sustainability Committee, whose functions are laid out in the UB Statute as follows:

- i) To ensure that the standards of ecological sustainability and environmental protection are respected;
- ii) To prepare a programme of action in the ecological area, and
- iii) To submit an annual report to the Senate on the fulfilment of the programme of action.

In 2019, the name of the Sustainability Committee will be changed to the Committee for Sustainable Development and the renamed committee will take on the functions of the former Committee for Social Responsibility, in addition to the functions it already fulfilled. This is because the concept of *sustainability* is much broader and includes not only aspects of environmental sustainability, but also socioeconomic ones.

Sustainability Plan

In July 2012 the UB Senate approved the [UB's Sustainability Plan](#), which was prepared by the Senate's delegate committee on sustainability with technical support from the OSSMA. The Sustainability Plan has ten strategic lines focusing on specific subjects or areas of work. For each strategic line, a set of operational targets has been defined and a series of actions has been undertaken to meet the targets.

The ten strategic lines of the Sustainability Plan are:

- preservation and dissemination of natural values
- planning and sustainable building
- mobility
- environmental quality
- energy and natural resources
- waste
- communication and awareness
- cooperation and volunteering
- curriculum greening and training in sustainability
- research on sustainability.

Annual monitoring report on the Sustainability Plan

To assess the development of the Sustainability Plan, a series of monitoring indicators is updated each year. The most recent update to be published is the [Monitoring Report 2018](#), which contains data corresponding to the academic year 2017-2018. The indicators included in the report, in many cases, follow the logic of the academic year, but when this is not the case, the information corresponds to the calendar year 2017. In this respect, the figures in the Monitoring Report differ from most of the information in the present Report on Social Responsibility, which draws on information for the calendar year 2018 when the data do not refer to the academic year.

ECONOMICS



Bodies included in the consolidated financial statements

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

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

Source: *Economic Planning and Budgeting*

The Report on Social Responsibility provides information exclusively about the UB, not about the UB Group. In some cases, however, organizations in the UB Group are mentioned. For example, the activities of the UB Solidarity Foundation appear throughout the section on cooperation. Similarly, aspects linked to the Bosch i Gimpera Foundation appear in the section on research.

In addition, the UB is a member of a variety of associations and organizations. For a list, see the disclosure [102-13](#).

Monetary flows and direct economic impacts

MONETARY FLOWS

MONETARY FLOWS 2018* (IN EUROS)	
Income	
Income from public sector transfers**	262,526,196.69
Income from academic fees	95,549,021.71
Services rendered	31,853,750.68
Assets	3,404,928.23
Total loans	2,076,895.90
Expenditure	
Purchases of goods and services from third parties	65,421,204.73
Staff salaries before withholding taxes and social security contributions	254,625,685.29
Borrowing outside the public sector: taxes and social security contributions	52,133,065.08
Investment	30,042,438.23
Grants awarded	8,654,324.02
Other expenses***	8,513,325.31

* Provisional data in 31 March 2019. The monetary flows refer to rights and obligations recognized in the budgetary year 2017 (except the line on public sector payments (taxes and social security contributions).

** Transfers from the Government of Catalonia and Spain.

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

Source: Finance

GRANTS

The UB only has partial data on grants. Consequently, the decision has been taken to look at all the information on grants in the next Report on Social Responsibility.

CONCEPTUAL IMPACTS ARISING FROM THE UB'S PUBLIC ACTIVITY

In 2011, ACUP carried out a study of the impacts of Catalan public universities on society at large. The study defined the main impacts that a university of the UB's characteristics can and must have on the society in which it finds itself. In this sense, the following overarching areas can be mentioned:

- **Training and human capital.** The UB trains people who will be human capital for the society of the future, especially in Catalonia.
- **Scientific research.** The UB is home to high-quality research that generates innovations that have a direct impact on the advancement of society.
- **Social and cultural development.** The UB is fully committed to social inclusion, the development of actions and policies that ensure equality and the recognition of diversity. The UB also has a territorial and environmental commitment to its surroundings. Accordingly, the UB carries out specific actions of international cooperation and social engagement with its most immediate environment. Nor can it be forgotten that the UB has a cultural impact, opening up many of its events and activities to the general public.
- **Innovation and economic progress.** The UB has an economic impact on the environment. Universities generate many good-quality jobs and a strong demand for goods and services (which the UB itself consumes). Without doubt, students also generate additional demand and act as consumers. In addition, the UB drives technological and scientific innovation that benefits organizations and therefore has an economic impact. In relation to innovation, two important highlights are the generation of patents and the creation of technology-based spin-offs. In addition, the arrival of international students and the organization of conferences attended by people from around the world have an economic impact on Catalonia.

STUDIES ON THE UB'S ECONOMIC IMPACT

At the request of the LERU group, which is made up of the 23 most research-intensive universities in Europe, the independent consultancy BiGGAR Economics prepared a report entitled [*The Economic Impact of the LERU Universities*](#), which was published in late 2017. The study, which was prepared with data from 2016, found that the weight of the UB within Spain stood at **2.3** billion euros in gross value added⁴⁸ compared to a figure of **1.7** billion euros in the [report published in 2015](#), which used data corresponding to 2014.

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48. Gross value added (GVA) represents the wealth generated in the period under consideration. It is obtained by calculating the difference between the value of production and the value of any intermediate consumption used in production (raw materials, external services and supplies, etc.).



In terms of employment, the UB's impact on the Spanish economy in 2016 came to **39,300** jobs. At the European level, the UB's impact rose to **2.6** billion euros in 2016 and the UB contributed **40,800** jobs.

In terms of the contribution per euro received, the UB generated an impact on the European economy in 2016 equal to **6.42** euros in gross valued added per euro received and **5.23** jobs were generated for each person hired directly by the University.

ACUP has also carried out two studies to analyse the impact of the Catalan public university system, which includes more than the UB:

- [*Impacts of Catalan public universities on society*](#)
- [*Socioeconomic impacts of public universities and the public system of research in Catalonia.*](#)

Indirect economic impact

In 2018, the UB has opened a new building in the Faculty of Law. As a result, there has been some restructuring. For example, all of the departments in the Faculty of Law, which were previously dispersed, are now concentrated in a single building and Industrial Relations (which was previously housed on the Diagonal South Campus) has now moved to the Faculty of Law as well, resulting in the transfer of the department's staff.

In 2018, the UB's departmental restructuring led to the creation of the Department of Nutrition, Food Sciences and Gastronomy on the Food and Nutrition Torribera Campus. This has prompted the transfer of staff in the former Department of Nutrition and Bromatology, which was located on the Pedralbes Campus.

Given that these changes have been made among the UB's existing facilities, the impact on the local community has been very small. Similarly, the Faculty of Law's new building, which is adjacent to the existing Faculty of Law and surrounded by other UB buildings, has not had any significant impact on the immediate surroundings. The UB's capital spending on infrastructure in 2018 came to a total of 4,236,724.41 euros.

Precisely because of the small impact on the environment caused by changes in the location of facilities, the UB has not analysed the indirect economic impacts arising from the closure or transfer of infrastructure in 2018. Bearing in mind both the size of the infrastructure that a university needs to meet its purpose as a public service and the number of people who are mobilized, however, it is clear that any new capital spending or location changes—in an entirely urban setting—are likely to produce indirect economic impacts on the local environment.

CONTENT OF THE REPORT ON SOCIAL RESPONSIBILITY 2017-2018



Structure of the *Adaptation of GRI Standards for the Preparation of University Sustainability Reports*

In 2018, the UB has applied [GRI standards that are totally adapted to the university context](#)⁴⁹ for the first time, employing them as a guide in the preparation of the Report on Social Responsibility. The adaptation has been carried out by the social responsibility teams at the UB and UPF, who have worked together in the context of a [bilateral collaboration agreement](#) signed in 2016.

GRI 100: Universal standards

- 101: Foundation
- 102: General Disclosures
- 103: Management Approach

GRI 200: Economic standards

- 201: Economic performance and direct economic impact
- 203: Indirect economic impact
- 204: Procurement practices
- 205: Anti-corruption
- 206: Unfair competition

GRI 300: Environmental standards

- 301: Materials
- 302: Energy
- 303: Water
- 304: Biodiversity
- 305: Emissions
- 306: Effluents and waste
- 307: Environmental compliance
- 309: Actions to reduce the UB's environmental impact (new standard)

GRI 400: Social standards

- 401: Employment
- 402: Relationships between the staff and between the staff and the UB

49. In the Report on Social Responsibility 2016-2017, the adapted GRI standards produced by the UB and UPF were only partly applied.

403/416: Occupational health and safety
 404: Staff teaching and training
 405: Diversity and equal opportunities
 406: Anti-discrimination
 413: University environment
 414/308: Social and environmental assessment of suppliers
 417: Transparency and marketing of academic offering
 418: Privacy of members of the university community
 419: Compliance with regulations

GRI 500: Teaching, research, transfer and innovation standards

501: Teaching
 502: Research, transfer and innovation

As the table above shows, the adaptation of GRI standards for the preparation of university sustainability reports is divided into **5** series: series **100** contains the so-called “universal standards” and series **200**, **300**, **400** and **500** contain topic-specific standards. Some of the most notable aspects of the standards are mentioned below.

The universal standards in series 100 are:

GRI 101: Foundation, which establishes the Reporting Principles that must be followed in the preparation of a sustainability report. The principles define the report content and report quality. They also explain the basic process for using the GRI Standards in sustainability reports.

GRI 102: General Disclosures. These are the **52** disclosures on the university’s profile, strategy, ethics and integrity, governance, stakeholder group participation and practices for the preparation of sustainability reports. Of the **52** initial disclosures, universities are required to report a specific subset (the so-called *essential disclosures*) if they wish to produce a report in accordance with the GRI.⁵⁰ The disclosures that are not mandatory are 102-17 and from 102-21 to 102-39. Responding to these non-mandatory disclosures will define whether the university prepares an essential or comprehensive sustainability report.

The third and final universal standard is *GRI 103: Management Approach*. This standard addresses the materiality of disclosures and their coverage (or boundary, in the new language), the organization’s management approach and its components, and the organization’s evaluation of the management approach.

The topic-specific series are *GRI 200: Economic standards*; *GRI 300: Environmental standards*; *GRI 400: Social standards*; and *GRI 500: Teaching, research, transfer and innovation standards*. Each of the **4** series contains topic-specific standards, which may have one or more disclosures. The distribution within each series is as follows:

- *GRI 200: Economic standards*: **5** standards and **7** disclosures
- *GRI 300: Environmental standards*: **8** standards and **22** disclosures
- *GRI 400: Social standards*: **11** standards and **32** disclosures
- *GRI 500: Teaching, research, transfer and innovation standards*: **2** standards and **5** disclosures

Total: 66 disclosures

⁵⁰ The working group that has adapted the GRI standards to the reality of universities has adhered to the GRI standards when defining the essential disclosures (the same disclosures as those in the original version have been kept as essential). New disclosures created by the working team for standard *GRI 102: General Disclosures* have also been labelled as essential.



Universities that prepare sustainability reports are not required to provide responses for the **66** disclosures within the topic-specific standards. They are required to provide information only on the disclosures that are significant for the organization and/or its stakeholder groups (this is what is called *materiality* in the GRI standards).

Fulfilment of objectives for 2017-2018

The objective of applying all the disclosures and standards in the social responsibility guide developed jointly by the UB and UPF has been met.

Definition of contents

Below is an account of the process followed by the UB to determine the content of the Report on Social Responsibility for 2017-2018 and the result of the process, that is, the content that has accordingly been reported.

PROCESS TO DETERMINE THE CONTENT OF THE REPORT

There were three steps in the process to define the content of the report and its coverage:

1. First, the working team from the UB and UPF adapted the original version of the [*Consolidated Set of GRI Sustainability Reporting Standards*](#) to the reality of universities in the Catalan public sector. The team also carried out an initial analysis of the materiality⁵¹ of the content items and removed any items that were not suitable for the two universities.
2. Second, an OCI representative met with a representative from each of the UB's main stakeholder groups (PDI, PAS, students and society). These representatives were selected in the final meeting of the Committee for Social Responsibility and they were mostly members of the committee itself. Also participating in the stakeholder meeting was the rector's delegate for sustainable development as a representative of the governing team. Each representative had to analyse the [*Adaptation of GRI Standards for the Preparation of University Sustainability Reports*](#) from the perspective of materiality for the stakeholder group that he or she represented. From this point, it was necessary to select which content areas, or disclosures, to report in the new guide and to determine how to assess whether there was a need to ask any additional questions of the units supplying information. The decision was taken at the meeting to report all the disclosures in the [*Adaptation of GRI Standards for the Preparation of University Sustainability Reports*](#) prepared in the first step.

51. The analysis made an assessment of which content items, or disclosures, are important for the UB or any of its stakeholder groups.



3. Third, the Committee for Sustainable Development, which included representatives of the various stakeholder groups, had to approve the Report on Social Responsibility. While the committee was responsible for approving the document, it also determined where, if necessary, to remove a disclosure or even, if time permitted, to include new disclosures.

LIST OF DISCLOSURES FROM THE UNIVERSAL AND TOPIC-SPECIFIC STANDARDS THAT HAVE BEEN REPORTED

The table in the section on *Structure of the Adaptation of the GRI Standards for the Preparation of University Sustainability Reports* contains all the standards in the document [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#). Upon completion of the second step in the process to determine the content of the report, the UB chose to report all of the standards in **series 100, 200, 400 and 500**. In **series 300**, by contrast, only the disclosures 307-1 (*Non-compliance with environmental laws and regulations*) and the combined 414/308-1 and 414/308-2 (*Suppliers and new suppliers that were screened using social and/or environmental criteria*) have been reported. The UB has a [Sustainability Plan](#) (focusing only on the environment) and a Monitoring Report on the Sustainability Plan, which is updated annually. It has been viewed as more appropriate to focus the environmental portion of the report on these two documents and not on the GRI disclosures (with the exception of the two in **series 300** listed above, which have been reported because they address specific topics not included in the Sustainability Plan).

Characteristics

As explained in the section on [Structure of the Adaptation of the GRI Standards for the Preparation of University Sustainability Reports](#), the requirement for an organization to be regarded as working “in accordance” with the GRI standards is that it must report on a minimum set of disclosures. The table below has an asterisk in the OC column (the ‘in accordance’ option) to identify these items. Of the two ‘in accordance’ options, the UB has met the requirements for the more ambitious one, the comprehensive option.

To make the report shorter and easier to use, the table only includes the headings for each GRI disclosure area in the *Table of Contents for the Adaptation of GRI Standards for the Report on Social Responsibility 2017-2018*. Readers are encouraged to read the full description of each disclosure area by downloading the document [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#).

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:

- ✓ Reported Content
- NM** NM Non-material content⁵²
- Contents covered in the Notes

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

Table of Contents for the *Adaptation of GRI Standards for the Report on Social Responsibility 2017-2018*

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Series 100. Universal standards					
101: Fundamental Principles			This establishes the Reporting Principles that must be followed to prepare a Report on Social Responsibility, defining the report content and report quality. In this respect, therefore, no specific point can be identified. Rather, it is an approach that needs to pervade the entire report.		
102: General Disclosures			<i>University profile</i>		
	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	11
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Areas of knowledge and types of students	✓	12
	*	102-7	University size	✓	13-14
	*	102-8	Information on staff and other workers	✓	39-45
	*	102-9	Supply chain		NM
	*	102-10	Significant changes	✓	15
	*	102-12	Statutes, charters and principles to which the university subscribes	✓	→
	*	102-13	Associations and organizations to which the university belongs	✓	→
	*	102-New disclosure 1	University infrastructure	✓	136-138
	*	102- New disclosure 2	Quality	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102: General Disclosures	*	102-New disclosure 3	University internationalization	✓	109-116
	*	102-New disclosure 4	University ownership	✓	→
	<i>Strategy</i>				
	*	102-14	Statement from the rector and from the Board of Trustees	✓	5-6
	*	Comb. 102-15 and 102-11	Precaution, impacts, opportunities and risks	✓	17-18
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	19-20
	<i>Ethics and integrity</i>				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	22-23
		102-17	Mechanisms for advice and ethical concerns	✓	23
	<i>Governance</i>				
	*	Comb. 102-18, 102-19 and 102-20	Governance structure of the University and executive responsibility in economic, environmental and social areas	✓	24-25
		102-21	Stakeholder inclusiveness in economic, environmental and social areas	✓	→
		102-22	Composition of governing bodies	✓	26-28
		102-23	Functions of the rector	✓	→
		102-24	Nominating and selection of the governing bodies	✓	→
		102-25	Governing bodies and conflicts of interest	✓	→
		102-26	Functions of governing bodies in setting up university purposes, values and strategy	✓	→
		102-27	Collective knowledge of governing bodies	✓	→
		102-28	Evaluating the strategic directives of the university	✓	→
		Comb. 102-29 and 102-31	Identifying, managing and evaluating economic, environmental and social impacts	✓	→
		102-30	Effectiveness of risk management processes	✓	→
		102-32	Bodies for revision and approval of Sustainability Report	✓	→
		Comb. 102-33 and 102-34	Communicating concerns	✓	→
		102-35	Remuneration policies of the governing bodies	✓	→
		102-36	Processes for determining remuneration	✓	→
		102-37	Engagement of stakeholder groups in remuneration issues	✓	→
		102-38	Comparison of remuneration	✓	60-61
		102-39	Percentage increase in annual total compensation ratio	✓	→
	<i>Stakeholder inclusiveness</i>				
	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	29-32
	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102: General Disclosures	<i>Practical work to prepare Sustainability Reports</i>				
	*	102-45	Organizations included in the consolidated financial statements of the university	✓	178
	*	102-46	Organization and processes used in preparing report	✓	187-188
	*	102-47	List of material topics in the report	✓	188
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	→
	*	102-50	Reporting period	✓	→
	*	102-51	Date of most recent previous report	✓	→
	*	102-52	Reporting cycle of report	✓	→
	*	102-53	Point of contact at the university	✓	→
	*	102-54	Claims of reporting in accordance with the GRI standards	✓	→
	*	102-55	GRI content index	✓	190-194
	*	102-56	External assurance	✓	→
103: Management Approach		103-1	Explanation of the material topic and its boundary	✓	33-35
		103-2	The management approach and its components	✓	33-35
		103-3	Evaluation of the management approach	✓	36
Series 200. Economic standards					
201: Economic performance and direct economic impact		Comb. 201-1 and 201-4	Monetary flows and direct economic impact	✓	179-181
		201-2	Financial implications and other risks and opportunities arising from climate change	✓	→
203: Indirect economic impact		Comb. 203-1 and 203-2	Indirect economic impact of infrastructure investments resulting from changes in the location of infrastructure and other indirect economic impacts	✓	182
204: Procurement practices		204-1	Proportion of spending on local suppliers	✓	160
205: Anti-corruption		Comb. 205-1 and 205-3	Anti-corruption measures, confirmed incidents of corruption and their consequences	✓	→
		205-2	Communication and training about anti-corruption policies and procedures	✓	→
206: Unfair competition		206-1	Legal actions for anti-competitive behaviour, anti-trust, and monopoly practices	✓	→
Series 300. Environmental standards					
GRI 307: Environmental compliance		307-1	Non-compliance with environmental laws and regulations	✓	→
Series 400. Social standards					
401: Employees		401-1	Number of new employee hires, employee turnover and retirements	✓	46-50
		401-2	Social benefits provided to full-time, contracted employees that are not provided to other employees	✓	57
		401-3	Parental leave	✓	57-59

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
402: Employee/ university relations	402-1	Minimum notice periods regarding changes to working conditions	✓	52	
	402 New disclosure 1	Fit of formal list of jobs with university reality	✓	52	
	402 New disclosure 2	Temporary staff	✓	51	
	402 New disclosure 3	Creation of a good working environment	✓	53-57	
	402 New disclosure 4	Policies for work-life balance	✓	52-53	
403/416: Occupational health and safety at the university	403/416-1	Employee representatives on formal occupational health and safety committees	✓	75-77	
	Comb. 403/416-2 and 403-3	Types and rates of accidents, illnesses, days lost, absenteeism and number of deaths and high incidence of illnesses linked to university activities	✓	72-75	
	403-4	Union agreements on occupational health and safety	✓	→	
	403/416 New disclosure 1	Healthy behaviours and habits of university employees and students	✓	78-81	
	403/416 New disclosure 2	Health monitoring of university employees and students	✓	77	
404: Employee training and education	404-1	Average hours of training per staff member and annual economic cost	✓	63, 68, 70-71	
	Comb. 404-2 and 412-2	Programmes for upgrading employee skills, employability and transition assistance	✓	62, 63, 64-67	
	404-3	Assessment of teaching staff and professional development	✓	→	
405: Diversity and equal opportunities	405-1	Diversity of governing bodies and employees	✓	82-83	
	405-2	Ratio of basic salary, remuneration of women compared to men and glass ceilings	✓	84-85	
	405 New disclosure 1	Cost of studies, grants and other inclusion measures	✓	121-122	
	405 New disclosure 2	Employees and students with functional diversity, special educational needs and high levels of ability	✓	83, 123-125	
	405 New disclosure 3	Students who need teaching adjustments	✓	125-128	
406: Anti- discrimination	406-1	Incidents of discrimination and corrective actions taken	✓	→	
	406 New disclosure 1	Anti-discrimination protocols and/or units	✓	129-134	
413: Local environment	Comb. 413-1 and 413-2	University impact on local environment	✓	136	
	413 New disclosure 1	University environment	✓	→	
	413 New disclosure 2	Role of university as an opinion and debate-generating space	✓	139	
	413 New disclosure 3	University services offered to the general public	✓	136, 141-159	
414/308: Supplier social and environmental assessment	Comb. 414/308-1 and 414/308-2	Suppliers and new suppliers that were screened using social and/or environmental criteria	✓	161	
417: Transparency and marketing of the academic offering	Comb. 417-1 and 417-2	Transparency in information on the academic offering	✓	→	
	417-3	Incidents of non-compliance concerning marketing communications	✓	→	



STANDARD	OC	CODE	CONTENT	STATUS	PAGES
418: Confidentiality of members of the university community		418-1	Complaints concerning breaches of confidentiality and loss of data lodged by members of the university community	✓	→
419: Regulatory compliance		419-1	Non-compliance with laws and regulations	✓	→
Series 500. Standards of teaching, research, transfer and innovation					
501: Teaching		501 New disclosure 1	Main dimensions related to teaching	✓	87-89, 101, 106-107, 117-118
		501 New disclosure 2	Other dimensions of teaching related to social responsibility	✓	108, 162-172
502: Research, transfer and innovation		502 New disclosure 1	Main dimensions related to research	✓	90-93, 97-98, 101, 106-107
		502 New disclosure 2	Other dimensions of research related to social responsibility	✓	96, 99-100, 102-105
		502 New disclosure 3	RRI at the university	✓	93-98



CODE	NOTES
102-1	University of Barcelona
102-3	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
102-4	The two main activities of the UB (teaching and research) are basically carried out in Spain.
102-5	Articles 1 to 11 (chapter I) of the UB Statute.
102-12	<p>Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. For example, in late February 2018, the UB joined the voluntary agreements to reduce CO₂ emissions of the Government of Catalonia.</p> <p>Fulfilment of objectives 2018</p> <p>The objective of signing onto the voluntary agreements to reduce CO₂ emissions of the Government of Catalonia has been met.</p>
102-13	<p>On one hand, the UB heads the UB Group, which is an array of entities with legal and patrimonial autonomy. On the other hand, the UB is a member of a variety of associations and organizations:</p> <ul style="list-style-type: none"> • Catalan Association of Public Universities • European University Association (EUA) • Barcelona Metropolitan Strategic Plan Association • Ibero-American University Association for Postgraduate Studies (AUIP) • Centre of Regenerative Medicine in Barcelona (CMRB) • Centre for Ecological Research and Forestry Applications (CREAF) • AgriGenomics Research Centre (Crag) • Inter-University Centre for Development (CINDA) • Conference of Rectors of Spanish Universities (CRUE) • Municipal Advisory Council of Universities • Catalan Business Council of the Ministry of Business and Knowledge in the Government of Catalonia • University Council of Terrassa • Consortium of the Centre for Network Biomedical Research (CIBER) in the areas of: <ul style="list-style-type: none"> – Bioengineering, biomaterials and nanomedicine – Epidemiology and public health – Pathophysiology of obesity and nutrition – Pathologies of the liver and digestive system – Respiratory diseases – Rare diseases – Neurodegenerative diseases • Consortium of Landscape Observatory of Catalonia • Consortium of Knowledge Transfer • Consortium of Natural Park of the Serra de Collserola • Hospital Clínic of Barcelona • Consortium of the Barcelona Institute of Regional and Metropolitan Studies • Institute of Childhood and the Urban World (CIIMU) • August Pi i Sunyer Biomedical Research Institute (IDIBAPS) • Consortium Observatory on Public Law (IDP) • Consortium for Scientific Development of Sports in Catalonia • Innovative and Scientific Culture UB (CIC-UB) • EIT Health Spain • b_TEC Foundation, Barcelona Park for Technological Innovation • Barcelona Centre for International Studies and Documentation (CIDOB) Foundation • Centre for International Studies Foundation • Centre for Human Nutrition and Dietetics (CESNID) Foundation • Barcelona Centre for International Health Research (CRESIB) • Clinic Foundation for Biomedical Research • Eulàlia Torras de Beà Foundation • Catalan Institute of Climate Sciences (IC3) • Confucius Institute in Barcelona (ICB) • Bellvitge Institute for Biomedical Research (IDIBELL) • Institute of Biomedical Research (IRB) • Manhiça Foundation • Mutua Universal Foundation • Bioregion of Catalonia Private Foundation • Barcelona Institute of Economics Private Foundation

CODE	NOTES
102-13	<ul style="list-style-type: none"> • Institute for Space Studies of Catalonia (IEEC) • The Catalonia Institute of Energy Research (IREC) • Barcelona Institute for Global Health (ISGlobal) Private Foundation • Sant Joan de Déu Private Foundation for Research and Teaching • Puig i Cuñer Private Foundation • Triptolemos Foundation for Agri-food Development • Tot Raval Foundation • University of Cervera Foundation • Working Group on Services Inspection (GTIS) • Barcelona Institute of International Studies (IBEI) • Institute for Bioengineering of Catalonia (IBEC) • Institute for Intercultural Studies at the Pontifical Xavierian University of Cali • League of European Research Universities (LERU) • Observatory of European Union-Latin America Relations (EULARO) • “More Industry” Pact • Catalonia-World Trust • Mediterranean University Union (UNIMED) • Vives University Network <p>Fulfilment of objectives for 2017-2018</p> <ul style="list-style-type: none"> • As planned, the UB’s membership on the Crue Sector Committee on Internationalization and Cooperation has been intensified through active participation in the various committees on internationalization, international mobility and cooperation. • The UB has taken an active part in the international outreach plan of the Catalan public universities for the period 2017-2020. The working plan for 2018 focused on the following areas: training for global citizenship; research and innovation; global social commitment; Catalan culture in the world; international outreach and visibility, and an observatory for higher education. • The UB has taken an active part in the submission of European projects in collaboration with the University of Montpellier and Aix-Marseille University. Along these lines, one highlight is the Charm-EU project, presented jointly with the University of Montpellier, Trinity College (Dublin), Utrecht University and Loránd Eötvös University (Budapest). • In the context of Crue, a first draft of a guide has been produced to enable universities to prepare their own emergency protocols. However, the planned seminar on the issue has not been organized. In the end, the seminar was to take place in 2019 on Tenerife, at La Laguna.
102- New disclosure 2	<p>In terms of quality, it is necessary to mention the assessment of the Academic Workload Plan (PDA). This is an annual assessment of the activities carried out by UB teaching staff over the preceding four years and it covers three basic areas of activity: teaching, research and admin/management. The assessment is quantitative and uses scales, though some elements are qualitative. The results are used as a support tool in decision-making regarding the distribution of human resources in the academic area.</p> <p>With respect to the quality of teaching over the period 2014-2018, 156 bachelor’s degrees and university master’s degrees have been accredited. Of these, 12% have been accredited subject to conditions and 27% are progressing towards excellence (the remaining 62% have simply been accredited).</p> <p>Of all the active master’s degrees at the UB, 11 have been accredited in 2018. While none of the 11 has received the qualification of excellent, all have received a certificate and seal to confirm their accreditation. In 2018, no bachelor’s degree has been accredited.</p> <p>In terms of research, the Directorate-General for Research and Innovation of the European Commission granted an accreditation to the UB in 2015 for the Human Resource Strategy for Researchers (HRS4R) programme. This accreditation is given to institutions that are making progress in aligning their human resource policies to the 40 principles of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers, two documents signed by the UB in 2013. These principles involve the implementation of initiatives that promote recruitment grounded in open, transparent, merit-based principles and appropriate working conditions for research staff and their ongoing professional development, with a training plan to address transversal skills.</p> <p>The UB has successfully passed the accreditation review done in 2018 and is now at work on putting into practice the actions described in the HRS4R Plan for the period 2017-2020. These actions can be consulted at the following link.</p> <p>In addition, some research groups and research support structures have received formal recognition of compliance for their quality management system and they have submitted to a process of external certification or accreditation. As the list below shows, the process depends on the standard selected:</p>

CODE	NOTES
102- New disclosure 2	<p>ISO 9001 standard</p> <ul style="list-style-type: none"> • CCiTUB • Production and Validation Centre for Advanced Therapies (CREATIO) • Lipid Metabolism (LPL) research group • Medicine Development Service (SDM) • Radiological Protection Technical Unit (UTPR) <p>ISO 17025 standard Laboratory of Environmental Radiology (LRA)</p> <p>TECNIO-ACCIÓ accreditation</p> <ul style="list-style-type: none"> • Design and Optimization of Processes and Materials (DIOPMA) • Engineering for Instrumentation and Communication Microsystems (CEMIC) • Thermal Spray Centre (CPT) • Advanced Therapy Production and Validation Centre (CREATIO) • Cell and Molecular Technology Research Centre (CELLTEC-UB) • Toxicology Research Centre (CERETOX) • Data Science@UB • Stable Isotopes and Mineralogy (MAiMA) • Drug Development Service (SDM)
102-New disclosure 4	<p>The UB is a public university within the Catalan university system. Based on provisional data for calendar year 2018 collected on 31 March 2019, 66.62% of the funds received by the UB in 2018 were public in origin.</p>
102-21	<p>Stakeholder groups can consult, participate in and influence the decision-making process on economic, environmental and social issues through their participation in the UB's governing bodies.</p> <p>The UB has a system of representative democracy: its main stakeholder groups have representatives on its various governing bodies. In addition, 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, faculty boards and Executive Council).</p> <p>The consultation processes involving stakeholder groups are, therefore, ongoing as an integral part of the activity of the governing bodies.</p> <p>Fulfilment of objectives for 2017-2018</p> <ul style="list-style-type: none"> • The objectives of improving the management of the Hotel d'Associacions and raising the visibility of associations and their efforts have been met both through the creation of a database that contains the student associations registered at the UB and through a website that offers information on associations and raises their visibility.
102-23	<p>The rector is the UB's highest academic authority and its legal representative. As a one-person governing body, the rector is responsible for the direction and management of the University. The rector also presides over the Senate, the Governing Council and the Advisory Board, sits on the Board of Trustees and enforces all agreements. The rector is also the chairperson ex-officio of the entities in the UB Group. The rector's powers and functions are stipulated in articles 71 to 76 of the UB Statute.</p>
102-24	<p>The appointment of members to the governing bodies is carried out in accordance with chapter III (articles 54 to 83) of the UB Statute.</p>
102-25	<p>No incidents of conflicts of interest have been identified. To avoid such conflicts, the UB uses the following procedures:</p> <ul style="list-style-type: none"> • individual signed statements from every member of UB decision-making bodies • enforcement of the requirements laid out in all sector legislation on the matter. <p>The UB has not carried out any training on conflicts of interest in its governing bodies or among its employees.</p>
102-26	<p>The UB Strategic Plan is being developed by a group set up by the rector. The group is made up of various members of the governing team. At present, the group is preparing the plan with a view to submitting it to the UB's governing bodies (including the Senate) in 2019.</p> <p>The UB's values, mission and vision are set out in articles 3 and 4 of the UB Statute. As has been noted throughout this document, the UB Statute was prepared by the Senate, which is a UB governing body that has representatives from its stakeholder groups, and it was approved in 2003.</p> <p>Each year, the leadership team prepares a Governance Plan (which sets out the objectives for the year and is periodically reviewed) in connection with the Strategic Plan (which is more medium-to-long term). The Governance Plan establishes specific actions for each office of vice-rector in accordance with its functions.</p> <p>The General Manager's Office oversees and coordinates the coherence of the various actions taken in line with the economic and financial policy of the University, the annual budget and its implementation, and the agreements reached by the different governing bodies, particularly the Governing Council and the Board of Trustees.</p>

CODE	NOTES
102-27	<p>No specific steps have been taken to improve the knowledge that members of the UB's governing bodies have of the economic, social and environmental reality of the University or the impact of its decisions. However, because of their unique characteristics, the governing bodies are aware of the UB's impact in the three areas:</p> <ul style="list-style-type: none"> • On the one hand, the governing bodies are multistakeholder bodies. This enables them to take a broader view of consequences when they make decisions. The presence of representatives of the employees, students and society at large ensures that decision-making takes into account not only economic criteria and additional internal criteria, as happens in other organizations, but also any external impacts that may be significant. • In addition, whenever documents must be approved or resolutions adopted, it is first necessary to present the case. As a result, the members of the governing bodies become more familiar with the situation and can cast a negative vote if they believe that the external impact will be harmful or they can make additions or changes that may ameliorate any impact.
102-28	<p>The UB's actions in the coming years will be based on the Strategic Plan, which is scheduled for approval in 2019 and has a timeframe of 2030. In the shorter term, the UB uses the Governance Plan, which sets out the objectives to be achieved each year (objectives are set each year for the following year). These documents are grounded in the rector's programme for the current governing team.</p> <p>Many of the UB's actions are assessed and decided by the Board of Trustees and the Governing Council. As a result, the fulfilment of many of the objectives set annually in the Governance Plan are also indirectly addressed and assessed.</p> <p>The governing team monitors objectives qualitatively. At first, the intention was to monitor objectives quantitatively. However, a rigorous analysis of the situation has shown that the ability to collect all of the necessary information does not yet exist. As a result, qualitative monitoring has been selected. The actions that must be taken in each area are clearly specified and the monitoring identifies what has been done at the time of review and offers a qualitative assessment of the results.</p> <p>Lastly, the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU). However, the AQU assessment does not make use of the objectives set in the Strategic Plan or Governance Plan. Rather, it measures a set of parameters common to all public universities in order to evaluate the quality of the education.</p>
Comb. 102-29 and 102-31	<p>In the case of risk monitoring, it is necessary to distinguish the efforts of the UB's units and the efforts of its governing bodies.</p> <p>The two units specializing in risk monitoring are:</p> <ul style="list-style-type: none"> • OCI, which prepares an updated risk map, and • the General Manager's Office, which is centralized and coordinated by the Head of Bureau at the Rector's Office. <p>Based on conclusions set forth by the General Manager's Office and OCI, the UB takes any corrective or palliative measures that may be deemed appropriate.</p> <p>In the case of the governing bodies:</p> <ul style="list-style-type: none"> • The Governing Council takes decisions relating to the provision of public services. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA. • The Committee for Sustainable Development was set to be created in 2019 as a delegate committee of the Governing Council and heir to the Committee for Social Responsibility, which was disbanded in 2018. The Committee for Sustainable Development will carry out the monitoring of environmental and social sustainability. • The Board of Trustees is the body responsible for the economic sustainability and financial sufficiency of the UB and the UB Group. <p>Both the Governing Council and the Board of Trustees meet periodically. 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>Lastly, the UB's governing team is divided into various areas (academic, research, transparency, social responsibility and staff). In the context of regular meetings among the vice-rectors in each area, risks and opportunities of an environmental, social and economic nature typically come up.</p> <p>It can therefore be concluded that the operational dynamics of the UB, its units and its governing bodies informally establish permanent mechanisms for the identification of impacts, risks and opportunities of an economic, social and environmental nature. In this respect, for example, one highlight of these mechanisms is the decision to launch certain actions, such as the organization of political debates at the University to increase understanding of the complex political moment in which Catalonia finds itself, or the reinforcement of the policies of historical memory pursued through the UB Solidarity Foundation.</p>

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102-30	No formal analysis of the effectiveness of the risk management process is carried out. However, the UB's operational system has integrated such an analysis into its own work dynamics. Put another way: if the identified risks should materialize, the UB's operational system will detect them and adopt the necessary corrective measures.
102-32	The Report on Social Responsibility (previously the Report on Social Responsibility) is assessed and approved by the Committee for Sustainable Development, which was created in March 2019 to replace the Committee for Social Responsibility.
Comb. 102-33 and 102-34	<p>The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. That is, stakeholder groups convey their concerns to the UB through the activity of their representatives on the governing bodies. Any concerns and complaints are addressed by the Governing Council, executive committees and other governing bodies (in the discussion of each point and when the floor is thrown open). If any concern cannot be responded to in the very 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>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> • institutional website • contact and channelling of concerns, complaints, etc. through the person responsible for the unit • channels of communication offered by the PDI, PAS and student intranets. <p>There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction questionnaires (for teaching staff, PAS and students) and the Ombuds Office (for the entire university community).</p> <p>In addition, the UB has a Transparency Portal that is open to the public. It is a management system by which complaints and queries are referred to the responsible unit and users receive attention or response in a maximum period of one month.</p>
102-35	There is no specific remuneration policy for the governing bodies.
102-36	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.
102-37	Stakeholder groups are not involved in any way in the process of setting PDI and PAS remuneration, as the response to disclosure 102-36 describes.
102-39	<p>In application of article 1 of Decree Law 5/2018, published on 18 October 2018, the pay increase in each wage component for employees of Catalan public universities, with respect to 2017, was as follows:</p> <ul style="list-style-type: none"> • 1.50%, with effect from 1 January 2018; • 0.25% additional, with effect from 1 July 2018. <p>Also, in accordance with article 1.5 of Decree Law 5/2018, an additional linear pay increase of 0.2%, accumulable, was agreed with effect from 1 January 2018, for the improvement of university efficiency.</p>
102-41	The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%.
102-48	Information is only changed when the figures from previous reports were provisional.
102-49	The change with respect to the previous report is that full use has been made this year of the Adaptation of GRI Standards for the Preparation of University Sustainability Reports . Specifically, when deciding on materiality, the foundation has not been the standards in the Consolidated Set of GRI Standards , but rather the adapted standards.* As a result, it is complicated to compare the two years because they refer to two different documents (though the documents are closely linked).
102-50	From the calendar years 2015 to 2018 or from the academic years 2015-2014 to 2018-2017 (provided data are available on four calendar or academic years). In the case of indicators for which there are figures only until 2017 (that is, when the figures for 2018 are not yet available), the figures for 2013 are provided in order to continue reporting a period of four years.
102-51	Report on Social Responsibility 2016-2017 , published on 25 July 2018.
102-52	Annual.
102-53	Office for Internal Control, Risks and Corporate Social Responsibility.
102-54	This report has been prepared in accordance with the GRI standards (comprehensive option).**



* Last year, the original GRI standards were applied with some adaptations adopted by the UB and UPF working team. This year, however, the adapted document has been applied in its entirety.

** As stated throughout the report, a version of the GRI standards adapted to the UB has been used.

CODE	NOTES
102-56	The UB does not externally assure the Report on Social Responsibility (previously Report on Social Responsibility). Priority has been put on internal verification of the document through the Committee for Sustainable Development, which is made up of representatives of UB stakeholder groups. At present, the UB prefers to allocate any money that would be needed to hire an external auditor for an external verification to the pursuit of other priorities.
201-2	<p>The UB continues to apply the Sustainability Plan and to follow a policy of energy savings that has an indirect impact on the risks and opportunities stemming from climate change, leading to new lines of research in this area and even to the creation of companies to work on this issue. In the teaching area, climate change can lead to the design of content adapted to the new situation.</p> <p>The UB has also made a firm commitment to the Sustainable Development Goals. In this respect, the UB has created the rector's delegate for sustainable development, whose function is to lead the working team that will prepare an action plan designed to have a positive impact on the achievement of the Sustainable Development Goals.</p> <p>Objectives for 2020</p> <p>To prepare an action plan for collaboration in the achievement of the Sustainable Development Goals.</p>
Comb. 205-1 and 205-3	<p>The UB does not carry out a specific analysis of risks associated with corruption. The UB works with a scenario of overall risks associated with management. The management of the UB as a public institution is characterized by being wholly regulated by general legislation and internal regulations, which give rise to management processes in which the various units that are responsible take action according to a clear distribution of powers. In turn, the processes have implicit control systems that may not be specifically developed to combat corruption, but do amount to a system for the prevention, detection and reaction to hypothetical cases of corruption.</p> <p>Based on the analyses carried out, there have been no cases of corruption at the UB in 2018.</p>
205-2	No specific and exclusive training on anti-corruption policies and procedures has been carried out in 2018.
206-1	In 2018, the UB has faced no legal actions for possible violations of unfair competition or violations of the legislation on competitive behaviour, anti-trust and monopoly practices. Still pending is the UB's appeal against a fine of 19,000 euros levied by the Catalan Tribunal for the Defence of Competition as a result of a complaint for unfair competition lodged by DIR gyms.
307-1	There has been no incident of non-compliance with environmental regulations in 2018.
403-4	<p>The items in disclosure 403-4 (personal protective equipment, representation on committees, etc.) are mandatory under Law 31/95, of 8 November. As a result, there is no need for a formal agreement to ensure that the UB implements them: they are required by law.</p> <p>With respect to any other formal agreements with trade unions on the subject of health and safety, there are none of a generic type and any specific agreement on topics related to the subject is developed in the Health and Safety Committee.</p>
404-3	<p>The assessment of job-specific training needs is conducted by area and not by job. Each year, Corporate Training contacts the UB's area managers to identify the special needs of employees. For example, Corporate Training asks whether employees need to work with a new programme, whether a work system is being implemented that requires special training, whether there are new employees who need special training or whether new functions are being taken on that require training. Based on the managers' responses, Corporate Training organizes courses for employees.</p> <p>The UB does not have a regular assessment system to review employees' fulfilment of their work objectives or to review their career development. Nor does the UB have a professional career development programme.</p>
406-1	<p>During the academic year 2017-2018, the UB has registered 14 cases of gender discrimination and/or sexual harassment, which have been addressed through the equality committees in the UB's faculties or dealt with directly through the Equality Unit. In accordance with the new protocol for the prevention, detection of and action against situations of sexual harassment on the grounds of gender, gender identity and sexual orientation or in the case of other sexist conduct, the cases have been classified as harassment or sexist conduct.</p> <p>Of the 14 cases, 5 involved harassment. While the UB has evaluated all the cases of harassment and taken the pertinent steps for protection and correction, some cases could not be addressed through the Protocol for the Prevention, Detection of and Action against Situations of Sexual Harassment approved in 2014,** because they did not meet the application requirements.</p>

*** In 2018, the new protocol has not yet gone through the entire approval process. As a result, the version from 2014 was still being applied.

CODE	NOTES
406-1	The remaining cases (9) have been classified as other sexist conduct. Complaints have been made in reference to sexist comments in class or because of a documentary shown at a festival in which the UB took part. In all cases, the Equality Unit has acted by taking a position, making recommendations on conduct to avoid, expressing warnings, etc.
413 New disclosure 1	The University assesses its environmental impact through the Sustainability Plan and associated Monitoring Report . In the case of economic impact, the available studies have been indicated in the section headed Studies on the UB's economic impact . No specific studies address the UB's social impact on its environment, but this report does contain some descriptive accounts of such impacts in the sections Teaching, research and responsibility to students and Creating value for society through responsibility to the environment .
Comb. 417-1 and 417-2	All regulations on the transparency of information relating to the UB's academic offering is contained in the Regulations on Assessment and Teaching Plans and in the Decree on Prices. These regulations can be found here . The regulations determine what constitutes compliance and what the corresponding sanctions should be. There has been no incident of non-compliance in the academic year 2017-2018.
417-3	The UB has not failed to comply with any of the regulations or voluntary codes relating to marketing communications.
418-1	In the academic year 2017-2018, the Catalan Data Protection Authority initiated a sanction procedure. The head of the agency has ruled on the case, finding that the UB committed a minor infraction of the data protection law but that it did not have to take measures to correct any effects of the infraction. The complaint was made in response to the implementation of a biometric access control system at a laboratory in a UB department. The control system required the collection of fingerprints from lab users. The person who lodged the complaint was a doctoral student who reported that there had been a failure to provide notification as laid out in article 5 of the data protection law, which is a necessary prior step for the lab manager to collect users' fingerprints.
419-1	The UB has not received any fines or non-monetary sanctions because of non-compliance with social or economic laws or regulations.