REPORT ON SUSTAINABILITY
The UB's Commitment to the Sustainable Development Goals

2020–2021

UNIVERSITAT DE BARCELONA

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List of abbreviations

ApS	service-learning projects
AQU	Catalan University Quality Assurance Agency
CCiTUB	UB Science and Technology Centres
CRAI	UB Learning and Research Resources Centre
CRUE	Conference of Spanish University Rectors
EUB	UB Statutes
FBG	Bosch i Gimpera Foundation
FTE	full-time equivalent
GRI	Global Reporting Initiative (institution that developed the first guide for sustainability reports)
ICT	information and communication technologies
IDP-ICE	Institute of Professional Development of the University of Barcelona
IL3	Institute for Lifelong Learning
MECD	Spanish Ministry of Education, Culture and Sport
MICIU	Spanish Ministry of Science, Innovation and Universities
NPI	private not-for-profit institution
OCI	UB Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	UB International Mobility and Programmes Office
OSSMA	UB Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PCB	Barcelona Science Park Foundation
PDI	teaching and research staff
PSAU	Social Policy and University Admission programme, UB Faculty of Education
R&D&I	research, development and innovation
RRI	responsible research and innovation
SAE	UB Student Support Service
SD	sustainable development
SDGs	Sustainable Development Goals
SECTI	Spanish Science, Technology and Innovation System
SR	social responsibility
TFG	bachelor's degree final project
TFM	master's degree final project
UB	University of Barcelona
UPF	Pompeu Fabra University

Forewords from the Rector and the President of the Board of Trustees

As an educational institution and one of the foremost universities in Catalonia and Spain, the University of Barcelona has a threefold commitment to sustainability. Indeed, the very need to make a commitment to Agenda 2030 and to fight for a more sustainable world becomes increasingly clear each day and the UB is keenly aware of the mounting sense of urgency.

First of all, the UB must continue adapting its management approach and everyday operations to the principles of social responsibility so that our environmental footprint is minimal and our social and economic outputs are positive for our immediate surroundings.

Second, the UB must play an exemplary role: we must act as a role model for every other organization so that they too will make a commitment to sustainability. It goes without saying that being a benchmark institution carries great responsibility.

Third, the UB must implement the tools and resources needed for innovation in research in order to achieve scientific improvements that will take us in the direction of sustainability. More specifically, the UB needs to educate all of our students on the subject of sustainability: it is crucial for young people who will be the future leaders of society to understand the Sustainable Development Goals (SDGs) and Agenda 2030 and become very familiar with the concepts of social responsibility and sustainable development. That is why it is necessary to include all of the specific content on sustainability across the UB's activities as a whole, starting with teaching tasks, and also ensure that sustainability is embedded in our academic curricula.

My governing team and I are committed to sustainability in all three of the above areas and we seek to make this commitment clear through our work in governance. Good examples of our efforts include the UB's Agenda 2030, which sets out our top-priority obligations to the SDGs as an institution; the activities that we pursue in the framework of the CHARM-EU strategic alliance, such as the master's degree in Global Challenges for Sustainability; and our commitment to sustainability, which is clearly identified as one of our key action areas in the UB Plan 2022-2024.

Lastly, I would like to highlight and celebrate the adaptability and resilience of an institution the size of the UB in the face of real global changes and challenges – for example, since we overcame the most critical phase of the Covid-19 pandemic, the academic year has returned to normal – as well as the UB's ability to push ahead with improvements even in the midst of difficulties, which is evident from the implementation of part-time telework in a host of UB workplaces.

The present *Report on Sustainability* is but one more example of the UB's commitment to sustainable development and transparency: it lays out clear information on our actions in the area of social responsibility and analyses the extent to which we have met the targets set out in previous reports. As in the previous academic year, the present report is also explicit about how the UB has contributed to the achievement of the SDGs and which commitments in the UB's Agenda 2030 have now been accomplished.

As we noted last year, sustainability is not optional.. As a matter of commitment, conviction and necessity, the community of the University of Barcelona is working – and will continue to work – to achieve and secure sustainability. That is, to achieve and secure the future.

JOAN GUÀRDIA OLMOS
Rector of the UB

The University of Barcelona presents this latest edition of its Report on Sustainability, which gives an account of the many areas in which efforts have been made to pursue our sustainability objectives.

Thanks to detailed monitoring of the actions carried out and measures put in place, we are able to identify what our capabilities are and where there is scope to broaden and intensify our efforts.

The recent health crisis was a reminder of the global nature of the major challenges we face; it is now also clear that failure to correctly address the climate crisis and configure the energy transition will have serious consequences for ecosystems, food production and migratory flows. In this scenario, development cooperation is a mandatory responsibility of first-world nations and foregrounds the need for all nations and institutions to commit to the 2030 Agenda for Sustainable Development.

Given the scale of our responsibility, understanding our current position is crucial, and we must strive to ensure that our commitment is equal to the challenge. It is clear to us all that universities, along with society as a whole, must make a far more sizeable contribution that has so far been the case, and this contribution must be twofold.

On the one hand, we must build a solid framework for pursuing the objectives and observing the deadlines, while on the other, we must provide the knowledge through which the objectives can be reached.

The more knowledge we acquire, the harder we must work to find the right answers. The actions described in our reports will never be entirely sufficient; we must continue to devise real solutions and applications at a level we would never have dared to imagine. The weight of realism obliges us to implement radical, imaginative reforms, and we must do this with the enthusiasm and commitment of leaders.

The University must lead these reforms as it has the knowledge and commitment to do so. Taking awareness of the actions detailed in this report will enable us to progress with the conviction of an institution that values the work carried out and acknowledges the effort and achievements of the people behind it. Their example should serve as inspiration to continue to advance and will guide us along the paths and channels we need to follow.

JOAN COROMINAS
President of the Board of Trustees

Commitment to sustainable development

<table>
<tr><td align="center">Goals G1 and G3 of the UB's Agenda 2030</td></tr>
<tr><td>This section's account of the UB's commitment to sustainable development falls within goal G1 (stating the institutional commitment to contribute to the achievement of the SDGs), while the account of the UB's actions in 2020 as part of Agenda 2030, which is noted in the last paragraph, falls within goal G3 (communicating and disseminating the implementation, monitoring and results of the action plan of the UB's Agenda 2030).</td></tr>
</table>

The UB's commitment to the Sustainable Development Goals (SDGs) is one of the hallmarks of our identity. As a sustainable university, the UB needs to educate the public about sustainable development, help to solve urgent social challenges, and contribute to reducing our ecological footprint and social inequalities. In short, the UB needs to train its students and employees so that they can take action and make sustainability into a priority.

In this respect, we have continued in 2021 to pursue the UB's Agenda 2030, which was approved in 2020 to structure the UB's commitment to the SDGs and clarify the links between the institution's activities and the goals themselves. In 2021, the UB's Agenda 2030 has been developed in **5** key action areas (governance; teaching and learning; research and knowledge transfer; commitment to society, and commitment to the environment) and working groups have been set up to address the issues of sustainability in each action area.

To this end, the UB has strengthened relationships with a variety of associations and institutions at the national and international levels in order to establish synergies and build the SDGs into every area of the UB. This is precisely the UB's top challenge, since the idea of incorporating the principles of sustainability into all of the actions pursued at a university of our size involves a major paradigm shift. To achieve such a shift, the UB is hard at work on a feasible, realistic roadmap that puts sustainability at the very core of who we are and what we do.

In accordance with the UB's institutional commitment to the SDGs, the Report on Sustainability 2020-2021 shows our main actions in relation to the SDGs: the following pages will explicitly identify which of the described actions have a clear and direct impact on the SDGs. In the case of actions, activities and units that are described in the report's various sections, their link with the SDGs will be made explicit only once (typically where they first appear or in the section where they are described in detail). At the end of the Report on Sustainability, a table lays out the specific SDGs and targets to which the UB considers that it has contributed, including a reference to the page number(s) where the link can be found. We will also include actions that respond to some of the goals set out in the UB's Agenda 2030: a table at the end of the report will clearly show the contributions made in each case.

THE UNIVERSITY OF BARCELONA AND ITS GOVERNANCE

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. Now it is also increasingly necessary to give greater consideration to the well-being of the university community and of society as a whole. Universities need to understand their social and environmental setting and take action to adapt to the changing needs of the society to which they belong. This report goes beyond a description of the most traditional functions the UB takes on and a special emphasis is placed on its social and environmental impact. For more information on the UB's social and environmental impact, you can consult the sections entitled *Commitment to society* and *Commitment to the environment*.

BRANCHES OF KNOWLEDGE

The UB's academic offering and research activities encompass the main branches of knowledge:
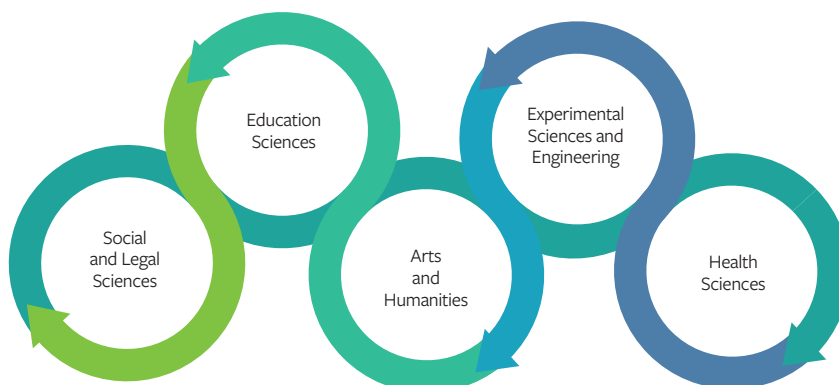
Source: OCI.

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. However, the UB is also very active in seeking to attract international students to its master's degrees, postgraduate programmes and doctoral programmes.

Contribution to SDGs 4, 5 and 10

The system of access to the Catalan public university system...

Targets 4.3 and 4.5 Is regulated to ensure equal access to men and women, and seeks to reduce gender disparities in higher education.

Target 5.1 Seeks to end all inequality between men and women in access to higher education.

Targets 10.2 and 10.3 Seeks to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status. It also seeks to ensure equal opportunity.

Size of the UB

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

SIZE OF THE UB[1]	
Teaching and research staff (PDI)*	6,505 (3,121 women and 3,384 men)
Administrative and service staff (PAS)	2,387 (1,515 women and 872 men)
Total number of employees*	8,892 (4,636 women and 4,256 men)
Bachelor's degree students	45,990 (41,540 in UB centres and 4,450 in affiliated centres)
University master's degree students	6,327 (4,776 in UB centres and 1,551 in affiliated centres)
Students in UB-specific postgraduate studies**	21,372
Trainee researchers (doctoral students)	4,816
Total students***	87,842
Graduated students	8,314 (7,319 in UB faculties, including 43 with UB-specific degrees and 995 in affiliated centres)
Students who have obtained a university master's degree	3,199 (2,742 in UB centres and 457 in affiliated centres)
Doctoral theses read	754
Income	€513,584,524.92
Expenditure	€472,239,546.85

▶

1. The figures relating to academic aspects reflect the academic year 2020-2021; the figures relating to research are from the calendar year 2020 (the figures for research always refer to a year earlier than the academic year underway because they cannot be sufficiently updated by the time the report is written). The staff figures correspond to 31 December 2020, while the financial figures are provisional at 1 April 2022 in relation to the year 2021.

SIZE OF THE UB[1]	
Bachelor's degrees	74 (62 in UB centres and 12 in affiliated centres), plus 15 dual study pathways
University master's degrees	169 (155 in UB centres and 14 in affiliated centres)
Postgraduate courses	976
Doctoral programmes	46
Surface area	677,787 sq m
Campus	6
Affiliated centres	10

* The figure for total PDI (**6,505**) does not coincide with the number that appears in the documents provided by the Technical Cabinet at the Rector's Office (**5,963**) because the Report on Sustainability includes predoctoral researchers. As a result, the total number of employees reported in this document is also higher.

** The large increase in postgraduate students in relation to the academic year 2019-2020 (**9,450**) is due to the new extension certificate for handling critical Covid-19 patients, which was successfully obtained by **11,486** students.

*** The figure excludes students enrolled in postgraduate and lifelong learning courses jointly managed by the UB and IL3.

Source: OCI based on data from Human Resources, Finance, the UB Report on the academic year 2020-2021 and the statistical data from the report for the academic year 2020-2021.

Significant changes

In 2021, the University of Barcelona has experienced significant changes in a number of areas, including facilities, the governing team and the financial structure.

In the area of facilities, work has begun on **2** buildings on the Food and Nutrition Torribera Campus: a building that focuses on technology for food and gastronomy and a building that focuses on teaching and instruction.

In terms of the governing team, there have been **5** changes: Glòria Matalí has been named to the post of General Manager; Olga Lanau is the new Managing Director of the UB Group; Jordi Matas is now Vice-Rector for Institutional Relations, Communication and Language Policy: Ander Errasti has been appointed as Director of Coordination and Communication; and Eva Perelló nows hold the position of Head of Cabinet at the Rector's Office.

As for the UB's financial structure, there has been an increase in the relative weight of capital transfers from the State General Administration of Spain. This is due to projects awarded in 2021 as part of the recovery, transformation and resilience plan financed by the EU's Next Generation funds.

Lastly, no significant changes have occurred in the UB's employment structure.

Objective for the academic year 2022-2023

- To finish construction of **2** new buildings on the Food and Nutrition Torribera Campus.

Precaution, impacts, opportunities and risks

At present, the UB has no formal mechanism to conduct a detailed analysis of potential impacts on sustainability prior to making decisions. However, the institution does seek to avoid negative impacts by means of two strategies.

On one hand, the UB has put in motion the Committee for Sustainable Development, which has five working groups: governance; teaching; research and knowledge transfer; commitment to society, and commitment to the environment. The five working groups cover all five of the UB's key action areas and they enable the institution to analyse actions and decisions linked to the SDGs. In this respect, they also contribute to safeguarding the principle of environmental, social and economic precaution.

In addition, several units in the university incorporate mechanisms of environmental, social and economic precaution in the performance of their duties. Examples appear below.

For instance, the principle of environmental precaution is a particular concern for OSSMA, which seeks to reduce the environmental impact of the UB's activities. Yet other UB units also play an active role in this regard. Prominent among them is the Area of Infrastructure and General Services, which uses materials that are respectful of the environment so that less waste will be produced from major renovations now and in the future, while also seeking to carry out a variety of activities to identify maintenance problems and anomalies and look for energy-saving alternatives. Examples include oversight and analysis of the monthly consumption of electricity, water and gas in all UB premises, the daily monitoring of water consumption to detect leaks, and support for the installation of efficient LED lighting. Also notable this year is the installation of a charging station for electric vehicles at the Faculty of Pharmacy and Food Sciences.

Through the Office of the Vice-Rector for Equal Opportunities and Gender, the UB incorporates the perspective of social sustainability in its decision-making. In this respect, various units linked to the vice-rector's office seek to ensure that the UB is an inclusive place where everyone can develop fully and that equal opportunity is available to all, including disadvantaged groups.

The UB's concern for economic sustainability needs to be analysed from two perspectives: externally and internally.

- Externally, the UB has a major impact on the surrounding environment because of its size. This impact is the result not only of the number of graduates who pass through its classrooms and depart to meet the demands of the labour market, but also of the contributions made by its research activity and its ordinary operations, which require a vast amount of goods and services that are supplied largely by local Catalan firms. In the context of the Covid-19 pandemic, the UB has contributed to the economic sustainability of its environment by compensating suppliers through indemnification and introducing certain contractual modifications in the application of current legislation in order to reset the necessary economic equilibrium in contracts.

- Internally, it is necessary to analyse the UB's economic sustainability in order to safeguard its viability and survival as a public institution, The UB 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 multistakeholder bodies.[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 OCI. In the case of OCI, a controller performs the duties of preliminary auditing prior to expenditures.

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 objectives and challenges accordingly, taking advantage of every opportunity. In this respect, the Covid-19 pandemic has furnished a chance to improve certain processes and demonstrate a capacity for rapid adaptation. It should be noted that many of the new and adapted management processes have taken root, adding to widespread improvement. One example can be seen in the adoption of the UB's anti-fraud policy, which is addressed in other sections of the report.

Contribution to SDGs 10, 13 and 16
Targets 10.2 and 10.3 The different units in the social area linked to the Office of the Vice-Rector for Equal Opportunities and Gender seek to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status, and to ensure equal opportunity.
Target 13.1 The UB's various environmental policies seek to strengthen resilience and adaptive capacity in the face of climate-related hazards.
Target 16.6 To incorporate precaution in the area of sustainability, being constantly aware of both the global and local realities, and ensuring the survival of the institution are all policies that contribute to the creation of an effective and responsible university.

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

Structures and strategy for sustainable development

Goal G2 of the UB's Agenda 2030

This section sets out the UB's organizational structures and its strategy to implement SDGs in the institution in response to goal **G2** (establishing policies, organizational structures and resources to implement the 17 SDGs in all of the UB's missions).

STRUCTURES


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                                    SD
                                 STRUCTURES


   Office of the        Committee        Rector's Delegate      Office for
   Vice-Rector for     for Sustainable    for Sustainability   Internal Control,    Other structures
  Equal Opportunities   Development                            Risks and
    and Gender                                                 Corporate SR


   UB Solidarity                        Ombuds Office      ApS Group        University
    Foundation                                                              of Experience


  Equality Unit and
  equality committees
   in the faculties


      OSSMA              UB Healthy         Support and
                        University        Mediation Office
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Font: OCI.

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 Sustainability, but especially in the foreword from the Rector;

- in the Rector's management report, which is submitted to the University Senate each year;

- in the UB's Agenda 2030, which is a framework for action that contains the UB's goals toward the achievement of the SDGs.

Consultant mechanisms and values

The UB's principles appear in articles 3 and 4 of the Statute of the University of Barcelona, which was prepared by the Senate and approved by the Government of Catalonia in 2003. 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 UB Statute.

VALUES

The UB 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.

As an example of this commitment, the UB approved the Code of Ethics on Integrity and Best Practices in October 2018. Also in force since 2018 are the UB's Regulations on Transparency, Access to Public Information, and Good Governance, which aim to develop legislation on transparency, access to public information, stakeholder groups, good governance and open governance.

In 2021, the UB has approved **3** key complementary regulations in the area of ethics and good governance:

- The Code of Conduct for non-elected and senior officers of the UB, which seeks to promote and consolidate ethical, transparent and upstanding behaviour among the UB's non-elected officers and senior officers. The code includes specific obligations of conduct and transparency for most individuals who hold UB management posts.

- Mechanisms to ensure and fulfil the institutional integrity of the UB, which involve fundamental tools for the ethical development of the institution:
  – the Ethics Committee
  – the ethics and institutional integrity mailbox.

  These mechanisms develop the Ethics Committee (specifically indicating its composition, organization and functions), which was provided for in the UB's Code of Ethics on Integrity and Best Practices. Specifically, they make it possible to fulfil, monitor and improve all regulations on ethics at the UB. The mailbox, for its part, will enable the Ethics Committee to receive communications on ethics and integrity with all the safeguards required under the applicable legislation.

- The UB's anti-fraud policy seeks to promote a culture that has a deterrent effect on any type of fraudulent activity and that also supports prevention and detection. Specifically, it develops procedures to facilitate the investigation of fraud and any related crimes, and to ensure that such cases are addressed appropriately in a timely fashion. The specific obligations that arise from the policy are, on one hand, individual declarations of adherence to the Code of Conduct from officers and senior officers whenever they take office and, on the other hand, the staff requirement to sign a declaration of absence of conflicts of interest whenever administering contracts with certain characteristics. The UB will also set up a multistakeholder Anti-Fraud Committee to monitor the policy in question.

As the *Research* section notes, the UB also has specific codes and committees to oversee research and it has the Bioethics and Law Observatory.

Contribution to SDGs 8 and 16

The Code of Conduct for officers and senior officers, the mechanisms to ensure and fulfil institutional integrity, the UB's anti-fraud policy, the Ethics Committee, the Code of Ethics on Integrity and Best Practices, the Bioethics and Law Observatory, and the various specific committees and codes to regulate research...

8 DECENT WORK AND ECONOMIC GROWTH
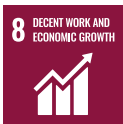
Target 8.8 Contribute to the fostering of a safe and secure working environment.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Targets 16.5 and 16.6 Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

ETHICAL AND LEGAL ADVISORY MECHANISMS

The UB has a number of external advisory mechanisms. Three important examples are the Ombuds Office of Catalonia, the Ombuds Office of Barcelona and the Anti-Fraud 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 raise questions about unethical or illegal conduct or interpersonal conflict. In 2021, the UB has also approved regulations for the ethics mailbox. The new mailbox will enable members of the UB community and the public at large to notify

the UB of unethical or illegal activities. The UB will also establish the Ethics Committee, which will receive any doubts or questions of an ethical nature that the members of the UB community may submit at any time.

In the case of ethics queries related to research activity, they can be addressed to the research committees and doctoral committees in each faculty and programme, respectively.

Lastly, OCI and departments in the General Manager's Office oversee the handling of any illegal or improper conduct in the accounting, academic or related areas, and Legal Services can resolve any legal questions that may arise among employees. Since 2021, the UB has also put into effect an anti-fraud policy, which has been noted elsewhere and which serves to guide employees in this area.

Contribution to SDGs 8 and 16

The UB's Legal Services, OCI, Ombuds Office, Support and Mediation Service, future ethics mailbox, research committees, and the management areas of the General Manager's Office …
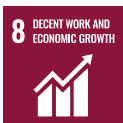
8 DECENT WORK AND ECONOMIC GROWTH **Target 8.8** Contribute to the protection of labour rights and the promotion of a safe and secure working environment, thanks to their advisory functions and their legal and ethical management.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS **Target 16.5 and 16.6** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

Fulfilment of objectives for 2021

- The UB has approved a Code of Conduct for officers and senior officers of the UB.

- The UB has put into effect the ethics and institutional integrity mailbox and updated the mechanisms to ensure and fulfil the UB's institutional integrity.

- The Faculty of Law has taken part in the pilot sponsored by the Anti-Fraud Office of Catalonia to implement an ethical consultation channel for public-sector workers.

Composition of the governing bodies

Below is a summary of the composition of the main governing bodies.

Composition of Executive Council by gender (2021)*

Men
10 (52.26%)

19

Women
9 (47.4%)
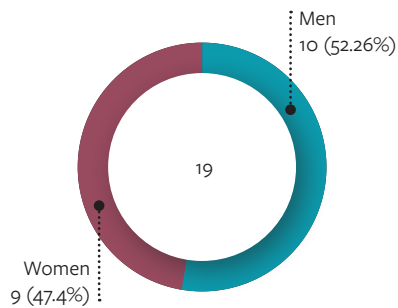
* All the members of Executive Council form part of the PDI.

Source: General Secretary's Office.

**Composition of Senate
by group (2021)**

Students
90 (32.73%)

PDI
154 (56%)

275

PAS
21 (11.27%)
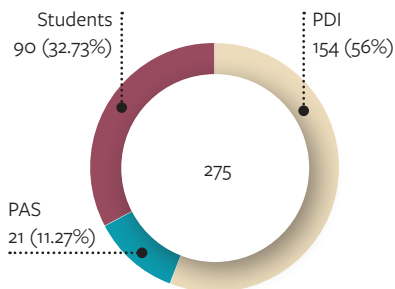
**Composition of Senate
by gender (2021)**

Women
138 (50.18%)

Men
137 (49.82%)

275
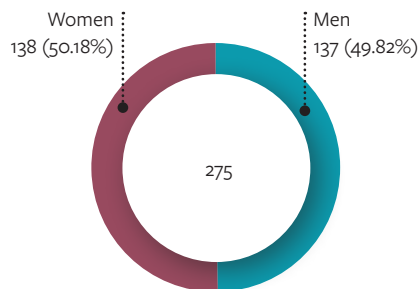
Source: General Secretary's Office.

Composition of Governing Council by group (2021)

Society 1 (1.64%)

Students 6 (9.84%)

PDI (with vote)* 43 (70.49%)

Administrative and service staff (PAS) 4 (6.56%)

PDI (with voice, but without vote) 7 (11.48%)

61

Composition of Governing Council by gender (2021)

Women 28 (45.90%)

Men 33 (54.10%)
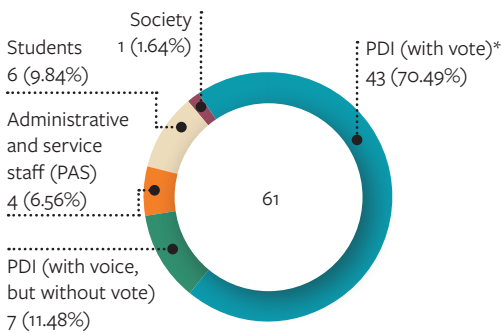
61
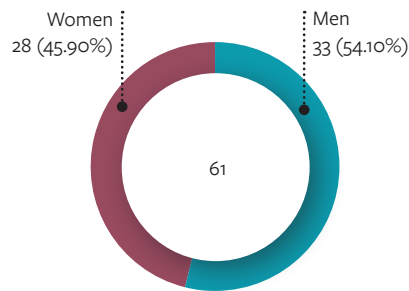
* Includes Rector, General Secretary and General Manager.

Source: General Secretary's Office.

Composition of Board of Trustees by group* (2021)

Representatives of the university community 6 (40%)

Society 9 (60%)

15
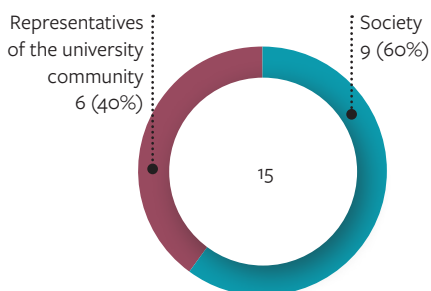
Composition of Board of Trustees by gender* (2021)

Women 6 (40%)

Men 9 (60%)

15
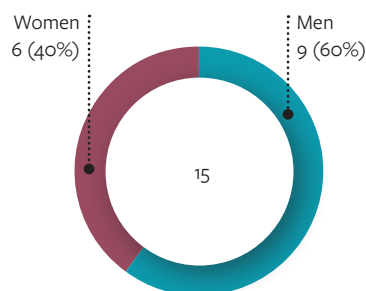
* At present, the appointment of representatives of the Government of Catalonia and the Parliament of Catalonia remains pending. However, their absence is offset by the presence of a trade union representative from the UGT and an SME representative from PIMEC. While the latter two representatives do not have voting rights, they do attend as guests in accordance with an agreement reached in the creation of the Board of Trustees, which includes inviting representatives from any major trade unions and employer associations that are not present in the body.

Source: Board of Trustees.

Stakeholder groups and their involvement at the UB and in the preparation of this report

Main UB stakeholder groups

Students

PDI

PAS

Society
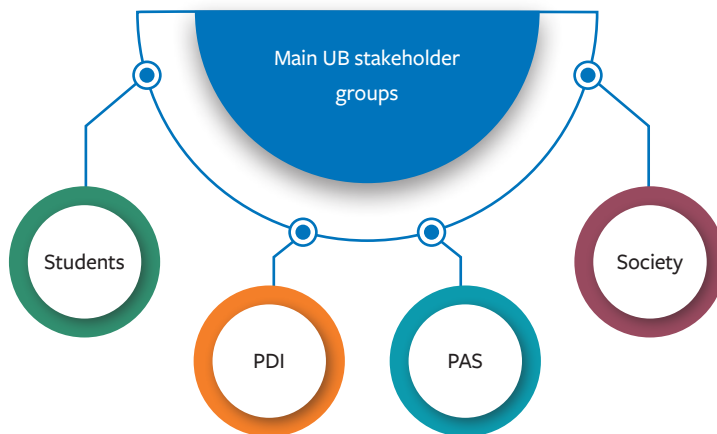
Source: OCI.

The UB has **4** main stakeholder groups, which take part in the various governing bodies of the institution through their representatives.

The existence of multistakeholder governing bodies (which have representatives of multiple stakeholder groups) shows the firm commitment of the UB to interact with its stakeholder groups. Their relationship gives a voice and vote to representatives of the UB's stakeholder groups in the making of decisions and policies.

The UB also has relationships with many other groups (e.g. suppliers, Barcelona City Council, the Catalan government, the Spanish government, the European Union, businesses, other universities, etc.) that have not been identified formally as stakeholder groups and do not sit on the UB's governing bodies.

The stakeholder groups also play an important role in the preparation of each sustainability report. Their contribution to the present report is described in the section entitled *Reference documents and process for determining the content of this report*.

Contribution to SDG 16
Target 16.7 The ability of the UB's stakeholders to have an influence on the university's decision-making, through their participation in its governing bodies, contributes to the adoption of inclusive, participatory and representative decisions.

The UB Plan 2022-2024 and its assessment

> **Goal G1 of the UB's Agenda 2030**
>
> The UB Plan 2022-2024 will lay out the University of Barcelona's commitment to the SDGs. As a consequence, it falls within goal **G1** (stating the institutional commitment to contribute to the achievement of the SDGs).

In 2021, the Rector's team that emerged from the December 2020 elections has initiated a process of consolidating the programme that carried the team to victory. In this regard, the team's efforts have led to the preparation of the UB Plan 2022-2024, which involves three steps:

1. **Diagnosis**. In the first half of 2021, the governing team has compiled precise, detailed information on the actions and projects set out in its programme to address any areas that were identified to be in need of transformation or a change of priorities. The diagnosis, which was carried out prior to the elections, has been updated to draw on any knowledge that has since been gained from the experience of governing the institution and observing the potential need to adjust earlier ideas.

2. **Feedback and discussions**. In the second half of 2021, the governing team has paid visits to UB faculties in order to exchange perspectives and test the suitability of the proposals arising out of the diagnosis. Conversations have been held with a wide range of groups (e.g. teams in the dean's offices, faculty administrators, heads of study, student representatives in each faculty, etc.).

3. **Validation**. In 2022, the Rector's team will incorporate all of the newly obtained elements into the plan in order to submit the final version first for approval by the entire governing team and then for notification to the Governing Council and the Senate. The details will be reflected in the Report on Sustainability corresponding to 2022 or the academic year 2021-2022.

In this regard, the UB has made progress on a number of the plan's characteristics:

- The plan will serve as a guidepost for the period 2022-2024 and help in monitoring progress and ensuring transparency in the UB's fulfilment of its commitment to the university community.

- The plan will have five key areas: governance, people, knowledge, academic area and transversal area.

- The plan will spotlight sustainability, especially the SDGs.

- The plan will include indicators to enable the Technical Cabinet at the Rector's Office to monitor the execution of the plan comprehensively and measure the impact of the UB's actions.

TEACHING AND RESEARCH

Information on teaching

COURSE OFFERING

	COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2020-2021)*										
	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	31.75	5	7.94	10	15.87	13	20.63	15	23.81	62
University master's degrees	32	20.65	14	9.03	28	18.06	35	22.58	46	29.68	155

 * 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. The total is **62** instead of **63** (which would be the result from adding the figures in each
   area) because the bachelor's degree in Biomedical Sciences has been counted twice: in Health Sciences
   and in Experimental Sciences and Engineering.

Source: OCI based on statistical data from the report for the academic year 2020-2021.

THE STUDENTS[3]

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2020-2021)										
	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	7,729	18.61	5,784	13.92	8,989	21.64	12,620	30.38	6,418	15.45	41,540
University master's degrees	1,005	21.04	720	15.08	955	20.00	1,157	24.23	939	19.66	4,776
UB-specific master's degree and postgraduate courses*	339	2.00	417	2.46	14,443	85.15**	1,544	9.10	219	1.29	16,962

 * This number includes all students in 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, IL3 or any of the UB's affiliated centres. The exclusion of the latter three groups of students puts the total number of students in master's degrees and postgraduate courses at **16,962** instead of **21,372**, which is the figure that appears in the table *Size of the UB*.
** The large number of students in UB-specific master's degree and postgraduate courses in Health Sciences is due to the new extension certificate in handling critical Covid-19 patients, which drew **11,486** students.

Source: OCI based on statistical data from the report for the academic year 2020-2021.

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2020-2021)										
	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	2,123	21.12	1,420	14.13	1,984	19.74	2,986	29.71	1,539	15.31	10,052
University master's degrees	488	16.50	552	18.67	640	21.64	599	20.26	678	22.93	2,957

Source: OCI based on statistical data from the report for the academic year 2020-2021.

GRADUATING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2020-2021)										
	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	1,224	16.72	1,257	17.17	1,650	22.54	2,060	28.15	1,128	15.41	7,319
University master's degrees	395	14.41	550	20.06	593	21.63	558	20.35	646	23.56	2,742

Source: OCI based on statistical data from the report for the academic year 2020-2021.

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3. The three following tables do not include students enrolled at affiliated centres. However, they do include 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 at another university.

Contribution to SDG 4

Targets 4.4 and 4.c The UB's teaching helps to increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship. The existence of education in specific knowledge areas contributes to increase substantially the supply of qualified teachers.

ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP OUTS	2017-2018	2018-2019	2019-2020	2020-2021
Academic performance rate in bachelor's degrees	84.20	84.71	88.64	87.02
Academic performance rate in university master's degrees	94.76	95.14	95.27	93.50
Rate of withdrawal in year 1 of bachelor's degrees	17.40	17.10	14.90	–
Overall drop-out rate in bachelor's degrees	8.50	8.11	–	–

Source: *Teaching indicators from the Technical Cabinet at the Rector's Office.*

Professional placements*

- % of students in work placements
- % of students being paid over total students in work placements
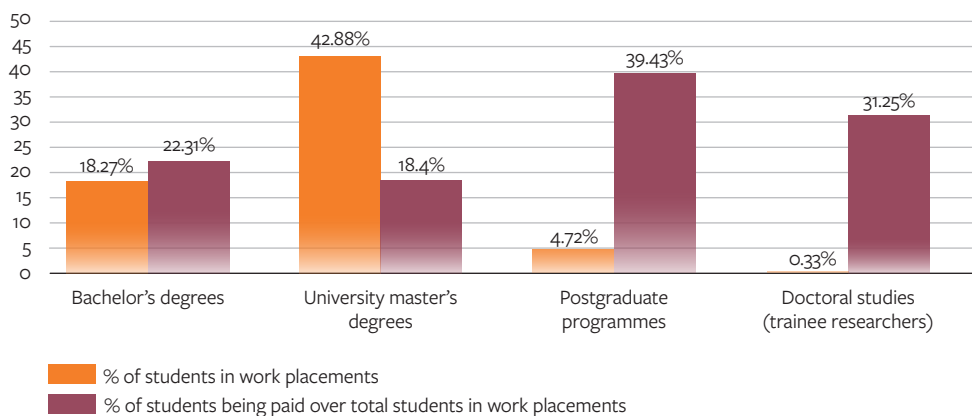
* The figures do not include data from affiliated centres.

Source: OCI based on data from the Office of the Vice-Rector for Students and Participation.

In total, **9,888** students have completed placements at various levels of study (bachelor's degrees, university master's degrees, UB-specific master's degrees and postgraduate studies, and doctoral programmes). Of the total, **2,122** placements have been paid.

STUDENT EMPLOYABILITY

The UB ranks 1st in Spain and **87th** worldwide in the QS Graduate Employability Rankings 2022. The new edition of the ranking, published by Quacquarelli Symonds, lists **550** university schools according to an employability index. The UB is thus in the top **17%** of universities worldwide for graduate employability,

Contribution to SDG 4
4 QUALITY EDUCATION **Target 4.4** The professional placements and strong employability of UB students help to increase the number of youth and adults who have relevant skills for employment and decent jobs.

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

The UB administers surveys to find out the degree of satisfaction, the interests and the needs of different groups in the university community. In the academic year 2020-2021, the UB has conducted a variety of surveys, including among new bachelor's degree and master's degree students. In addition, current students have been surveyed on the UB's bachelor's and master's degree programmes and on the institution's services and facilities. Lastly, surveys have been administered to new PhD holders. All of the findings and reports are available online.

In addition, the AQU, by agreement with all the universities in the Catalan university system, conducts a survey every three years on labour market outcomes with graduates of bachelor's degrees, master's degrees and doctoral programmes. The most recent surveys correspond to 2020. The specific data on labour market outcomes for each bachelor's, master's and doctoral degree are available online.

UB TEACHING ACTIVITY THAT RAISES ETHICAL CONCERNS AMONG STAKEHOLDER GROUPS

The UB offers no teaching in any area whose nature has raised concerns or unease among stakeholder groups on ethical grounds.

Information on research[4]

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

UB research structures

- **16** UB research institutes
- **2** UB university research institutes
- **5** research centres
- **11** observatories
- **3** documentation centres

UB coparticipation with other institutions

- **10** research institutes
- **2** observatories
- **5** interuniversity institutes
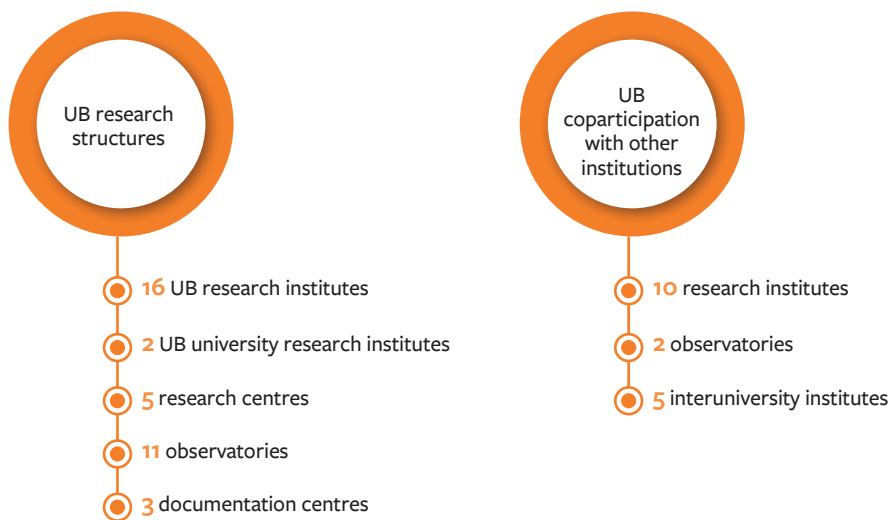
Source: The UB in figures.

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4. The quantitative data in the research section correspond to 2020, because the information for 2021 was not yet available at the time of data collection. When specific data for 2021 become available, the information will be updated.

INCOME GENERATED THROUGH COMPETITIVE AND NON-COMPETITIVE RESEARCH FUNDING

INCOME FROM RESEARCH	2017		2018		2019		2020	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
Competitive projects	–	**58,182,151.03**	–	**94,260,313.33**	–	**108,253,189.13**	–	**95,012,935.89**
Regional government	118	7,877,005.71	396	11,219,818.94	114	9,694,092.37	138	11,519,773.68
National government	175	10,938,062.52	273	29,771,622.32	353	28,983,897.76	268	26,752,693.66
Local government	1	6,000	1	6,289.40	4	38,607.38	4	118,181.88
Foreign government	3	156,130.23	2	45,403.86	4	53,051.38	3	451,959.71
Other legislation	19	380,824.54	4	221,900.00	25	190,357.52	6	140,192.64
European Commission	32	10,545,486.43	45	9,005,040.11	80	16,607,665.67	85	16,754,609.23
Private sector: NPIs and business	28	1,312,195.07	17	979,465.11	42	4,124,583.02	26	1,895,768.35
Public sector: NPIs	21	980,504.26	41	4,389,388.75	6	33,880.42	10	397,464.63
Funding secured by UB researchers at institutions with UB participation	257	25,985,942.27	334	38,621,384.84	285	48,527,053.61	275	36,982,292.11
Non-competitive projects	–	**30,143,753.76**	–	**40,187,718.87**	–	**36,380,919.75**	–	**44,824,157.20**
Funding secured by UB researchers at institutions with UB participation	595	15,501,015.45	805	22,325,315.75	911	21,459,915.63	882	30,481,387.12
UB research agreements	–	522,063.35	–	758,853.32	–	1,056,098.46	–	772,094.71
FBG contracts	–	10,747,516.20	–	13,658,182.20	–	10,944,356.07	–	10,944,553.53
CCiTUB services	–	3,373,158.76	–	3,445,367.60	–	2,920,549.59	–	2,626,121.84
Total income from research and technology transfer	–	**88,325,904.79**	–	**134,448,032**	–	**144,634,108.88**	–	**139,837,093.09**

Source: UB Report on the academic year 2020-2021.

RESEARCH ACTIVITY

	2017	2018	2019	2020
Doctoral theses read	461	599	630	754
Scientific publications in WoS	5,714	5,707	6,305	7,112
Percentage of PDI engaged in competitive research and transfer out of total PDI (FTE)	56.9%	57.4%	58.5%	59%
Trainee predoctoral researchers	611	574	575	572
Consolidated research groups	276	251	249	250
Active research projects	878	877	932	958
Patent applications	75	69	113	73

▶

	2017	2018	2019	2020
Priority patent applications	12	16	12	21
New technology-based spin-offs	1	2	2	4
UB research institutes	15	15	15	16
Research institutes to which the UB contributes	12	10	10	10
Interuniversity institutes	4	5	5	5
Documentation centres	3	3	3	3
Observatories	9	10	11	11
Postdoctoral researchers	191	194	219	231
Research support PAS*	347	285	283	311
International patent extensions	9	12	12	10

* Starting in 2018, this figure refers to specialist PAS who provide research support (previously calculated as a financial allocation).

Source: UB Report on the academic year 2020-2021 and statistical data from the report on the academic year 2020-2021.

INNOVATION AND TECHNOLOGY AND KNOWLEDGE TRANSFER

Primarily, the UB manages its innovation and transfer activities through the FBG, which is a part of the UB described in the previous Report on Sustainability.

Also contributing to the process of innovation and technology and knowledge transfer are the Barcelona Science Park and the CCiTUB (for a more detailed explanation, see the Report on Sustainability 2019-2020).

In 2021, some of the highlights of the UB's efforts in innovation and the transfer of technology and knowledge include:

- Creating **2** spin-offs in 2021, bringing the total number of spin-offs since the creation of the UB's business start-up area in 2001 to **50** spin-offs

- Signing **377** R&D&I contracts and agreements for a total of **8.8 million euros**

- Signing **17** new licensing contracts and earning **233,196.16** euros in licensing revenue

- Submitting **101** patent applications.

Contribution to SDGs 4 and 16
FBG, PCB and the CCiTUB help…
Target 4.4 To promote innovation in order to increase the number of youth and adults who have relevant skills for entrepreneurship.
Targets 16.6 and 16.7 To help the UB to be an effective, responsible and transparent institution and to ensure inclusive, participatory and representative decision-making, thanks to their efforts to conduct transfer and connect research and society.
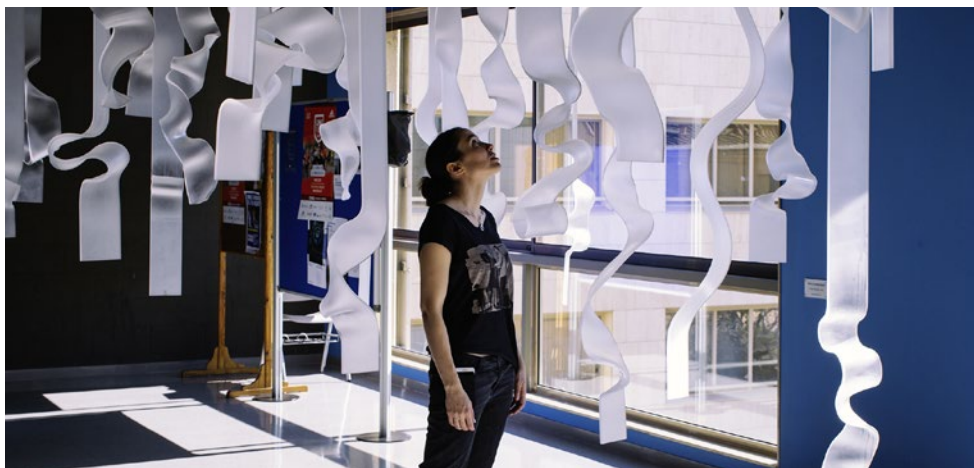
TRAINEE RESEARCHERS

The UB has **4,816** trainee researchers and **34**% of them are international.

PREDOCTORAL AND POSTDOCTORAL GRANTS

PREDOCTORAL GRANTS				POSTDOCTORAL GRANTS			
	WOMEN	MEN	TOTAL		WOMEN	MEN	TOTAL
Marie Skłodowska-Curie (Innovative Training Networks)	1	3	4	CIBER	17	6	23
Trainee research staff grants (PREDOCS-UB)	61	54	115	ICREA	11	32	43
Research staff training grants (FI) (Generalitat)	70	59	129	Beatriz Galindo	0	2	2
Research staff training (FPI) (MICIU)	77	87	164	Ramón y Cajal	21	30	51
University teacher training (FPU) (MECD)	61	63	124	Beatriu de Pinós	5	9	14
Government of the Basque Country	1	0	1	Young researchers (JIN) (MINECO)	1	2	3
La Caixa	5	3	8	Juan de la Cierva	5	9	14
Project-specific, other calls or no grant	6	21	27	Juan de la Cierva (training)	11	1	12
				Marie Skłodowska-Curie (Individual Fellowships)	5	6	11
				Junior Leader of La Caixa	1	3	4
				SECTI-UB	3	3	6
				Research staff training (FPI) (MICIU)	4	1	5
				Project-specific, other calls or no grant	14	29	43
Total	**282**	**290**	**572**		**98**	**133**	**231**

Source: UB Report on the academic year 2020-2021.

RESPONSIBLE RESEARCH AND INNOVATION AT THE UB

Goal R4 of the UB's Agenda 2030
The UB's commitment and all of its actions in the area of RRI contribute to fostering the sustainability of research and knowledge transfer projects.

UB units in charge of RRI, the integration of RRI into research and transfer projects, and the use of RRI criteria in the assessment of internal research calls

The units in charge of RRI at the UB have already appeared in the Report on Sustainability 2019-2020 and there have been no changes since then.

With respect to the integration of RRI into research and transfer projects and the application of RRI criteria in the assessment of internal research calls, the information remains the same as the information furnished in the Report on Sustainability 2018-2019.

Contribution to SDGs 8 and 16
The various committees and units that address the issue of ethics and integrity in UB research, together with the data protection team in the General Secretary's Office (for an explanation, see previous editions of the Report on Sustainability)…
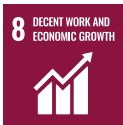
Target 8.8 Contribute to the promotion of a safe and secure working environment.

Targets 16.5, 16.6 and 16.7 Help to substantially reduce the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels. Also, the open admissions policies implemented by the UB contribute to the goal of effectiveness and transparency. Lastly, research groups that, of their own accord, work on projects in line with models of citizen science contribute in the area of adopting inclusive, participatory and representative decisions.

Institutional activities related to RRI

Goal D3 of the UB's Agenda 2030
The training of UB staff in sustainable development and the SDGs is achieved through courses in RRI taught by IDP-ICE and the UB Doctoral School.

Also important are the courses and training sessions related to RRI that have been organized for teaching and research staff by IDP-ICE. In 2021, the offering has included training sessions on "University management under discussion: where do we come from? Where are we going?", "Scientific communication: if we don't communicate, we don't exist", "What must be put in the social impact section of research projects" and a basic course on gender equality, non-discrimination and types of violence.

The UB Doctoral School offers a series of transversal training activities that seek to give supplementary training to doctoral students in addition to their training as researchers. The activities are organized into training capsules that cover a wide range of subjects, some of which are clearly linked to RRI, such as the ethical aspects of research, the dissemination of research, and open-access publishing. Each capsule is generally **four** hours in length.

Contribution SDG 4
Target 4.7 The RRI-related training activities offered by IDP-ICE and the Doctoral School contribute to ensuring that doctoral students and teaching staff acquire the knowledge and skills needed to promote sustainable development.

UB research activity that raises ethical concerns

The UB has signed and given its support to a transparency agreement on the use of animals in scientific experimentation sponsored by the Confederation of Scientific Societies of Spain and endorsed by an institutional declaration on the use of animals in experimentation. In compliance with the agreement, the UB's Animal Experimentation Committee publishes annual statistics on the use of animals for experimental purposes in the context of current research projects.

With the aim of acting with the utmost transparency and opening up animal experimentation to public scrutiny, a variety of researchers and specialists in the UB's animal experimentation units have collaborated during 2021 in the campaign Be Open about Animal Research, sponsored by the European Animal Research Association (EARA). As part of the campaign, a video has been prepared to explain the benefits of animal experimentation for human health. The video also recalls the commitment of the scientific community to implement the principle of the 3 Rs (replacement, reduction and refinement) in all research projects that use animals in experimentation.

The subjects that are typically most likely to raise ethical questions linked to research carried out at the UB were discussed in the previous Report on Sustainability.

OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

Institutional activities related to social entrepreneurship

Goal R2 of the UB's Agenda 2030
StartUB! and the Social Entrepreneurship Forum promote transfer and entrepreneurship in the context of the SDGs.

Entrepreneurship activities at the UB are coordinated by the FBG (which is described earlier in the report), the Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation, and StartUB!, which falls under the purview of the latter and was set up specifically to foster entrepreneurship with the SDGs as a strategic pillar.

StartUB! operates the working space StartUB!Lab, where concrete support and training are given to UB students interested in innovation. During the year 2021, StartUB! has taken part in the following initiatives:

- **2 editions of Innovation Day (i-Day)**, on which a hundred students pursuing bachelor's degrees, master's degrees and PhDs split up into teams that put forward solutions to social issues and challenges posed by a variety of enterprises. The editions in 2021 have been run using an ad hoc virtual platform that gamifies the process of idea generation and promotes the innovative capacity of students. In addition to the UB, the companies Damm and Inno- mads took part in the first edition, while Aigües de Barcelona, Bayer, Siemens and Qualud joined in the second one.

- **4 editions of Business Model Lab**, an introductory course on business start-ups, which in- cludes specific sessions on sustainable business models and how to incorporate sustainabil- ity into business strategy.

- **The group Women Entrepreneurs of the UB** has started work on the creation of a network of women entrepreneurs at universities in order to address their specific needs and ensure a level playing field in relation to gender in all of its aspects. The group works internally at the UB through StartUB! At the level of Catalonia, it works with the working group Women and Business, sponsored by the Ministry of Business and Labour of the Government of Catalonia.

Over the course of 2021, StartUB!Lab has welcomed and given support to a total of **50** proj- ects and a total of **7** start-ups have emerged.

Another highlight is the 11th Social Entrepreneurship Forum, which draws on the collabora- tion of the Faculty of Economics and Business. The forum pursues three overarching areas: a presentation of posters by a variety of entities in the third sector that are seeking to attract talent; a marathon of ideas; and a travelling exhibition entitled "University and SDGs 2030: Social Innovation. Entrepreneurial projects with social impact: how the university contributes to the achievement of the SDGs", which went from faculty to faculty.

Contribution to SDG 4

Target 4.4 The activities to promote entrepreneurship at the UB contribute to increasing the number of youth and adults who have relevant skills for en- trepreneurship.

RESEARCH PROJECTS, PUBLISHED SCIENTIFIC PAPERS, SUBMITTED DOCTORAL THESES AND NEWLY CREATED BUSINESSES RELATED TO SOCIAL RESPONSIBILITY AND THE SDGS

Goals R1, R2 and R4 of the UB's Agenda 2030

Business start-ups with links to the SDGs promote transfer and entrepreneurship in the context of the SDGs (**R2**), while the creation – by the Office of Research Management – of a database to identify projects connected to the SDGs contributes to fostering the sustainability of research and knowledge transfer projects (**R4**) and to identifying, strengthening and giving visibility to research on sustainable development and the SDGs at the UB (**R1**). In addition, InCites contributes to goal **R1** because it enables the classification of publications in accordance with the SDGs to which they are related.

The UB has instigated an internal application to link research projects to the SDGs. UB researchers submit any applications for funding available through the calls of the Spanish R&D&I plan to the Office of Research Management prior to their submission, and the office asks the lead investigators to identify the SDGs linked to their project prior to completing their submission. This information is then input into the GREC database.

In addition, InCites of Clarivate Analytics makes it possible to categorize the publications of UB researchers according to the SDGs to which they are related. Thanks to this query tool based on Leiden algorithms, it has been observed that **1,389 (19.38%)** of the **7,166** publications indexed and registered in 2021 on the Web of Science database (scientific articles and reviews) are linked to one or more SDGs. The results are as follows:

SDG	CONTRIBUTIONS TO THE SDGS REGISTERED IN THE WEB OF SCIENCE	TOTAL NUMBER OF CITATIONS MADE TO DOCUMENTS (IMPACT)
03 Good health and well-being	1,079	2,237
05 Gender equality	280	384
15 Life on land	114	130
14 Life below water	97	151
13 Climate action	82	109
06 Clean water and sanitation	64	135
11 Sustainable cities and communities	59	52
02 Zero hunger	34	31
07 Affordable and clean energy	23	27
12 Responsible consumption and production	18	15
04 Quality education	17	9
08 Decent work and economic growth	14	2
16 Peace, justice and strong institutions	14	12
10 Reduction of inequalities	12	0
09 Industry, innovation and infrastructure	6	5
01 No poverty	5	3
Totals	**1,918**[5]	**3,302**

Source: Office of the Vice-Rector for Research.

As for the **2** new spin-offs created in 2021, Reveal Genomics develops precision diagnostic tools in oncology, while Oniria Therapeutics develops innovative drugs in the area of precision oncology. Both contribute to SDG 3 (Good health and well-being).

Lastly, in the case of doctoral theses submitted, it has not yet been possible to link any to the SDGs.

INSTITUTIONAL ACTIONS AIMED AT THE PROMOTION OF INTERDISCIPLINARY RESEARCH

Goal R1 of the UB's Agenda 2030
Research in sustainable development and the SDGs is promoted in two ways: first, APIF and FI calls for predoctoral contracts include any contribution to the SDGs as a merit that gives extra points to candidates; and second, Project Torch encourages the development of research projects related to the SDGs.

As set out in the UB Statute, multidisciplinary research is channelled through the UB's **18** research institutes (**16** owned by the UB and **2** university research institutes), which, by definition, bring together researchers from different faculties and departments who are then able to address complex issues from a variety of complementary viewpoints.

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5. The total of **1,918** contributions to the SDGs by UB publications can be explained by the fact that many of the **1,389** publications that have some impact contribute to more than one SDG.

The Office of the Vice-Rector for Research stays in regular contact with the leadership and the management and promotional units of research institutes in order to foster synergies.

In terms of specific activities in 2021, the highlights include the following:

- The UB has made changes to the regulations on the creation and operation of internal research and transfer structures, which were approved in 2020 to bring the previous regulations up to date and unify them into a single text.
- As evaluation criteria for APIF and FI calls for predoctoral contracts, the UB has decided to include interdisciplinarity and contribution to the SDGs as merits that give candidates extra points.

In addition, Project Torch by the CHARM-EU alliance fosters interdisciplinarity at the international level and encourages the development of research projects directly related to the SDGs.

Contribution to SDG 17
Target 17.16 Institutional actions to promote interdisciplinary research contribute to enhancing the global partnership for sustainable development through the exchange of knowledge and expertise in order to support the achievement of the SDGs.

Fulfilment of objectives for the academic year 2020-2021

- To a large extent, the UB has not met the target of creating the UB-100 programme, mainly sponsored by the Office of the Vice-Rector for Research, because of the difficulty of securing outside funding.
- The UB has not met the target of designing a team of specialist technical staff, because there have been restrictions on the replacement of staff in recent years. Such limitations on the replacement rate of staff, which is a ratio that determines the number of employees who can be hired as a function of departures in the previous year, have become a tool to limit the addition of new staff at the UB.

- The UB has carried out most of the actions envisaged in the Action Plan 2017-2020, including approval of the following: principles for an open, transparent, merit-based human resource policy; the regulations for the internal operation of the HRS4R-UB working group; the selection procedure for postdoctoral research staff hired on the basis of outside funding or UB policy, and the Code of Conduct for Research Integrity at the UB.

- The UB has achieved the aim of increasing the efficiency of the management of the CCiTUB, primarily through changes in the organization of the CCiTUB leadership.

- The UB has met the target of strengthening its ethical committees, bolstering their administrative structures and creating the Code of Conduct for Research Integrity.

Objectives for 2024

- To foster interdisciplinarity in research structures.

- To apply economies of scale so that groups that are part of any UB research structures can benefit from teamwork with other groups and take advantage of synergies arising from any affinity among projects or from mutual expertise.

- To prepare new regulations for research structures in order to expand and reinforce the regulations approved in 2020.

- To prepare new operational regulations to regulate research structures based on specific needs relating to their type (research institute, research centre, observatory or documentation centre).

- To create research hubs at the UB.

- To prepare a programme of policy priorities to promote the research area (the programme is set for publication in February 2022).

- To create a global office for research support that includes the various committees and offices currently involved in processes related to research and projects.

Scientific dissemination and impact in the media and social networks

Goal R1 of the UB's Agenda 2030

The scientific dissemination of research conducted at the UB contributes to identifying, promoting and giving visibility to research on sustainable development and the SDGs carried out at the UB and related centres.

Below are figures provided by Institutional Communication:

Contacts with local and national media: approx. **300**

Media impacts*: **40,520**

Percentage of web news and press realeases on UB research output: **55%**

Economic value** of impacts: **292** million euros

Dissemination of news, releases, interviews and reports: **550**. It has also responded to **900** requests for information from the media.
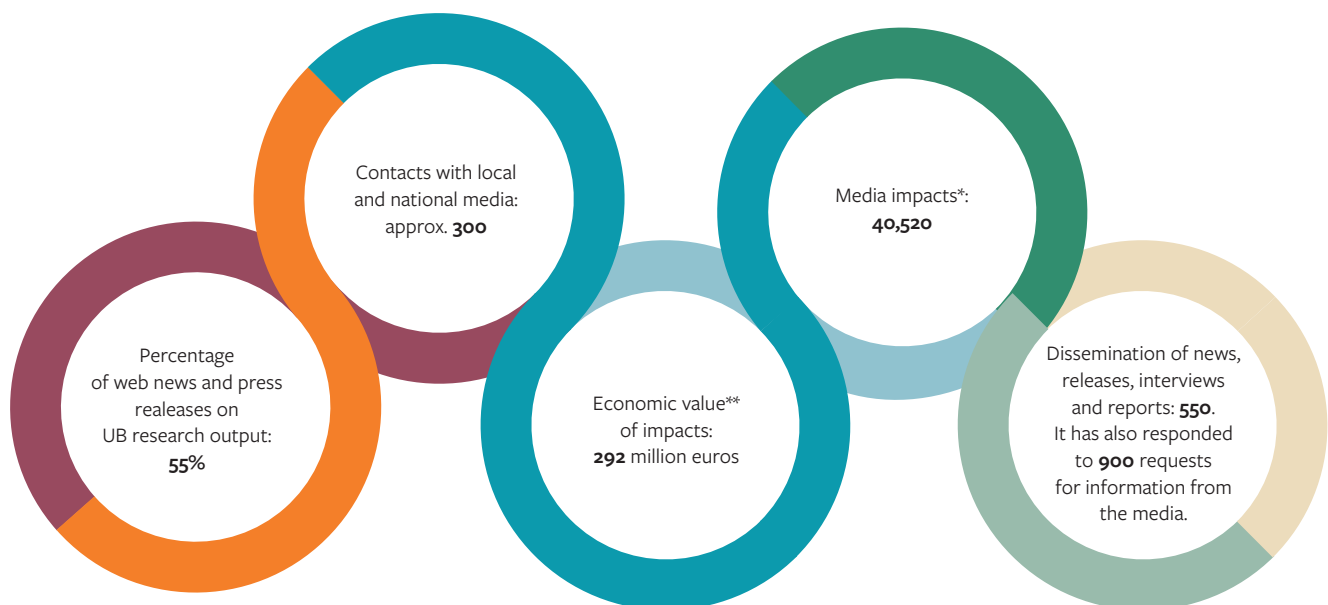
* Impact refers to any appearance of the UB or of a member of the UB's teaching staff in external media outlets (not including the UB's website).

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

SOCIAL MEDIA PRESENCE 2021

206,476 followers

47,400 followers

66,767 followers

362,991 followers

17,300 subscribers

779 followers
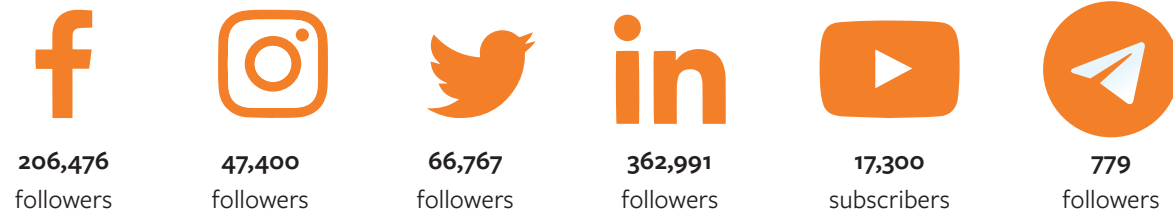
UB EXPERT GUIDE

As noted earlier, the UB has produced an Expert Guide listing the PDI members to contact in each subject area. In this way media outlets and members of the public know which members of the UB's teaching staff contact on any subject that they may wish to address. At present, the Expert Guide lists **924** UB experts, while **337** journalists are accredited to use it.

"LA UB DIVULGA"

The programme of activities that make up "La UB Divulga", which is designed by the Scientific Culture and Innovation Unit, offers another significant tool to keep the public informed about research at the UB. The most important activities are set out below:[6]

Festa de la Ciència. A day of workshops and practical activities aimed in some cases at schools and in other cases at the general public. In the **7th** edition (and the **2nd** online), **104** researchers have taken part. Also, videos presented in **18** disciplines have been viewed **3,230** times. + information

Camins infinits. This year, **22** young researchers have done **31** sessions (**13** online) in primary and secondary schools, reaching over **1,400** students. + information

Toc-toc. 19 researchers have given **13** talks (**4** online), which have reached over **450** people. + information

"La UB divulga"

From girls to scientists. The activity was instigated to commemorate the International Day of Women and Girls in Science. The starting point is a video in which 5 women scientists of different ages, all at the UB, talk about their personal stories and their professional careers to primary school students. Prompted by the video, schools have done work in class to search for accomplishments by women so as to redress the imbalance in the representation of men and women in the world of research. The participants came from **68** class groups. The video has been viewed over **5,500** YouTube. + information

Scientific cafes. To celebrate European Research Night, the UB has held **6** debates in the form of scientific cafes involving **22** experts and **89** participants. Short capsule videos have also been recorded with contributions from scientists on the subject of the debate in which they took part. The videos, which have been viewed **2,520** times, are disseminated through social media. + information

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6. For projects that have already been described in previous editions of this report, a link is provided to the earlier description and the information here is updated solely with figures for 2021.

Contribution to SDG 16
16 PEACE, JUSTICE AND STRONG INSTITUTIONS **Target 16.6** The UB's various activities to disseminate scientific knowledge contribute to making it an effective, accountable and transparent institution.

Objective for 2022

- To migrate toward a system of digital press releases (at present, PDF documents are sent by email).

Objective for 2023

- To launch a UB digital magazine, which will incorporate content about the institution and its social impact.

How the UB compares to other universities

For up-to-date information on the UB's position in the foremost university rankings and a description of the rankings themselves, you can consult the following webpage.

UB POSITION IN THE LEADING UNIVERSITY RANKINGS								
	2018		2019		2020		2021	
	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE
Academic Ranking of World Universities	1	151	1	151	1	168	1	168
Best Global Universities	1	96	1	98	1	90	1	87
QS World University Rankings	1	156	1	165	1	183	1	168
Times Higher Education World University Rankings	3	201	3	201	3	198	3	192
NTU Ranquing	1	61	1	55	1	72	1	77
Center for World University Rankings (CWUR)	1	87	1	129	1	133	1	131

Source: UB Report on the academic years 2020-2021, 2019-2020, 2018-2019, 2018-2017.

In terms of specific rankings on social responsibility, the SDGs or sustainability, it is important to note that the UB once again figures among the top 100 universities in the world in the rankings published by the specialist journal *Times Higher Education: THE Impact Rankings 2021*, which looks at the impact of universities in relation to achievement of the SDGs. The UB stands in the **90th** position worldwide and is especially well-positioned on SDG 4 (Quality education), where it ranks **10th** out of the **966** assessed institutions.

Social responsibility and sustainable development in teaching and research activity

Goal D3 of the UB's Agenda 2030
The training offered by IDP-ICE to PDI on the subject of the SDGs bolsters the training of UB staff in sustainable development and the SDGs.

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

At present, the UB has not conducted a rigorous analysis of all of its teaching and research linked to sustainability, sustainable development and social responsibility, given the complexity of the process and the resources that would be required.

By contrast, the UB does collect detailed information on training in sustainability and social responsibility in other areas, such as teacher training and proposals for service-learning projects, whose profile fits perfectly with the dissemination of social responsibility, not only among UB students but also among the social groups that collaborate with them to press forward on proposals of this sort.

In the case of teacher training, IDP-ICE has organized a variety of courses and workshops linked to the subject in 2021. For example:

- Leadership, coordination and conflict resolution in teaching and research groups
- Empathy and assertiveness: the art of knowing how to pay attention to emotions and draw boundaries

- Listening with your eyes and seeing with your ears: being co-responsible in the face of violence against children

There is also a master's degree in Global Challenges for Sustainability, which is offered in the context of CHARM-EU and is referred to in the workshops and courses organized by other UB units, such as the Equality Unit, and by UB Group entities, such as the UB Solidarity Foundation.

Contribution to SDG 4
Target 4.7 Training linked to the SDGs that is offered by IDP-ICE contributes to providing PDI with the theoretical and practical knowledge necessary to promote sustainable development.

SERVICE-LEARNING PROJECTS

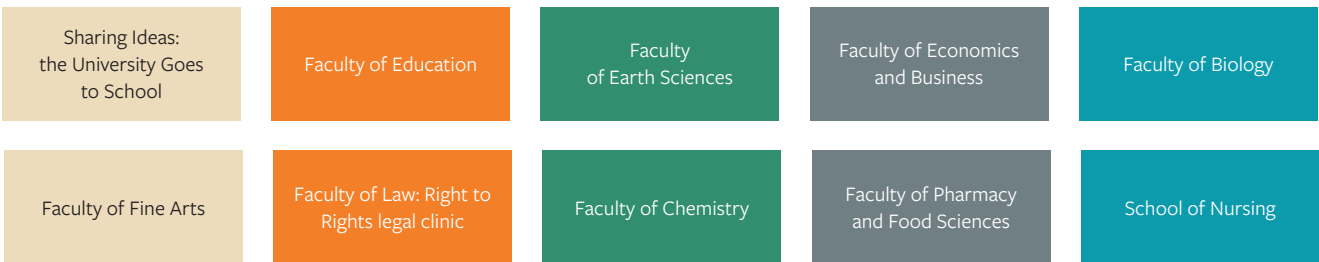| Goals D1, D2, G4 and CS4 of the UB's Agenda 2030 |
|---|
| The UB's service-learning projects promote education in sustainable development and the SDGs within bachelor's and master's degree programmes (**D1**); create and implement new, innovative, transversal forms of learning that incorporate the principles of sustainable development (**D2**); build partnerships with other entities to achieve the SDGs (**G4**); and contribute to the improvement of sectors of society that face economic vulnerability, risk of social exclusion, and poverty (**CS4**). |

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 SR in higher education and demonstrate the UB's civic commitment toward its surroundings, while also stimulating active learning among students as they pursue a project with a real-world objective.

Since 2013, the UB's working group on service-learning projects (known as the ApS Group) has focused on the dissemination and expansion of service-learning projects at the UB. The working group is completely interdisciplinary in nature, since its members include teaching staff from every UB faculty.

During the academic year 2020-2021, the reduction in personal interactions and the reestablishment of virtual teaching for much of the year as a result of the Covid-19 pandemic have had a clear impact on service-learning projects. However, while it has not been possible to implement some of the projects, many others have been maintained (in their original format or with adaptations). It has even been possible to develop innovative experiences using virtual interaction tools.

Below are the main implementation hubs for service-learning at the UB in the past academic year:

Sharing Ideas: the University Goes to School	Faculty of Education	Faculty of Earth Sciences	Faculty of Economics and Business	Faculty of Biology
Faculty of Fine Arts	Faculty of Law: Right to Rights legal clinic	Faculty of Chemistry	Faculty of Pharmacy and Food Sciences	School of Nursing

Source: Service-learning groups at the UB.

+ information on ApS at the UB

Contribution to SDGs 4, 10 and 17

4 QUALITY EDUCATION — **Target 4.7** Service-learning projects help to ensure that all UB students acquire the theoretical and practical knowledge needed to promote sustainable development.

10 REDUCED INEQUALITIES — **Target 10.3** Several of the service-learning projects (such as the Right to Rights project) help to ensure equality through the provision of legal advice to marginalized groups.

17 PARTNERSHIPS FOR THE GOALS — **Target 17.16** The UB's service-learning projects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities.

Fulfilment of the objective for the academic year 2020-2021

- The UB has met the established target, since the service-learning projects have been adapted to virtual and blended formats or have continued in person as a function of opportunity and need. Virtual adaptation was especially important in the first semester, when teaching was largely done remotely. Nonetheless, some service-learning activities that are carried out in the context of various subjects in a host of disciplines have been suspended because they cannot be conducted virtually or because they have presented difficulties for collaborating entities.

Objective for the academic year 2021-2022

- To identify all of the social entities with which the UB collaborates on service-learning projects in order to produce an impact map of service-learning in the local community and identify areas and sectors where new collaborations could be established.

Objectives for the academic year 2022-2023

- To plan a new interdisciplinary service-learning subject to offer in a host of UB disciplines, either as an optional subject or for recognition credits.

- To incorporate a module on the SDGs into the teacher training programme offered by IDP-ICE.

- To encourage all TFGs and TFMs to include a reflection on the SDGs to which they respond, so as to raise awareness among students and teaching staff alike.

- To implement **3** transversal optional subjects with strong links to sustainability:
  – Creativity, Innovation and Entrepreneurship
  – Bioethics
  – Gender, Science and Technology

Internationalization

UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

The main elements of the UB's internationalization policy can be found in the electoral programme put forward by the current rector, Joan Guàrdia, in the elections of 2020.

The programme speaks of a desire to promote a culture of internationalization that is consistent with being a university in a global world. It seeks to promote internationalization in the content of university studies and improve the conditions of international mobility for the entire university community. In this respect, the aim is also to attract international students and teaching staff and to gain greater benefit from the UB's participation in international networks. In addition, the programme sets out an aim to work on improving the UB's relationships with Latin America and North Africa.

The **13** measures in the programme are as follows:

1. Create an internationalization strategy for the UB that is agreed upon by all the vice-rector's offices and faculties.

2. Establish an ongoing dialogue with the different faculties and groups to define the aims of internationalization in the areas of teaching, research and transfer, and coordinate the actions of internationalization better.

3. Promote actions to strengthen the need for internationalization in any areas where the culture of internationalization has not yet sufficiently taken root.

4. Create an annual internal call to promote internationalization projects.

5. Establish procedures for the more effective coordination of the administration of international mobility in the faculties and at OMPI.

6. Set up a working group with the Office of Foreign Nationals in Barcelona in order to enhance the information and administration of international mobility among non-EU students and teaching staff.

7. Encourage the international mobility of PAS, which remains quite limited, and introduce new forms of mobility linked to the completion of TFGs and TFMs.

8. Enhance the information and resources to attract international students and teaching staff, and give support to courses with a relatively high number of international students.

9. Enhance the language skills of all members of the university community in order to increase opportunities for international mobility.

10. Promote the organization of summer courses in top priority countries in Latin America and North Africa in collaboration with leading local universities.

11. Strengthen relationships with representatives of foreign countries in Barcelona in order to strengthen internationalization.

12. Promote the internationalization of university accreditations in order to enhance the UB's ability to attract students and teaching staff.

13. Take part in initiatives to promote participation in international projects involving research, transfer and innovation, and university administration.

THE EUROPEAN UNIVERSITY: CHARM-EU

Goals G4, R3, D1 and D2 of the UB's Agenda 2030

Through CHARM-EU and UNI-ECO, the UB contributes to building and strengthening partnerships at all levels and with all actors necessary to achieve the SDGs (**G4**), builds partnerships with other entities to strengthen research in the SDGs (**R3**), and creates and implements new, innovative, transversal forms of learning that incorporate the principles of sustainable development (**D2**). In addition, thanks to the master's degree in Global Challenges for Sustainability, the UB is strengthening education for sustainable development and the SDGs in a UB master's degree (**D1**).

In December 2017, the European Council adopted an initiative to build networks of European universities to improve the international competitiveness of institutions of higher learning and to strengthen the sense of belonging to Europe.

Building on this impetus, the CHARM-EU alliance was created in November 2019. Led by the UB, the alliance also involves the participation of Trinity College (Dublin), Utrecht University, the University of Montpellier and Eötvös Loránd University (Budapest). The aim of the alliance is to create a new European university that is built on interdisciplinary foundations and focuses on the achievement of challenges by students. The intention is to adapt to the multidisciplinary reality of the twenty-first century and push beyond traditional methodology through the provision of a unique, innovative academic offering that revolves around the SDGs. As a result, CHARM-EU is one of the most important initiatives linked to the UB's policy of internationalization.

In 2021, a number of important advances have been made, including approval of the following:

- A governance and management model involving all of the universities that make up CHARM-EU.

- The creation of an inclusion plan and a mobility plan.

- The publication of a toolkit to disseminate and share the results of CHARM-EU.

- The development of a CHARM-EU educational community, that is, projects that bring together staff from all **5** member universities.

- The creation of an online administration office to manage the master's degree with staff from the **5** member universities.

- The implementation in September 2021 of the master's degree in Global Challenges for Sustainability, which will result in an official degree from all 5 universities in the alliance upon successful completion of the programme. This is the first master's degree explicitly designed and approved under the objectives of the European Universities initiative of the European Commission. The master's degree provides advanced knowledge on sustainability and addresses social challenges that are real and global, such as the SDGs and the European Green Deal (**69** students in the first edition).

- The launch of the research dimension through Project Torch. Funded with **2.16** million euros from the European Commission over a period of **3** years, the project seeks to create a joint research and innovation strategy for the alliance and to align the members' research, innovation and teaching strategies.

The universities in CHARM-EU also take part in UNI-ECO, a project about sustainability on campuses that was described in the previous Report on Sustainability.

Contribution to SDGs 4 and 17
Target 4.7 Many of the teaching activities of the master's degree in sustainability that are taught in the context of the CHARM-EU alliance are designed to ensure that learners acquire the knowledge and skills needed to promote sustainable development.
Targets 17.9 and 17.16 CHARM-EU will contribute to enhancing the global partnership for sustainable development, because it involves intensive collaboration among different universities. It will also involve collaboration and support among different countries and among universities in different cultural contexts in order to implement training in other territories that is aimed at applying all the SDGs.

Fulfilment of objectives for 2021

- As planned, the master's degree in Global Challenges for Sustainability has begun, as has Project Torch.

- The most prominent dissemination actions of CHARM-EU have been the publication of the toolkit to report on the results of the alliance; the international informational sessions to publicize the alliance's master's degree; and the organization of events to promote the new European university in networks, European alliances, quality agencies, etc.

Objectives for 2022

- To develop the policy and strategy for research and innovation in CHARM-EU as a part of Project Torch.

- To submit an extension proposal for CHARM-EU to obtain funding for the next **4** years.

- To add **3** universities to the alliance.

- To run a second edition of the master's degree, which will no longer be a pilot.

Objectives for 2023

- To close the current CHARM-EU project by finishing the pilot of the master's degree and develop a proposal for CHARM-EU 2.0.

- To finish Project Torch.

INTERNATIONAL STAFF: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL

	PAS BY NATIONALITY						PDI BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spain	2,339	97.99	1,483	97.89	856	98.17	5,631	94.43	2,710	95.25	2,921	93.68
Remaining EU	29	1.21	20	1.32	9	1.03	218	3.66	88	3.09	130	4.17
Rest of the world	19	0.80	12	0.79	7	0.80	114	1.91	47	1.65	67	2.15
Total	**2,387**		**1,515**		**872**		**5,963***		**2,845**		**3,118**	

* In other parts of the report, the figure for PDI is **6,505**. The difference is due to the fact that the table above does not include predoctoral researchers, who are included in other sections.

Source: OCI based on information provided by the Technical Bureau at the Rector's Office.

INTERNATIONAL STUDENTS: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL[7]

	BACHELOR'S DEGREE STUDENTS BY NATIONALITY						UNIVERSITY MASTER'S DEGREE STUDENTS BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	42,872	93.22	26,802	92.80	16,070	93.94	3,970	62.75	2,410	65.85	1,560	58.49
International students	3,118	6.78	2,081	7.20	1,037	6.06	2,357	37.25	1,250	34.15	1,107	41.51
Total	**45,990**		**28,883**		**17,107**		**6,327**		**3,660**		**2,667**	

	POSTGRADUATE STUDENTS BY NATIONALITY						RESEARCHER TRAINEES (DOCTORAL STUDIES) BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	17,785	83.22	14,046	86.21	3,739	73.60	3,201	66.47	1,815	66.68	1,386	66.19
International students	3,587	16.78	2,246	13.79	1,341	26.40	1,615	33.53	907	33.32	708	33.81
Total	**21,372**		**16,292**		**5,080**		**4,816**		**2,722**		**2,094**	

Source: OCI based on data from the Technical Cabinet at the Rector's Office and the statistical data from the report on the academic year 2020-2021.

INTERNATIONAL ACADEMIC OFFERING

The academic offering provided jointly with international universities is also an indicator of the degree of internationalization at the UB.

INTERNATIONAL ACADEMIC OFFERING	2017-2018	2018-2019	2019-2020	2020-2021
Double degrees*	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus**	8	7	6	11

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

** 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.

Source: Academic Management

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. In addition, there is a website 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 greater than **80%**.

7. This includes the UB-specific degree in Private Investigation in the case of bachelor's degrees, and it includes students doing bachelor's degrees and university master's degrees at affiliated centres. In the case of postgraduate students, it includes all students in master's degrees, specialization/postgraduate diplomas, expert courses, advanced university courses and university extension courses taught in UB centres, in affiliated centres, by IDP-ICE and by IL3.

AGREEMENTS WITH FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS

Goal G4 of the UB's Agenda 2030
Agreements with foreign universities can help to build and strengthen partnerships at all levels and with all actors needed to achieve the SDGs.

In 2021, the UB has signed **530** agreements, including **100** with foreign institutions. Of the **100** agreements, **25** are framework agreements[8] (**25%**) and **13** are academic in nature (**13**%).

Of the total number of current agreements (regardless of their year of signing), the UB is a party in 2021 to **3,073**, including **1,931** with foreign institutions (**62.84%**). Of the **1,931** agreements, **137** are framework agreements (**7.09%**) and **287** are academic in nature (**14.86%**).

Contribution to SDG 17
Target 17.16 The UB's agreements with other institutions in the area of the SDGs or similar subjects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities. Depending on the subject matter of each agreement, it may also address other SDG targets.

MOBILITY

For the second year in a row, the Covid-19 pandemic has had a major impact on mobility. The academic year 2020-2021, unlike the previous one, began with the pandemic already declared. As a result, many individuals cancelled their mobility plans. In addition, many receiving institutions had cancelled the offer of mobility since the beginning of the academic year. Indeed, the declines have been much more significant than in the prior year: mobility has fallen nearly **50%** among outbound students and **35%** among inbound students when compared to the last year unaffected by Covid-19 (the academic year 2018-2019).

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8. 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.

It stands to reason that the pandemic has also had a major impact on PAS and PDI mobility: only **15%** of PDI and **9%** of PAS have engaged in mobility, and the numbers of visiting PDI and PAS have been **30%** and **50%** of anticipated levels, respectively. In addition, the Staff Week has once again been cancelled.

INTERNATIONAL MOBILITY OF STUDENTS, PDI AND PAS	WOMEN	MEN	TOTAL
UB students who have completed stays abroad	546	235	781
UB PDI who have completed stays abroad	8	6	14
UB PAS who have completed stays abroad	2	2	4
Visiting students who have completed stays at the UB	352	202	554
Visiting PDI who have completed stays at the UB	43	27	70
Visiting PAS who have completed stays at the UB	9	9	18

Source: Statistical data from the report for the academic year 2020-2021.

To obtain information on the mobility of students, PDI and PAS by programme and gender, click on the links in the table above.

LANGUAGES

While the application period of the Plan for Languages 2017-2020 has concluded, the UB reiterates its commitment to protect, use and promote the language of Catalonia, as stipulated in the UB's Statute and its General Regulations on Language Use.

The new Plan for Languages, which will take the Language Policy Plan of the Vives University Network as its frame of reference, will need to improve the coordination among responsible units as well as the working processes to ensure achievement of all the objectives.

Language of instruction

	BACHELOR'S DEGREES				UNIVERSITY MASTER'S DEGREES				OVERALL DATA			
	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER
2020-2021	69.9	22.7	5.7	1.6	31.5	47.5	20.7	0.4	62.8	27.3	8.5	1.4
2019-2020	68.9	23.4	5.7	2	35.3	46.2	18.1	0.4	62.4	27.9	8.1	1.6
2018-2019	69.3	23.3	5.3	2	37	44.6	18.1	0.3	63.4	27.2	7.7	1.7
2017-2018	68.8	22.9	4.7	3.7	44.4	38.8	16.6	0.2	64.5	25.7	6.8	3.1

Source: Language Services website.

For a more in-depth analysis of the data, consult the website of Language Services.

The Plan for Languages 2017-2020 put forward a series of actions that focused on diagnosis, regulation, implementation and support for language policy measures at the UB. The Language Policy Committee, through a delegate committee, monitored the proposed actions on a regular basis in accordance with the planned self-assessment. In 2021, the plan has been extended because it is now anticipated that the new Plan for Languages will cover the period 2022-2025.

Fulfilment of objectives for 2021

- OMPI, the the ICT Area, and the Office of Electronic Administration are now at work digitalizing the administration of mobility in order to phase out the use of paper. The decision has been taken to sort out the large-scale processes first, including the signing of bilateral exchange agreements and the mobility applications of outbound students, only to digitalize lower-volume procedures in the future. As a result, it is possible to state that the target has been partially met.

- The Erasmus+ programme 2021-2027 was published in May 2021. Since then, OMPI has worked to adapt the UB to the criteria of each call and to guide and inform not only the UB units involved in the process but also the individuals (employees and students) who are interested in mobility under the programme.

- The UB has been able to organize the second international mobility fair as planned.

- The UB has prepared a sitemap with a map of the world that visually displays the UB's international relationships with entities around the globe.

- The UB has organized a course on gender equality at the summer school of the Ibero-American Union of Universities.

- The academic year 2020-2021 has been strongly affected by the pandemic. As a result, many of the planned mobility actions have been suspended since the start of the year.

Objectives for the academic year 2021-2022

- To update the OMPI website to make it more user-friendly.

- To prepare a UB internationalization plan in the academic and research areas, and to begin rolling it out.

- To prepare and implement the UB Refugi programme.

- To strengthen relationships with research-intensive universities in Latin America.

- To enhance support for actions aimed at internationalization.

- To strengthen the international visibility of the UB by organizing an event during the UNESCO World Higher Education Conference and at the fair of the European Association for International Education (EAIE).

COMMITMENT TO SOCIETY

Responsibility to staff

This year's Report on Sustainability reflects some significant changes in the collection of employee data. The changes have been made so that the data presented here match the data presented elsewhere in the UB Report on the academic year and The UB in figures.

Prior to the current report, whenever employee information at a specific date needed to be shown, we chose the information current on 31 December of the year to which the information pertained (e.g., in the Report on Sustainability 2019-2020, which contained information primarily relating to the year 2020, the data on employees corresponded to 31 December 2020). Now, however, the new changes mean that we will present the data that correspond to 31 December of the year prior to the report. As a result, many of the figures in the present Report on Sustainability 2020-2021 are the same figures that appeared in the previous edition of the report covering the academic year 2019-2020: in both cases, the figures correspond to 31 December 2020.

This change, which does not affect any data on employees that are cumulative through 2021, affects many of the tables in the section below called *Our staff*.

In all cases, there is a link to the tables on staff provided in the Report on Sustainability 2019-2020, which has the relevant information for 2021.

Our staff[9]

A total of **8,892** people work at the UB, of which **6,505**[10] **(73.16%)** are teaching and research staff (PDI) and **2,387** (**26.84**%) are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

EMPLOYEES BY GROUP, EMPLOYMENT CATEGORY, GENDER AND AGE

Consult the data in the most recent edition of the Sustainability Report. Following the change in criteria on the data collection period, figures that had been considered part of the reporting period for 2020 are now included in the data for 2021.

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

Consult the data in the most recent edition of the Sustainability Report. Following the change in criteria on the data collection period, figures that had been considered part of the reporting period for 2020 are now included in the data for 2021.

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9. All of the data in this section refer to 31 December 2020.

10. The total number of PDI (**6,505**) that appears in the table in the Report on Sustainability 2019-2020, to which the present report has a link, does not agree with the total figure in the documents prepared by the Technical Cabinet at the Rector's Office for 2021 (**5,963**). The reason for the disagreement is that the data in the report include predoctoral researchers as part of PDI, whereas the data from the Technical Cabinet at the Rector's Office do not. In subsequent reports, the standards will be unified and the PDI data will be provided without including predoctoral researchers.

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

Consult the data in the most recent edition of the Sustainability Report. Following the change in criteria on the data collection period, figures that had been considered part of the reporting period for 2020 are now included in the data for 2021.

LEVEL OF OFFICIAL STUDIES OF EMPLOYEES

Consult the data in the most recent edition of the Sustainability Report. Following the change in criteria on the data collection period, figures that had been considered part of the reporting period for 2020 are now included in the data for 2021. This also applies to the remaining years: the data referring to 2019 now correspond to 2020; the data for 2018 now correspond to 2019, and the data for 2017 now correspond to 2018.

NUMBER OF EXTERNAL STAFF ENGAGED IN WORK ACTIVITY AT THE UB[11]

The UB outsources a number of services. As a consequence, external staff work on the UB's premises. As the table below shows, there are **7** areas managed by external organizations.

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11. In this case, the table is provided because the data in the Report on Sustainability 2019-2020 did not all correspond to 31 December 2020.

EXTERNAL EMPLOYEES			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	64	0	64
Minor repairs	18	0	18
Cleaning	44	301	345
Gardening	17	3	20
Bars*	52	48	100
Copy services and bookshops*	7	33	40
Security	71	13	84
Total	**273**	**398**	**671**

* Data correspond to 13 March 2020, prior to temporary layoffs resulting from the Covid-19 pandemic, which was still active at 31 December 2020.

Source: Area for Infrastructure and General Services, Patrimony and Safety.

In 2021, **671** external staff have worked on the UB's premises (**59.31%** were women). As with the rest of the static data on employees, the information corresponds to 31 December 2020.

New hires, staff turnover, retirement and voluntary redundancies[12]

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

PAS NEW HIRES																	
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
2	3	1	5	1	7	18	36	11	11	20	14	98	106	4	4	155	186
5		6		8		54		22		34		204		8		341	

Source: Organization and Human Resources.

Throughout 2021, **341** new hires have joined PAS (compared to **210** in 2020): **186** women (**54.55%**) and **155** men (**45.45%**). Of the total, **73** (**21.41%**) are statutory staff and **268** (**78.59%**) are non-statutory staff. In terms of age, the vast majority of new hires are less than 30 years of age (**61.58%**), followed by PAS between 31 and 40 years of age (**20.82%**).

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12. All of the data on new hires, turnover, retirement and voluntary redundancies are cumulative throughout 2021.

PDI NEW HIRES															
UNIVERSITY PROFESSORS		SENIOR LEC-TURERS		ASSISTANT LECTURERS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1	0	1	4	15	20	153	191	33	76	3	0	123	104	329	395
1		**5**		**35**		**344**		**109**		**3**		**227**		**724**	

* Includes predoctoral and postdoctoral researchers.

Source: Organization and Human Resources.

Throughout 2021, **724** new hires have joined PDI (teaching and research staff), compared to **540** in 2020: **395** women (**54.56%**) and **329** men (**45.54%**). Of the total, the largest group is made up of adjunct lecturers (**344**) (**47.51%**), followed by researchers with specific funding (**227**) (**31.35%**). In terms of age, the vast majority of new hires are either less than 30 years of age (**38.12%**) or between 31 and 40 years of age (**29.83%**).
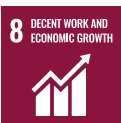
Contribution to SDG 8
Target 8.5 The UB's hiring of new staff contributes to employment.

TURNOVER BY GROUP, EMPLOYMENT CATEGORY AND GENDER

ADMINISTRATIVE AND SERVICE STAFF (PAS) ACTIVE IN 2021 AND NOT ACTIVE AT 31/12/2021																	
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
5	2	1	4	2	16	3	18	18	22	12	16	52	64	7	7	100	149
7		5		18		21		40		28		116		14		249	

Source: Organization and Human Resources.

A total of **249** people in PAS have left the UB in 2021 (**337** in 2020). The largest share (**38.55%**) relates to people less than 30 years of age, followed by people between 31 and 40 years of age (**20.88%**). By employment category, the most affected are non-statutory staff in group III (**116**) and group I (**28**). In terms of gender, more women (**149**) have left the UB in 2021 than men (**100**).

PDI ACTIVE IN 2021 AND NOT ACTIVE AT 31/12/2021															
UNIVERSITY PROFESSORS		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		SENIOR LECTURERS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
14	4	1	2	25	12	6	4	3	5	139	183	31	48	1	0
18		3		37		10		8		322		79		1	

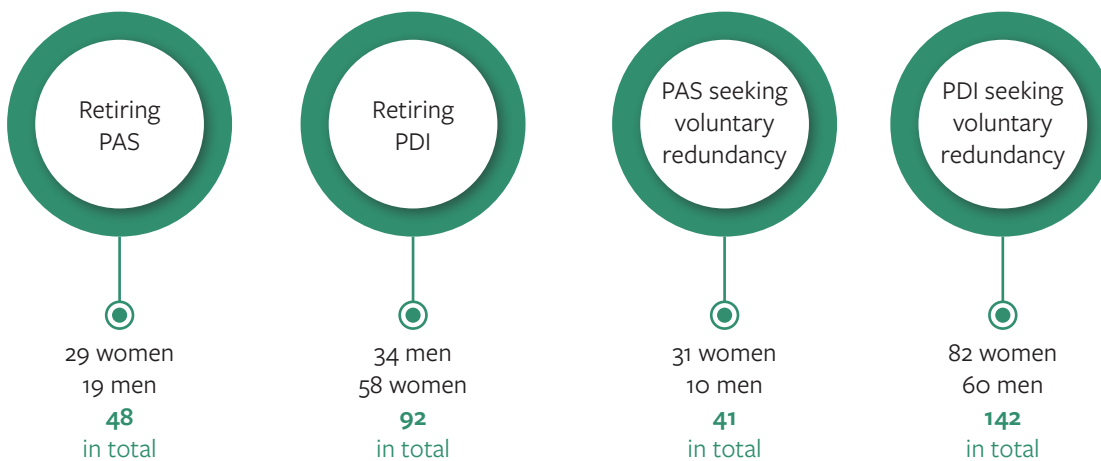| PDI ACTIVE IN 2021 AND NOT ACTIVE AT 31/12/2021													
COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		GENERALITAT LECTURERS SECONDED TO IDP-ICE		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
0	1	19	7	3	8	1	3	109	84	3	2	355	363
1		26		11		4		193		5		718	

* Includes predoctoral and postdoctoral researchers.

Source: Organization and Human Resources.

A total of **718** people in PDI have left the UB in 2021 (compared to **627** in 2020). The age group most affected by turnover is made up of PDI less than 30 years of age (**26.18%**), followed by PDI between 31 and 40 years of age (**25.91%**) and PDI over 60 years of age (**20.89%**). By employment category, the most affected are adjunct lecturers (**322**) and researchers with specific funding (**193**). In terms of gender, more women (**363**) have left the UB in 2020 than men (**355**).

RETIREMENTS AND VOLUNTARY REDUNDANCIES*
BY GROUP AND GENDER

Retiring PAS	Retiring PDI	PAS seeking voluntary redundancy	PDI seeking voluntary redundancy
29 women	34 men	31 women	82 women
19 men	58 women	10 men	60 men
48	**92**	**41**	**142**
in total	in total	in total	in total

* The figure reflects individuals who were no longer active on 31 December 2021.

Source: Organization and Human Resources.

Of the **140** retirements in 2021 (compared to **185** in 2020), **48** are PAS and **92** are PDI. Among PDI, university senior lecturers are the group with the most retirements (**33**), followed by emeritus professors (**28**) and university professors (**12**). Among PAS, the highest figures for retirements relate to group C1 (**13**) and group III (**11**). In total, more men retired (**77**) than women (**63**).

Of the **183** voluntary redundancies in 2021 (compared to **113** in 2020), **41** are PAS (**10** relate to statutory group C2 and **10** relate to non-statutory group III) and **142** are PDI (**75** relate to adjunct lecturers). The number of women seeking voluntary redundancy (**113**) is much higher than the number of men who did so (**70**), while the largest amount by age is for staff between 31 and 40 years of age (**61**).

Working conditions, remuneration and workplace management tools

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Goal CS8 of the UB's Agenda 2030

The UB's various actions to improve working conditions (work-life balance, personal days, maternity and paternity leave, etc.) help to promote healthy habits and emotional well-being in the UB community.

This section sets out information on the working conditions of UB staff, including remuneration and workplace management tools.

TEMPORARY STAFF

The proportions of temporary staff are as follows: **47.76%** for PAS and **67.13%** for PDI. For more detailed information, consult the data in the section *Permanent and temporary staff by group, contract type, gender and age* in the Report on Sustainability 2019-2020 (as noted in other parts of the present report, the data corresponding to 2020 in the previous report now refer to 2021).
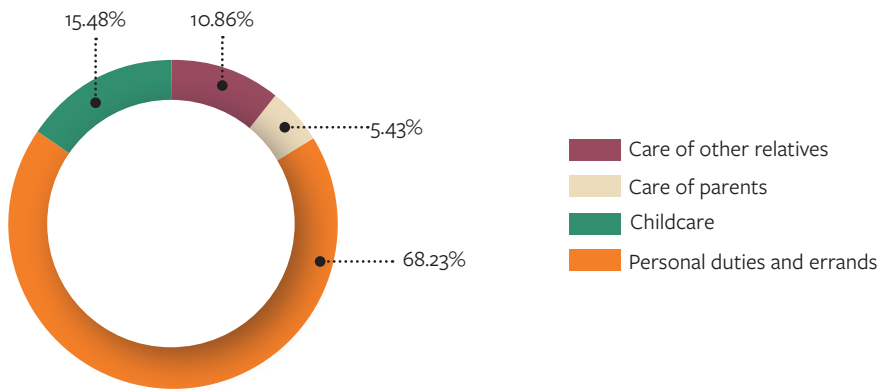
POLICIES FOR BETTER WORK-LIFE BALANCE

For 2021, the UB has offered an annual pool of **34** hours to PAS members to achieve better work-life balance. (Previously, the pool was **56** hours a year, but a new agreement for PAS at the UB establishes a 35-hour work week, with the result that the pool of hours has been reduced.) When using these hours, PAS members must indicate whether the time is for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.

Hours requested for work-life balance in 2021

15.48% 10.86%

5.43%

68.23%

Care of other relatives
Care of parents
Childcare
Personal duties and errands

In total, PAS members have used **52,469.27** hours to achieve better work-life balance.

| Contribution to SDGs 5 and 8 |
| --- |
| Policies for better work-life balance... |

Targets 5.4 and 5.c To recognize and value unpaid care and domestic work and promote gender equality.
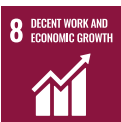
Target 8.8 Contribute to the promotion of a safe and secure working environment.

LEAVE FOR MATERNITY AND PATERNITY[13]

In addition to maternity and paternity leave, the UB also offers a wide range of related leaves. The graph below shows the data for 2021.
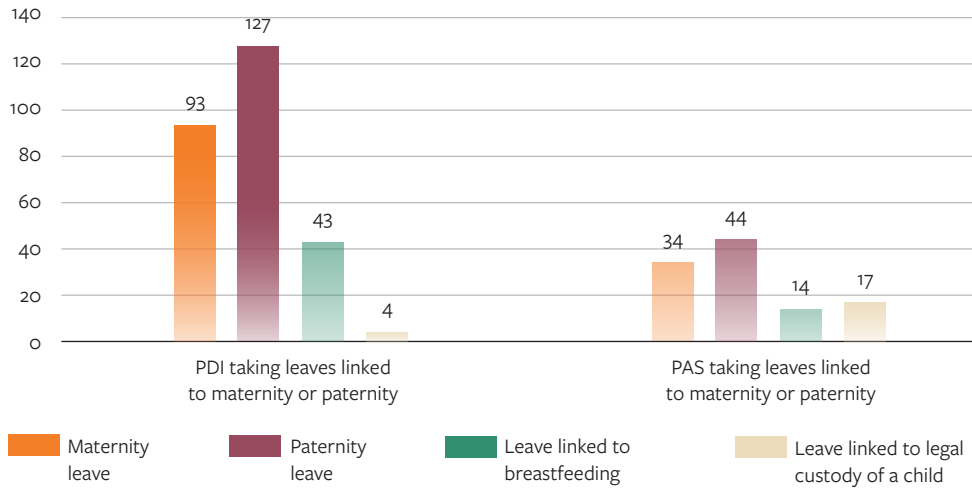
Source: Organization and Human Resources.

RETURNING TO WORK AFTER LEAVE

All staff taking leave have been able to return to their jobs. No information is available on the percentage of staff who have remained in their job twelve months after their return to work. The UB's policy ensures absolute respect for the use of any leaves on offer. No employee has lost his or her job as a consequence of taking leave.

Contribution to SDGs 3, 5 and 8
Maternity and paternity leaves…

3 GOOD HEALTH AND WELL-BEING	**Target 3.7** Ensure access to reproductive health services and family planning.
5 GENDER EQUALITY	**Targets 5.4, 5.6 and 5c** Recognize and value unpaid care and unpaid domestic work, ensure access to reproductive health and rights, and help to promote gender equality and empower women.
8 DECENT WORK AND ECONOMIC GROWTH	**Target 8.8** Protect employment rights and promote a safe and secure working environment.

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13. The UB has kept the terminology of paternity and maternity leave for ease of understanding. Since April 2019, however, the application of Royal Decree Law 6/2019, of 1 March, has resulted in designating maternity leave as "birth leave for the biological mother, including for the purposes of adoption or fostering" and paternity leave as "birth leave for the parent other than the biological mother, including for the purposes of adoption and fostering". The latter absorbs the birth leave of ten days.

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 Spanish regulations apply.

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

The UB has established a system to adjust the official list of staff positions to emerging needs: administrative units propose any changes that they deem pertinent and then the changes are negotiated with staff representatives and submitted to the PAS delegate committee that reports to the Governing Council. Lastly, the Governing Council and the Board of Trustees approve any changes.

REMUNERATION

Highest, lowest and average staff remuneration

This section shows the average remuneration for the highest paid 5% of employees, the average remuneration for the lowest paid 5% of employees, and the average remuneration for employees as a whole. The data correspond to the annual gross salary received by full-time UB staff in 2021.[14] Only staff active between 1 January and 31 December who received 12 monthly salary payments have been included.

	PAS ANNUAL SALARY			PDI ANNUAL SALARY		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Average monthly remuneration for the highest paid 5%	68,312.97	62,251.03	64,483.07	100,898.55	95,227.66	99,181.65
Average monthly remuneration for the lowest paid 5%	21,922.73	20,983.53	21,316.30	16,683.90	16,518.61	16,602.66
Average monthly remuneration for group as a whole	35,057.67	32,996.67	33,738.34	59,922.73	54,688.85	57,489.62

Source: Organization and Human Resources.

As the table shows, the highest paid men in PDI and PAS earn much more than the highest paid women. With respect to the lowest paid and the average remuneration, the differences among PDI are very small. In the case of PAS, however, the differences are once again much more favourable to men.

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14. Only fixed and periodic payments are taken into account, including pro-rated additional payments. Therefore, one-off payments (to cover school fees, enrolment in a master's degree/postgraduate programme, consideration for specific tasks, work clothing, recovery of delayed additional payments from previous years, etc.) are not included.

Salary differences among employees

RATIO BETWEEN HIGHEST AND LOWEST SALARIES								
	2018		2019		2020		2021	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
Ratio of the gross annual remuneration for the highest paid 5% to the gross annual remuneration for the lowest paid 5%	2.94	5.69	3.09	5.86	2.92	5.96	3.03	5.97
Ratio of the gross annual remuneration for the highest paid 5% to the average gross annual remuneration for all staff	1.91	1.68	1.94	1.71	1.91	1.72	1.91	1.73
Ratio of the average gross annual remuneration for all staff to the gross annual remuneration for the lowest paid 5%	1.54	3.39	1.60	3.43	1.53	3.46	1.58	3.46

Source: Organization and Human Resources.

MANAGEMENT OF THE WORK ENVIRONMENT

Goal CS8 of the UB's Agenda 2030

Actions to improve the workplace environment help to promote healthy habits and emotional well-being in the UB community.

Support and Mediation Office[15]

The Support and Mediation Office confidentially listens to and helps members of the university community who need to share their concerns and issues. It is therefore an ideal tool for the resolution of interpersonal conflicts that may arise at the UB. In 2021, the Support and Mediation Office has expanded its remit to address interpersonal conflicts linked to teleworking. It has also begun to manage such conflicts digitally. This has helped the university community to manage the exceptional situation of the pandemic.

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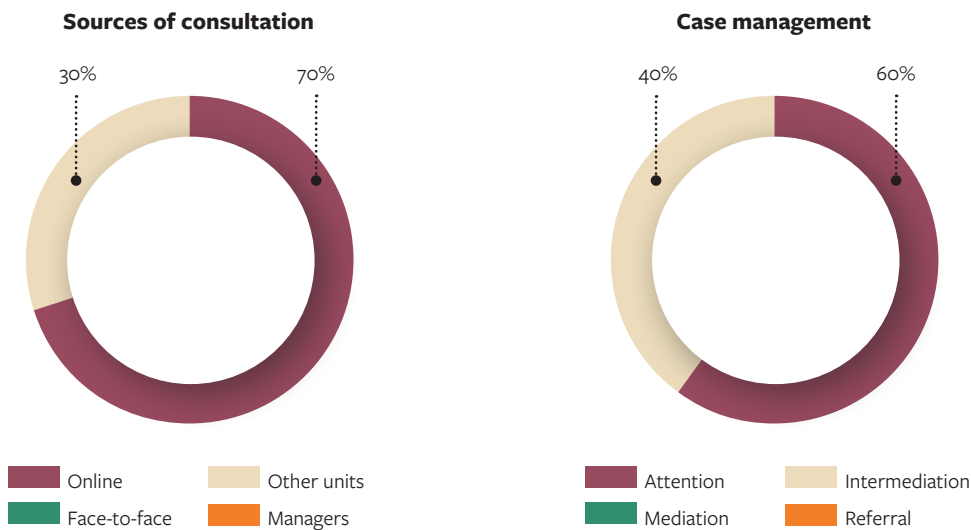
Cases addressed

CASES ADDRESSED	2018	2019	2020	2021
Total cases	18	18	11	10
% cases resolved	94.44	94.44	100	100
Total number of people helped	37	31	20	16
% PDI	24.32	22.58	10.00	12.50
% PAS	48.65	58.06	30.00	31.25
% students	27.03	19.35	60.00	56.25
% women	59.46	51.61	50.00	56.25
% men	40.54	48.39	50.00	43.75

Source: Support and Mediation Office.

The **10** cases addressed by the Support and Mediation Office in 2021 have involved a total of **16** people. The groups who have made the greatest use of the service are students (**56.25%**) and women (**56.25%**).

Sources of consultation and case management approach

Sources of consultation

30% 70%

Online   Other units
Face-to-face   Managers

Case management

40% 60%

Attention   Intermediation
Mediation   Referral

Source: Support and Mediation Office.

Keeping in place the restrictions related to the Covid-19 pandemic has led to the disappearance in 2021 of the two most common sources of consultation that are related to being present in the workplace: the first is face-to-face communication with the person who has a conflict, while the second involves a manager communicating the problem on behalf of the person with the conflict. Instead, the most common source of consultation has been online (**70%**), followed by the referral of a conflict from other units (**30%**).

As for case management in 2021, all cases have ended either in attention (**60%**) or in intermediation (**40%**). With the increase in teleworking, mediation has disappeared as a case management approach. Since mediation normally needs to take place in person, this development is unsurprising.

<table>
<tr><td colspan="2" align="center">**Contribution to SDG 8**</td></tr>
<tr><td>8 DECENT WORK AND ECONOMIC GROWTH</td><td>**Target 8.8** The Support and Mediation Office contributes to the fostering of a safe and secure working environment.</td></tr>
</table>

Objective for 2022

- To raise awareness and provide training to PAS and PDI on the usefulness of mediation.

Objective for 2023

- To cooperate in the implementation of the new law on university coexistence, which will treat mediation as an indispensable tool.

Objectives for 2025

- To train and sensitize academic officials so that if, thanks to their office, they have knowledge of any situation that might benefit from mediation, they will refer it to the Support and Mediation Office.
- To prepare an anti-harassment protocol[16] that will be in line with the new legal provisions governing universities.
- To provide training to PAS and PDI on the anti-harassment protocol.

The last two objectives were initially set for 2022, but they have been postponed to 2025 because a new law on university coexistence will go into effect in 2022 and it will determine the form and content of the anti-harassment protocol that is ultimately drafted.

16. This should not be confused with the protocol for prevention, detection and action in situations of sexual or gender harassment or in response to other sexist behaviour (now called simply the protocol against sexual harassment), which has already been approved.

Training[17]

Goal D3 of the UB's Agenda 2030

Some of the training programmes offered by IDP-ICE and Corporate Training bolster the training of UB staff (both PDI and PAS) in sustainable development and the SDGs.

UB staff receive ongoing training to improve and refresh their skills for use in their daily work. In 2021, the circumstances have made it necessary to adapt the training to different modes: synchronous (in person or by videoconferencing) and asynchronous (through the Virtual Campus).

During 2021, Corporate Training has offered **200** courses (with a total of **439** editions), organized in **14** subject areas. Attendees gave an average rating of **8.1** points out of **10.** During the same period, IDP-ICE has offered **84** training activities organized in **10** subject areas (attendees evaluated **75** of the activities, giving them an average rating of **8.5** points out of **10**), as well as **1** master's degree.

+ information on Corporate Training

+ information on IDP-ICE

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17. In the tables on PAS and PDI training hours, the calculation of the average for each staff member uses the figures at 31 December 2021 (**6,119** PDI and **2,464** PAS). The change in criteria is due to the fact that it makes little sense to take the average hours of training for PDI and PAS throughout 2021 based on the number of staff at 31 December 2020.

PAS HOURS OF TRAINING

	BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*											
	2018						2019					
	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	48,202.25	33.43	3,977	12.12	1,314	36.68	46,808	30.34	4,415	10.6	1,560	30.01
Men	18,979.15	22.33	1,485	12.78	625	30.36	20,359	23.54	1,634	12.46	414	49.18
Total	**67,181.40**	**29.31**	**5,462**	**12.29**	**1,939**	**34.64**	**67,167**	**27.89**	**6,049**	**11.1**	**1,974**	**34.03**

	BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*											
	2020						2021					
	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	28,349	18.71	2,566	11.05	1,730	16.39	34,204	22.01	2,516	13.59	1,608	21.27
Men	8,909	10.22	912	9.77	748	11.91	11,016	12.09	723	15.24	440	25.04
Total	**37,258**	**15.61**	**3,478**	**10.71**	**2,478**	**15.04**	**45,220**	**18.35**	**3,239**	**13.96**	**2,048**	**22.08**

* The calculation of the average hours per staff member uses PAS staff figures at 31 December 2021.
For example: in 2021, the average hours for women is the result of dividing the PAS total training hours
of women in 2021 by the number of PAS female staff members at 31 December 2021.

Source: Training for PAS.

PDI HOURS OF TRAINING

	BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*											
	2017-2018						2018-2019					
	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	45,246	15.4	3,659	12.37	2,336	19.37	41,890	14.03	3,435	12.2	2,162	19.38
Men	21,729	6.56	1,885	11.53	1,104	19.68	21,077	6.33	1,831	11.51	1,068	19.74
Total	**66,975**	**10.72**	**5,544**	**12.08**	**3,440**	**19.47**	**62,967**	**9.97**	**5,266**	**11.96**	**3,230**	**19.49**

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2020						2021					
	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	28,284	9.06	2,708	10.44	1,468	19.27	29,471	9.97	2,912	10.12	1,301	22.65
Men	14,885	4.4	1,472	10.11	891	16.71	17,560	5.55	1,796	9.78	914	19.21
Totals	**43,169**	**6.64**	**4,180**	**10.33**	**2,359**	**18.3**	**47,031**	**7.69**	**4,708**	**9.99**	**2,215**	**21.23**

* Through the academic year 2018-2019 (inclusive), the calculation of the average hours per staff member uses PDI staff figures at 31 December of the year in which the academic year begins. From 2020 onwards, however, the calculation will be changed so that it is equivalent to PAS information; specifically, the data will be collected by calendar year, not by academic year. In 2020, for example, the average hours for women is the result of dividing the PDI total training hours of women in 2021 by the number of PDI female staff members at 31 December 2021.

Source: IDP.

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.

TRAINING COSTS* (IN EUROS)	2018		2019		2020		2021	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
Training costs covered by the UB (trainers and materials)	121,162.16	92,221.54	97,204.80	30,046.93	58,075.53	33,675.47	77,977	28,666.26
Subsidized costs	86,011.10	86,011.10	95,153.22	95,153.22	121,766	106,356.52	99,186.18	99,186.17
Total	**207,173.26**	**178,232.64**	**192,358.02**	**125,200.15**	**179,841.53**	**140,031.99**	**177,163.18**	**127,852.43**
Average cost per staff member**	**90.39**	**28.23**	**79.88**	**19.64**	**75.34**	**21.53**	**71.90**	**20.89**

 * PDI training costs in 2018 were higher than in 2019 and 2020 not only because of the costs of materials and trainers (payment for class delivery and travel expenses), but also because other direct expenses were included in the accounting. In 2019, it was decided to change the criterion in order to unify the costs of PDI training and PAS training.

** The calculation of the average for each year uses the figure at 31 December of that year. For example, the average euros per staff member in 2021 is calculated by dividing the total cost of all training to PDI during 2021 by the number of PDI staff at 31 December 2021.

Source: Organization and Human Resources, and IDP-ICE.

Occupational health and healthy habits[18]

Goals D3, CS7 and CS8 of the UB's Agenda 2030

UB Sports, UB Healthy University and the measures carried out by OSSMA to ensure staff security and safety contribute to the promotion of health in society at large (**CS7**) and foster healthy habits and emotional well-being in the UB community (**CS8**). In addition, some of the training programmes organized in the context of UB Healthy University and UB Sports bolster the training of UB staff (both PDI and PAS) in sustainable development and the SDGs (**D3**).

SAFETY AND OCCUPATIONAL RISK PREVENTION

Actions to promote occupational health and safety, which are led by OSSMA, focus on prevention. During 2021, however, OSSMA's Prevention Service has been disrupted by the Covid-19 pandemic, although to a lesser extent than it was in 2020.

That said, work has continued as usual on the core activities of occupational risk prevention: evaluations (**61** have been completed), reports on working conditions and technical reports (**15**), and security and safety visits (**12**). In addition, work has gone ahead on activities related to communities of risk[19] (**10** have been registered in 2021), such as the delivery of personal protection equipment (**119**) and efforts related to self-protection and emergency plans. In the latter case,

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18. While the promotion of healthy behaviours and habits appears in the section *Responsibility to staff*, students also have access to the services of UB Healthy University, UB Sports and some of the services linked to health offered by OSSMA.

19. This is a procedure to inform an employee's immediate superior and OSSMA of the existence of a risk or unsafe act that could cause an accident. The main purpose is to identify risks in order to take preventive steps and encourage the active participation of employees in the prevention of risks.

however, it has not been possible to train emergency teams, although **2** reports on fires have been prepared and **1** action has been carried out to improve signage.

In 2021, the UB has prepared **8** biosecurity reports[20] and responded to **10** queries on the subject of biosecurity and biocontainment.

As an innovation, the UB has implemented a project this year to detect deficiencies in the air renewal in UB spaces. Air quality has been subject to compulsory regulations for decades, but it has assumed greater importance with the pandemic. The methodology that has been applied is backed by the leading institutions in the area, such as the Spanish National Research Council (CSIC). In particular, it involves measuring the amount of CO_2 as an indicator of air quality. The study has covered **12** faculties and over **50** spaces at the UB. Also, for greater ease of measuring, the UB has purchased a total of **12** air quality meters.

Lastly, it should be noted that OSSMA's Prevention Service has advised the governing bodies of the UB since the beginning of the pandemic and therefore during 2021 as well. It has responded to any questions posed by the UB community. Similarly, it has prepared forms, training and informational materials for staff, awareness-raising material, and signage for UB buildings, to name but a few examples.

In 2021, the Prevention Service has continued introducing changes to the UB Contingency Plan and has taken part in the contingency plans of various UB faculties with the aim of adapting them to changes in regulations, which can occur often in a pandemic such as the current one.

20. These are certification reports for research projects. They include reviews of facilities and activities that will be carried out during projects. They also verify compliance with any requirements for biosafety and biocontainment that have been put in place.

Work-related accidents and illness

Work-related accidents and illness at the UB in 2021 are set out in **2** tables below. The first table, which is a tally of reported accidents, refers to data provided voluntarily by members of the university community to OSSMA, while the second table, which covers the rates of workplace accidents and illness, corresponds to data notified to the UB compulsorily by the mutual insurance company for occupational accidents and illness (MAT). The staff who are affiliated to MAT include all PAS and non-statutory PDI. By contrast, statutory PDI are affiliated to MUFACE, which is the Spanish state mutual company for civil servants.

In 2021, workplace accidents and illness have once again been affected by Covid-19. On one hand, work on site has been very limited. On the other hand, the mutual insurance companies have been required to treat situations arising from Covid-19 as equivalent to sick leave, even when not strictly workplace accidents or illness. In any event, the figures on occupational accidents and illness in the second table do not include any sick leave relating to Covid-19, because the UB's medical service has reviewed all cases involving sick leave reported by MAT and identified those that do indeed correspond to non-pandemic accidents and illness.

REGISTER OF REPORTED ACCIDENTS	
Accidents with and without sick leave (PAS and PDI)	46
Student accidents	5

Source: OSSMA.

OCCUPATIONAL ACCIDENTS AND ILLNESS				
	2018	2019	2020	2021
Accidents with sick leave	33	45	18	28
In transit	19	28	9	11
In own workplace	14	14	8	12
In another centre	0	3	1	3
In missio	0	0	0	2
Work-related illness	0	0	0	0
Accidents without sick leave	60	49	11	23

Source: OSSMA.

The technical unit of the Prevention Service has investigated accidents involving sick leave in order to identify their causes and implement the appropriate preventive and corrective measures.

The UB's medical service

In 2021, the UB has taken a variety of actions, both for individuals and for groups, aimed at preventing occupational risks and identifying workplace-related health problems. For instance, the UB has sought to identify anyone who is especially sensitive to certain risks.

Workplace-specific health exams

Voluntary health check-ups are the main tool available to find out the health of PDI and PAS (in 2021, the UB carried out **698**). In accordance with the established plan, the UB has offered check-ups in 2021 to all staff in CRAI, SAE, Publications and Editions, and the Faculty of Information and Audiovisual Media.

In addition, there are employees at risk who are advised to undergo an annual health examination (e.g. people exposed to ionizing radiation, staff working in animal facilities, anyone who works with nuclear magnetic resonance equipment, employees in the dissection rooms, and workshop instructors and life models in the Faculty of Fine Arts). In 2021, the UB has conducted **201** health exams for at-risk groups.

There are also staff who are especially sensitive. This group includes people who, because of their health, should undergo exams annually or even more often, depending on their illness or condition. In 2021, the UB has carried out **71** visits to people identified in previous years, and instigated **16** procedures related to especially sensitive employees.

Any woman who is pregnant or breastfeeding can also notify the UB and receive a special evaluation of risks as well as a check-up to test whether the working conditions are appropriate. If it is necessary to adapt the workplace and adaptation is not possible, then the case can be referred to the mutual insurance company for occupational accidents and illness (MAT) so that the individual may receive benefits because of occupational risk. In 2021, **5** proceedings were instigated in relation to maternity.

In the case of the students, the UB's medical service is also available to respond to any accident or sudden common illness and apply first aid or initial emergency treatment, after which any student will be referred to the Spanish national healthcare system. In 2021, **15** students have received attention.

Mandatory declaration of illnesses

The UB's medical service is the unit responsible for recording any positive or suspected cases of Covid-19 in the university community as well as any close contacts. The unit coordinates with the individuals responsible for Covid-19 in the UB's faculties.

The medical service has carried out all notifications of cases when reported. This has involved tracing close contacts in the university environment and providing information and advice to affected individuals. In 2021, the UB has received and managed **1,332** notifications of Covid-19.

The medical service has conducted **73** PCR tests and **532** rapid antigen tests on members of the university community (PAS, PDI and students) who needed to be tested in order to perform their academic and research duties correctly.
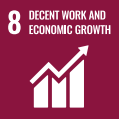
Vaccinations

Each autumn, the UB's medical service runs a vaccination campaign against the flu among UB staff, mainly for employees with conditions for which vaccination is advisable. In 2021, the UB has administered the flu vaccine to **934** individuals.

Vaccines against tetanus, hepatitis A and hepatitis B are especially important for some UB staff because of their jobs. While they are included on the calendar of systematic vaccinations, it is necessary at health exams to ensure that any employees with a higher potential risk have already received the vaccines and, if not, that they are administered the vaccines at once.

Attendance

The health service's main role of monitoring and check-ups is supplemented with primary care, when an employee requires it. This work is often not recorded, because it involves quick treatments or there is no associated documentation. In 2021, the health service has attended to **73** cases of various types.

For more information on health and safety at the UB, consult the OSSMA report on activity in 2021, which contains a section on social concerns featuring actions in the area (healthy habits, prevention, information, etc.).

Contribution to SDGs 3 and 8
The health and safety measures implemented at the UB (prevention of occupational risks, the UB's medical service, reports on biosecurity, etc.)…
Contribute to **SDG 3** broadly, because they protect the health and well-being of the university community.
Target 8.8 Protect labour rights and promote a safe and secure working environment.

UB HEALTHY UNIVERSITY

As an organization committed to the SDGs, the UB places a great deal of importance on both physical and emotional health (**SDG 3**). Through UB Healthy University, the institution sponsors actions to promote health in the fields of teaching, research and transfer, and to build partnerships and create networks to offer services, programmes and activities that seek to foster the health of students, PDI and PAS, and society at large.

The project's efforts can be divided into ones that require a long-term commitment, which therefore must be ongoing, and ones that are specific to a given time or academic year. Among the long-term commitments, there have been only **3** changes with respect to the activities listed in last year's report: efforts to strengthen joint work with the Torribera Campus on a variety of activities; work to raise awareness about addictions; and efforts to forge new partnerships.

The specific actions for 2021 are as follows:

- The UB has again run the course on emotional competences and healthy lifestyles, aimed at PAS, PDI and students (**90** participants in total), and the course entitled "En plenes facultats" (**53** participants), which is aimed only at students with the purpose of preventing addictions and encouraging safe sexuality.
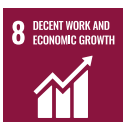
- The UB has again programmed the workshops on meditation and connecting with your breathing, but they have been delivered remotely because of the pandemic (**30** participants across two workshops).

- The UB has held the first edition of a course on reimagining your life, aimed at people nearing retirement (**10** participants).

- The UB has fostered the values of responsible consumption and solidarity, on one hand through tips posted on the website of UB Healthy University and, on the other, with short videos posted on social media, on the UB webpage, and also in staff and student newsletters.

- The UB has sent the survey on healthy habits prepared by the Catalan Healthy Universities Network (US.cat) to all UB groups (PDI, PAS and students).

- The Faculty of Economics and Business and the Faculty of Biology have run a pilot with a menu based on the planetary diet (fruit, vegetables and legumes), which is committed to proximity, seasonal produce, sustainable transport, zero plastic, the separation and correct treatment of waste, reduced consumption of electricity, water and gas, and food waste. During the week of the pilot, **60%** of the menus in the Faculty of Economics and Business and **4%** of the menus in the Faculty of Biology followed the planetary diet (the difference in the rate of success is due to the fact that it was a totally new offering in the Faculty of Economics and Business, but not in the Faculty of Biology).

- Catalonia's first Interuniversity Health Week, which garnered the participation of **6** of the **12** universities in the US.cat network, has taken place online.

Contribution to SDGs 3 and 8
The UB Healthy University...

3 GOOD HEALTH AND WELL-BEING	Contributes to **SDG 3** broadly, although it does not match any specific target.
8 DECENT WORK AND ECONOMIC GROWTH	**Target 8.8** Contributes to the fostering of a safe and secure working environment.

Fulfilment of objectives for 2021

- This year has seen the successful fulfilment of three of the four objectives originally set for 2020: distributing the survey on healthy habits among the university community; preparing 10 videos with healthy tips for dissemination on the UB's social media; and giving visibility during Health Week to all that it is done at the UB in relation to healthy habits. By contrast, even though the UB has signed agreements with the Government of Catalonia to award prizes for the best TFG and TFM on the promotion of health, no call for the prizes has yet been held.

- Although the envisaged communication plan has been prepared, the objective of beginning to apply it has yet to be met.

- As planned, Catalonia's first Interuniversity Health Week, which drew on the participation of other Catalan universities, has taken place online.

Objectives for 2022

- To issue a call for the first prizes for best TFG and TFM on the promotion of health.

- To prepare a report on the survey of healthy habits that has been administered at all Catalan universities.

- To organize various activities on emotional and mental health for the UB community.

UB SPORTS

The UB promotes physical activity through UB Sports, which has **3,170** users and **100,000 sq m** of facilities dedicated to the promotion of healthy habits and values. UB Sports also fosters a sense of belonging among the UB community and its promotion of physical activities goes hand in hand with a commitment to the promotion of a healthy university.

The Barcelona University Leagues, a fun interuniversity competition with **4** disciplines, did not take place as a result of the pandemic. However, the UB has been able to compete, albeit with difficulties, in the university championships of Catalonia and Spain, which draw the finest university athletes and have seen the UB achieve excellent results (most recently, **266** participants in the Catalan championships and **104** in the Spanish championships).

In addition, UB Sports has been able to organize the Unirun running competition for Catalan universities, which attracted more than **3,000** participants. A total of **865** participants were UB athletes, including **372** men and **493** women.

Tutoresport UB: a support programme for elite student athletes

The aim of the programme is to help elite student athletes at the UB to achieve a balance between their involvement in sports and their academic responsibilities, ensuring access, monitoring and completion of university studies.

In the academic year 2020-2021, the programme has helped **139** students (**69** men and **70** women).

Health promotion

- Health promotion among students through specific activities that earn ECTS credits (**905** students).

- The annual UB Seniors course for people over 55 years of age (**30** participants).

- Personalized advice on physical activity and health for the university community (**35** participants).

- Courses to promote healthy habits, offered jointly with Corporate Training:
  – How to have a physically active day [online] (**10** participants)
  – Activa't [Get active] (**20** participants)
  – Hypopressive exercises: Working the pelvic floor (**20** participants)

Contribution to SDG 3
UB Sports contributes to SDG 3 broadly, although it does not match any specific target.

Fulfilment of objectives for the academic year 2020-2021

- As planned, UB Sports has launched a digital platform on the UBtv channel.

- The UB has set up digital systems that help in taking active breaks during work hours, whether working on site or remotely (**60** people are part of the programme).

- UB Sports has added followers on social media, resulting in a growing number of students who are members.

- UB Sports has offered **2** courses to PAS on the promotion of health through physical activity (or if you include Corporate Training, **4** courses on the subject).

Objectives for the academic year 2021-2022

- To present the content on physical activity and health that appears on UBtv in order to publicize the channel among the university community.

- To create an active calendar on paper to promote active breaks at work and at home.

Objectives for the academic year 2022-2023

- To create a network of healthy itineraries on the UB's campuses, beginning with the Mundet Campus and the Bellvitge Campus.

- To promote and facilitate physical activity on the Mundet Campus.

Diversity

<table>
<tr><td>Goal CS5 of the UB's Agenda 2030</td></tr>
<tr><td>Diversity in the UB's governing bodies and among UB staff contributes to ensuring respect for diversity, equality of opportunity, and decent work for all UB groups.</td></tr>
</table>

DIVERSITY OF GOVERNING BODIES AND EMPLOYEES[21]

The table below compares the degree of diversity (by gender, age and functional diversity) in the UB groups that have the greatest decision-making power with the degree of diversity among UB staff as a whole. First, the Senate is compared with the whole workforce, because it is regarded as the most representative of all UB governing bodies. Second, the heads of PAS (who have the most decision-making power among PAS) are compared with all PAS employees. Lastly, the governing team[22] is compared with all PDI employees.

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21. The staff data refer to 31 December 2020. There is no link to the information furnished in the previous Report on Sustainability because an error has been detected in the information (for an explanation of the change at the time of HR information gathering, click here).

22. The governing team is included because the PDI on the governing team have the greatest decision-making power (but cannot be equated with the heads of PAS).

DIVERSITY OF UB WORKFORCE						
	SENATE*	**ALL STAFF (PDI AND PAS)**	**HEADS OF PAS**	**ALL PAS EMPLOYEES**	**GOVERNING TEAM****	**ALL PDI EMPLOYEES**
% of people under 30	2	10.85	0	10.43	0	11.01
% of people between the ages of 30 and 50	19.50	43.99	23.53	39.92	30.77	45.49
% of people over 50	78.50	45.15	76.47	49.64	69.23	43.50
% men	54.50	47.86	70.59	36.53	66.67	52.02
% women	45.50	52.14	29.41	63.47	33.33	47.98
% people with disabilities	0.50	1.35	0.00	2.76	2.56	0.83

 * The figures do not include the student representatives on the Senate, because the aim of the table
  is to compare the composition of employees with the greatest decision-making power to the composition
  of all employees.

** Rector, vice-rectors, rector's delegates, general secretary and Head of Cabinet at the Rector's Office.

Source: Organization and Human Resources.

The data clearly show that women are under-represented. Also, leading decision-makers (Senate representatives, heads of PAS and members of the governing team) are much older.

Contribution to SDGs 10 and 16

The diversity of people with the greatest decision-making power at the UB...

10 REDUCED INEQUALITIES

Targets 10.2 and 10.3 Empowers and promotes the social, economic and political inclusion of all, ensuring equality of opportunity.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Target 16.7 Ensures the adoption of inclusive, participatory and representative decisions. However, work remains to be done toward fully achieving the target.

PAS AND PDI WHO NOTIFIED THE UB OF THEIR FUNCTIONAL DIVERSITY IN 2021

	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	4	2	0	1	2	0	6	3
30-50 years old	13	17	1	0	6	7	20	24
51-60 years old	13	17	1	0	6	7	20	24
>60 years old	9	8	1	1	1	4	11	13
Total by gender and degree of functional diversity	39	44	3	2	15	18	57	64
Total	**83**		**5**		**33**		**121**	

Source: Organization and Human Resources.

In 2021, **121** staff members have notified the UB of their disability. Most of them (**68.60%**) indicated that their disability is between 33% and 64%.

<table>
<tr><td colspan="2" align="center">**Contribution to SDG 10**</td></tr>
<tr><td colspan="2">The presence of PAS and PDI with functional diversity...</td></tr>
<tr><td>**10** REDUCED INEQUALITIES</td><td>**Target 10.2** Contributes to empowering and promoting the social and economic inclusion of all.

Target 10.3 Helps to ensure equal opportunity.</td></tr>
</table>

REMUNERATION OF MALE AND FEMALE STAFF AND GLASS CEILINGS

The table below shows the remuneration for different employment categories of PAS and PDI in descending order. The information is accompanied by the number of women and men and the percentage of women in each category. As a result, the table helps to identify whether there may be glass ceilings, that is, whether there is a lower percentage of women in the highest-paid employment categories. Categories are ordered according to the gross annual salary of full-time employees (active at 31 December 2021 and for the whole of 2021). Remuneration linked to seniority or teaching/research merits is not included.

ADMINISTRATIVE AND SERVICE STAFF (PAS)

CATEGORY	REMUNERATION BY PAY BANDS (EUROS)	MEN	WOMEN	% WOMEN
General Manager	More than 100,000	0	1	100.00
Directors of area	More than 100,000	0	1	100.00
Directors of area	Between 90,001.00 and 100,000.00	1	0	0.00
Directors of area	Between 80,001.00 and 90,000.00	5	3	37.50
Directors of area	Between 70,001.00 and 80,000.00	5	2	28.57
Statutory PAS	Between 70,001.00 and 80,000.00	1	1	50.00
Statutory PAS	Between 60,001.00 and 70,000.00	0	3	100.00
Directors of area	Between 60,001.00 and 70,000.00	0	3	100.00
Non-statutory PAS	Between 60,001.00 and 70,000.00	0	1	100.00
Non-statutory PAS	Between 50,001.00 and 60,000.00	2	7	77.78
Statutory PAS	Between 50,001.00 and 60,000.00	5	24	82.76
Statutory PAS	Between 40,001.00 and 50,000.00	13	31	70.45
Non-statutory PAS	Between 40,001.00 and 50,000.00	40	25	38.46
Non-statutory PAS	Between 30,001.00 and 40,000.00	200	210	51.22
Statutory PAS	Between 30,001.00 and 40,000.00	51	179	77.83
Statutory PAS	Between 21,000.00 and 30,000.00	174	603	77.61
Non-statutory PAS	Between 21,000.00 and 30,000.00	293	310	51.41

Source: Organization and Human Resources.

TEACHING AND RESEARCH STAFF (PDI)

CATEGORY	REMUNERATION (EUROS)	MEN	WOMEN	% WOMEN
Statutory full professor	47,592.36	310	143	31.57
Non-statutory full professor	47,133.68	49	29	37.18
University full professor	38,688.32	285	336	54.11
Senior lecturer	37,819.52	354	302	46.04
Full university school professor	37,819.52	3	5	62.50
Foreign adjunct lecturer	37,819.52	1	0	0.00
Assistant lecturer	35,068.62	186	200	51.81
University school senior lecturer	33,349.32	35	37	51.39
Collaborating lecturer on an open-ended contract (doctor)	32,052.74	16	26	61.90
Collaborating lecturer on an open-ended contract	29,638.86	5	8	61.54
SECTI postdoctoral research (own R&D&I)	26,866.00	9	14	60.87
Trainee research staff grants (APIF)	17,035.01	62	62	50.00

Source: Organization and Human Resources.

As the tables show, men continue to enjoy a notably greater presence in the highest-paid posts within PDI. As a result, it is necessary to continue working toward the achievement of equality. In the case of PAS, however, the tendency is not so clearly observable.

Responsibility to students

Cost of studies, grants and financial aid

COST OF STUDIES

It is important to bear in mind that the fees on university credits are fixed in the <u>decree on prices</u> approved by the Government of Catalonia.

TUITION FEES	2017-2018	2018-2019	2019-2020	2020-2021
Average price per credit for bachelor's degrees	€33.52	€33.52	€33.52	€23.47
Average price per credit for university master's degrees*	€43.98	€43.98	€43.98	€37.47

* The price that appears in the first three master's degree 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. In the academic year 2020-2021, given the fall in prices, the UB has not applied the discount.

Source: Office of the Vice-Rector for Students

GRANTS AND FINANCIAL AID

Goals CS4 and CS6 of the UB's Agenda 2030
The grants and financial aid available to UB students, the bkUB programme to ensure nobody is forced to abandon university studies on financial grounds, and the Connecta UB programme to ensure equality of opportunity to all students contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**), and guarantee equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**).

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

	2017-2018		2018-2019		2019-2020		2020-2021	
	NUMBER	TOTAL VALUE (€)	NUMBER	TOTAL VALUE (€)	NUMBER	AMOUNT (€)	NUMBER	TOTAL VALUE (€)
Grants awarded								
General grants	11,869	28,684,816	11,660	27,899,919	11,369	26,963,815.68	11,661	30,088,156
Departmental collaboration	114	228,000	116	232,000	114	228,000	114	228,000
Collaboration with UB services	482	1,948,476	551	1,981,438	521	1,936,491	612	2,684,825
Collaboration with UB faculties/schools	286	790,241	209	646,489	273	720,556	117	356,585
Grants awarded								
DRAC programme	16	3,820	23	5,778	9	3,003	–	–
Mobility programme	465	110,600	465	110,600	555	220,600	465	176,900
Ibero-America grants (Banco Santander)	29	87,000	29	87,000	29	87,000	9	27,000
Grants for Els Juliols courses	30	2,235	30	2,235	–	–	–	–
bkUB programme	461	–	361	–	336	152,905	427	123,296
Master+ UB grants	–	–	–	–	38	145,118	–*	–
Connecta UB grants	–	–	–	–	317	–	228	–
Santander Progreso grants	–	–	–	–	31	31,000	23	23,000
Equity grants	7,943	–	10,356	–	10,484	–	10,086	–

* In the area of collaboration grants with UB services and units, a new Master+ UB programme has been introduced to attract talent and foster the vocational pursuit of scientific enquiry in the UB's research groups: **29** grants were awarded, with a total value of **96,622** euros.

Source: UB Report on the academic years 2020-2021, 2019-2020, 2018-2019, 2018-2017.

Out of these grants, the bkUB programme for UB students encompasses a series of measures aimed at ensuring that financial difficulties do not prevent anyone from studying at the institution. Within the framework of the programme, over **13,000** bachelor's degree students took advantage of flexible payment options and **427** grants were awarded.

BKUB PROGRAMME: GRANTS AWARDED BY TYPE				
	2017-2018	**2018-2019***	**2019-2020**	**2020-2021**
Study grants for extraordinary circumstances	47	23	57	86
Grants to cover surcharge for repeated subjects	99	106	147	136
University master's degree grants	–	24	27	9
Foreign-language study grants	295	172	105	196
Equitat grant supplement	20	36	–	–
Total	**461**	**361**	**336**	**427**

Source: UB Report on the academic years 2020-2021, 2019-2020, 2018-2019, 2018-2017.

Also important to note is the consolidation of the institution's own Connecta UB grants, which were instigated during the pandemic to ensure equality of opportunity to all students through three kinds of assistance that sought to mitigate the digital divide: a) temporary loan of a laptop; b) access to a basic internet connection; and c) both the temporary loan of a laptop and access to a basic internet connection. In the academic year 2020-2021, the Connecta UB programme has held two calls, which drew a total of **261** applications. Of these, **228** grants were awarded for a total value of **6,630** euros.

Contribution to SDG 10
Targets 10.2, 10.3 and 10.4 The bkUB programme, which was created to prevent anyone from being excluded from the UB on financial grounds, and the Connecta UB programme, by ensuring equality of opportunity during the pandemic, empower and promote social and economic inclusion, and guarantee equality of opportunity. They are social protection policies that progressively achieve greater equality.

Students with special educational needs

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Goals CS4, CS5, CS6 and CS8 of the UB's Agenda 2030

Reserving places in university master's degrees for students with functional diversity; initiatives to help students with special educational needs to cope with daily life at the UB; and other support programmes and activities for students (such as the collaboration agreement with the Fundació Gresol Projecte Home, and the grant and placements programme involving the ONCE Foundation, CRUE and PSAU) contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**); guarantee respect for diversity, equality of opportunity and decent work for all groups at the UB (**CS5**), and ensure equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**). Also, providing telephone support for emotional well-being promotes emotional well-being in the UB community (**CS8**).

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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[23]

	STUDENTS WITH A CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL NEEDS BUT WITHOUT A CERTIFICATE OF DISABILITY	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	260	361	113	213
Master's degree/postgraduate studies	44	57	6	15
Doctoral studies	19	25	2	0
Total	**323**	**443**	**121**	**228**
	766		**349**	

Source: SAE.

The UB meets the requirement to reserve **5%** of places in bachelor's degrees for students with a recognized level of disability equal to or greater than 33% as established by Article 18.6 of Royal Decree 822/2021, which governs the organization of university education and the quality assurance procedure. The UB also complies with Organic Law 4/2007, which establishes that students with a disability equal to or greater than 33% are exempt from the payment of public fees and prices in studies leading to the attainment of a university degree.

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:

Fem Via

Aimed at students with a certificate of disability equal to or greater than 33% who need support for their academic activity.

Avança

Aimed at students without a certificate of disability, but with special educational needs that have been medically accredited.

– Organization or participation in training, campaigns, studies, workshops, etc. on students' special needs in order to raise awareness and promote best practices in the university community and society at large.
– Hands-on, personalized attention: advice on special resources and procedures; proposals for adaptations or adjustments; provision of resources such as equipment and applications to improve the autonomy of students with special educational needs; Meetup UB activity to support students on the autism spectrum; support classmates, and sign-language interpreters.
– Promotion of the employability of students with special educational needs in collaboration with entities working in the area of employability.
– Promotion of physical and digital accessibility.

23. The difference between students with or without a certificate of disability is important, because the tally of the former is much more reliable than the tally of the latter, who are only counted when they turn to the SAE for assistance.

Contribution to SDGs 4, 8 and 10

Target 4.5 The measures and assistance aimed at students with special educational needs help to ensure equal access to education for people with disabilities.

Target 8.5 The training and hiring of people with disabilities helps them to gain employment and ensures decent work.

Target 10.2 Providing assistance to students with special educational needs contributes to empowering the social inclusion of all, irrespective of their conditions or circumstances.

SPECIFIC PROGRAMMES AIMED AT HIGH-ACHIEVING STUDENTS

A description of the SAE policy intended to address the needs of high-achieving students appears in the Report on Sustainability 2019-2020. Nonetheless, it is interesting to note that most of the accredited high-achieving students who have been helped during the academic year also face other circumstances that require special support. As a result, there is a record of only one case for which actions have been taken predominantly because of a diagnosis related to high-achievement.

OTHER STUDENT SUPPORT PROGRAMMES AND ACTIVITIES[24]

In addition to the previously mentioned programmes, other student support actions have been carried out in the academic year 2020-2021. They are described below.

Outbound and inbound academic placement programmes

The programmes facilitate both the admission of students from other academic institutions who want to do placements at the UB and the management of external academic placements by UB students.

Connecta UB grant programme

Owing to the obligation of all students to comply with long-term lockdowns at home and in order to facilitate equality of opportunity, the UB created the Connecta UB programme, which ensures internet connectivity and the temporary loan of laptops for students in financial difficulty. The 3 types of grants provide for the temporary loan of a laptop, or access to a basic internet connection (40 Gb monthly), or both at once. During the academic year, a total of **195** lent laptops and **33** SIM cards have been provided to **228** students.

Collaboration agreement with Fundació Gresol Projecte Home

The agreement seeks to bring the NGO Projecte Home closer to the UB. The NGO focuses on the prevention and treatment of drug dependency. To this end, it organizes an annual awareness day (**173** people attended online in the academic year 2020-2021), fosters volunteerism, provides guidance and treatment to any UB students who seek it, organizes scheduled tours of Projecte Home, and collaborates in UB research projects related to drug dependency.

Collaboration in the dissemination of materials for the Promotion and Social Development Association

All UB faculties have received graphic material on the El teu punt programme, which is aimed at encouraging processes of critical reflection on addictive behaviours and fostering preventive messages among peers.

Social Policy and University Admission (PSAU) programme

In operation since the academic year 2011-2012, PSAU is a volunteer programme that promotes university admission among traditionally excluded groups. Since its inception, it has given support to over 100 upper-secondary school students from highly complex environments. In the academic year 2020-2021, **13** students from UB bachelor's degrees have mentored **13** young people in pursuit of university admission.* As part of the programme, university students also give talks to first-year students in upper-secondary school to impress upon them the importance of further education, either at university or in other forms of training (**50** students have attended).

Grant and placements programme of the ONCE Foundation and CRUE

The programme enables university students with a disability to complete external academic placements (both in and outside the curriculum) in order to improve their employability. During the academic year 2020-2021, **2** participating students have completed placements for **3** months.

Second and Upper-Secondary School Debating League

The league promotes students' abilities to use words to defend a position on a current issue in competitive debates against other teams. During the academic year, the competition addressed the question "Is global economic growth compatible with respect for the environment?" A total of **24** schools took part.

Odisseu Programme for external academic work placements in rural organizations in Catalonia

The programme is promoted by Catalonia's Directorate-General for Youth and the Secretariat for Universities and Research to incentivize university students to undertake stays in rural environments. The aim is to promote business competitiveness and encourage young people to return to rural areas and settle there. In the present academic year, **24** UB students have taken part.

The Office of the Vice-Rector for Students and Participation has enabled a support telephone for the emotional well-being of students. It is managed by the UB's Psychology Clinic and it is operational from 5 am to 5 pm.

* The PSAU is a programme of the UB's Faculty of Education, but tutored students are also admitted to other universities.

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24. Nearly all of the programmes are run or participated in by SAE. The two exceptions are the PSAU, which is run by the Faculty of Education in conjunction with the UB Solidarity Foundation, and the student support telephone, which has been implemented by the Office of the Vice-Rector for Students and Participation.

Contribution to SDG 3
3 GOOD HEALTH AND WELL-BEING **Target 3.5** The UB's collaboration agreement with the Fundació Gresol Projecte Home contributes to strengthening the prevention and treatment of substance abuse and addiction.

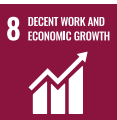| Contribution to SDGs 4, 8 and 10 |
|---|
| The grant and work placement programme of Fundación ONCE and CRUE... |
| **4 QUALITY EDUCATION** **Target 4.5** Helps people with disabilities to gain access to higher education. |
| **10 REDUCED INEQUALITIES** **Target 10.2** Empowers the social inclusion of all, irrespective of their conditions or circumstances. |
| The training and hiring of people with disabilities... |
| **8 DECENT WORK AND ECONOMIC GROWTH** **Target 8.5** Helps them to achieve employment and ensures decent work. |

Contribution to SDG 10
10 REDUCED INEQUALITIES **Targets 10.2 and 10.3** The PSAU programme promotes social and economic inclusion and helps to ensure equality of opportunity. It is therefore a policy aimed at attaining greater equality.

Contribution to SDG 3

 The support telephone for the emotional well-being of students contributes to **SDG 3** broadly, since it contributes to psychological health.

Fulfilment of objectives for the academic year 2020-2021

- The UB has signed the anticipated collaboration agreement with the Roure Foundation. It will remain in effect for **4** years.

- The UB has given support to students with hearing impairments who have faced difficulties in accessing information because of the pandemic, including:
  - Distributing **212** transparent face masks for lip reading among teaching staff and any other actors involved in the in-person training of students who need access to information communicated on faces and lips.
  - Adding the following item to the inventory of SAE products (i.e. to the catalogue of support elements available on loan to students): **1** new Bluetooth FM system to enhance hearing with headphones, which is an addition to the **6** FM telecoil systems and **2** adapted stethoscopes already available.
  - Ongoing sign language interpreting services through an external organization. In the current academic year, **5** students have made use of the services, which have been adapted to online teaching (remote classes, presentations on PowerPoint with sound, etc.). In total, **1,567** hours of interpreting have been invoiced.

Equality[25]

Goal CS9 of the UB's Agenda 2030

The Equality Unit, the Third Equality Plan, the protocol against sexual harassment and the *Guide to Mainstreaming Gender in Course Plans and Subjects at the UB* contribute through active programmes to educate and raise awareness among the university community and society at large in relation to equal opportunities for women and men and in opposition to sexist violence.
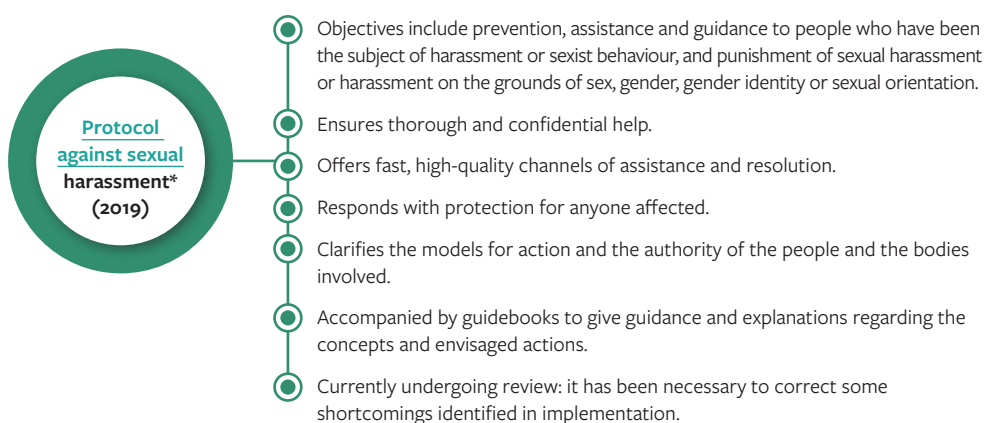
The *UB unit dedicated to gender equality* works together with the delegate equality committee of the Governing Council and the equality committees in the UB's faculties to promote, coordinate and implement the gender perspective in all activities carried out by the UB in order to achieve equality between men and women in the UB community. To attain this goal, the UB has 2 tools:

Third Equality Plan of the UB (2020)

- Validity of 4 years.

- Envisages the existence of a monitoring committee, which shall prepare an annual report on the implementation of the plan.

- Has 7 key areas of focus, which bring together issues that require direct action and cover the whole range of matters in which the gender perspective needs to be applied.

- Was shared with all members of the UB community to elicit their input.

- The first part of the third key area of focus (equality at work) is still under negotiation in a committee. The content of the resulting agreement will go automatically into the plan.

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25. Even though the Equality Unit appears in the section *Responsibility to Students*, UB employees can also make use of its services.

Protocol against sexual harassment* (2019)

- Objectives include prevention, assistance and guidance to people who have been the subject of harassment or sexist behaviour, and punishment of sexual harassment or harassment on the grounds of sex, gender, gender identity or sexual orientation.
- Ensures thorough and confidential help.
- Offers fast, high-quality channels of assistance and resolution.
- Responds with protection for anyone affected.
- Clarifies the models for action and the authority of the people and the bodies involved.
- Accompanied by guidebooks to give guidance and explanations regarding the concepts and envisaged actions.
- Currently undergoing review: it has been necessary to correct some shortcomings identified in implementation.

* The full official name is Protocol of the University of Barcelona for preventing, detecting and taking action on situations of sexual harassment or harassment on the grounds of sex, gender identity or sexual orientation, or any other sexist or anti-LGBTQIA+ conduct.

In the academic year 2020-2021, work has begun on the Third Equality Plan, which is also linked to other noteworthy steps, including:

- Publication of the *Guide to Mainstreaming Gender in Course Plans and Subjects at the UB*, which has been disseminated among staff in the faculties in charge of the material. The guide has also been accompanied with training activities and the inclusion on the website of the Equality Unit of a section laying out resources for teaching with a gender perspective.

- Administration of a survey to all UB teaching staff (**405** members of the teaching staff have responded) in order to conduct a diagnosis of the teaching situation in relation to gender equality and the degree of implementation of the measures in the guide mentioned above.

- Ongoing campaign to rename UB classrooms after distinguished women in order to raise the visibility of UB women and ensure that the university environment much more closely reflects the reality of knowledge generation and sharing.

- Placement of four boxes for gender identity in the UB's sociodemographic data, as approved by the Governing Council: "Woman", "Man", "Non-binary" and "Blank".

In addition, the Equality Unit has worked with IDP-ICE, SAE and Corporate Training to develop courses and projects with funding provided through the Spanish national pact against gender-based violence. Prominent examples include the call for the Ana Mendieta Prize for the best art projects with a gender perspective and in opposition to gender-based violence, and the organization of courses to present the protocol against sexual harassment and to educate and sensitize the university community on the prevention of sexist violence.

In addition, the UB has held the third call for the Clara Campoamor and Rosalind Franklin prizes for best TFG and TFM, respectively, with a gender perspective, and the institution has organized events to commemorate a variety of important dates, such as the International Day for the Elimination of Violence against Women and International Women's Day.

Lastly, the Equality Unit has also given support to transgender people with a procedure, approved by the Governing Council, that enables them to input their chosen name into the system (there have been **14** name change requests in 2021), and it has taken part in a host of national and international networks to exchange information on the subject.

Contribution to SDGs 5, 8 and 10

The Equality Unit, the Equality Plan and the protocol against sexual harassment...

5 GENDER EQUALITY

Target 5.1 Collaborate to end all forms of discrimination against women.

8 DECENT WORK AND ECONOMIC GROWTH

Target 8.8 Foster a safe and secure working environment.

10 REDUCED INEQUALITIES

Target 10.2 Promote social inclusion.

Fulfilment of the objective for the academic year 2020-2021

- The target has been met with the awarding of the Antoni M. Badia i Margarit Prizes, which include recognition of the best thesis with a gender perspective written in Catalan.

Objectives for the academic year 2021-2022

- To reach consensus on the third key area of focus in the Third Equality Plan, which as noted earlier refers to equality at work and is now under negotiation.

- To prepare a specific protocol against "LGBTI-phobia" or improve the current one in order to set out the actions needed to prevent and eliminate LGBTI-phobic behaviours and to include elements of intersectionality.

- To overhaul the website of the Equality Unit completely.

- To create specific working groups on:
  – Caregiving, menstrual poverty and intersectionality
  – Spanish State Pact against Gender-based Violence
  – LGBTQI+

- To set up the monitoring committee envisaged in the Third Equality Plan.

Ombuds Office[26]

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.

Queries received and cases addressed

CASES ADDRESSED*	2017-2018	2018-2019	2019-2020	2020-2021**
Total number of cases	161	127	110	142
% Cases resolved	94.41	89	90	98
% Pdi	11.18	14.17	17.27	10.64
% Pas	17.39	8.66	2.73	7.09
% Students	52.17	72.44	66.36	74.47
% Other	19.25	4.72	13.64	7.80
% Women	57.76	56.69	55.45	42.55
% Men	40.37	40.16	37.27	47.52
% Group cases	2.48	3.15	7.27	9.93

 * Any group cases are only categorized by gender if all of the people involved are of the same gender. Similarly the cases are only categorized by group (PDI, PAS or students) if all of the people involved belong to the same group.

** One of the cases has been opened in response to an anonymous request; therefore, the percentage by group and gender has been calculated out of a total of **141**.

Source: OCI based on data from the UB Ombuds Office.

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26. Even though the UB's Ombuds Office appears in the section *Responsibility to Students*, UB employees can also make use of its services.

Of the **142** total cases, the Ombuds Office has referred **45** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In **37** of the cases addressed, the Ombuds Office ruled in favour of the individual filing the complaint.

Types of dispute

Evolution of cases by subject area
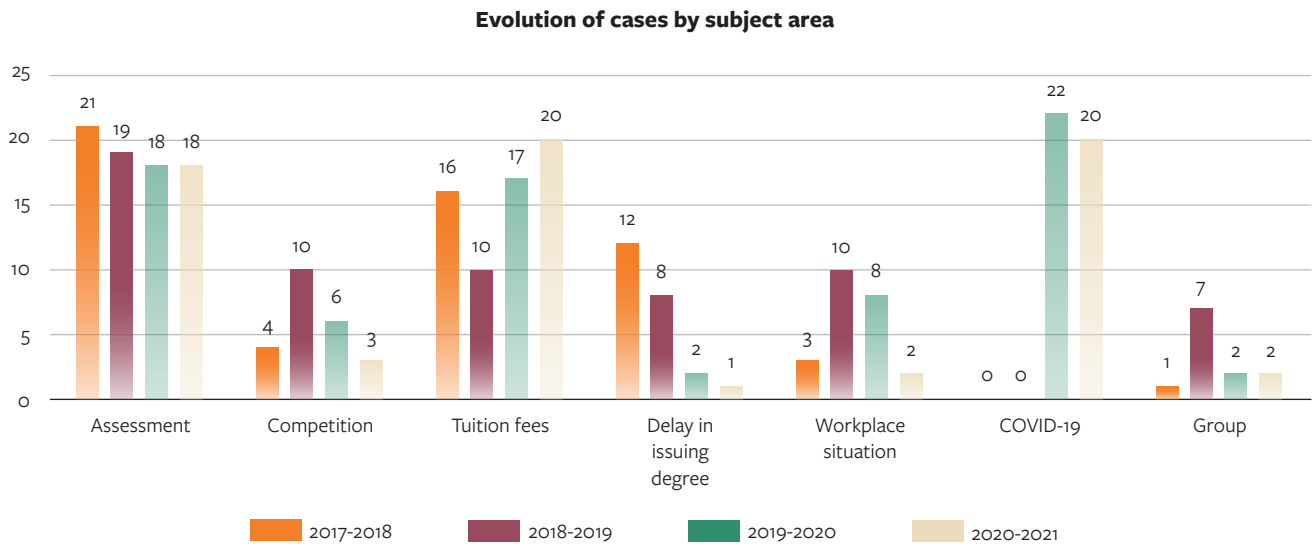
Source: Ombuds Office.

During the academic year 2020-2021, the most prominent issues have related to the pandemic (**20**), tuition fees (**20**) and assessment (**18**).

Contribution to SDG 16

Target 16.6 The UB's Ombuds Office seeks to protect the rights and freedoms of students, PDI and PAS, contributing to the development of a more effective, accountable and transparent university at all levels.

Fulfilment of the objective for the academic year 2020-2021

- The UB has met the target of publicizing the Ombuds Office among the UB community through the distribution of an informational poster to all faculties and centres. The UB has also produced an animated version of the poster for future dissemination on social media.

Objective for the academic year 2022-2023

- To pay visits to UB centres during teaching periods in order to make the Ombuds Office better known to the university community and offer an opportunity to raise queries and make complaints on the spot.

Responsibility to our surroundings

University impact on the local area

The University of Barcelona has **6** campuses and **10** affiliated centres located in the city of Barcelona and its environs.

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

In addition, the UB runs a variety of programmes that have an impact on the surrounding area beyond the university community. For example, the UB offers cultural activities that are open to the public, runs a Social Policy and University Admission (PSAU) programme, puts on the activities of the "La UB divulga" programme, engages in many programmes through the UB Solidarity Foundation, and conducts activities in the context of the UB Healthy University.

Contribution to SDG 11
11 SUSTAINABLE CITIES AND COMMUNITIES **Target 11.1** By opening the UB's libraries and sports facilities to the public, the institution is collaborating to ensure access for all to adequate, safe and affordable basic services.

INFRASTRUCTURE

UB INFRASTRUCTURE	
Faculties	16
Affiliated centres	10
Departments	60
The UB Library	16
Surface area	677,787 sq m
UB research institutes	16
Halls and residence and other university accommodation	4

Source: *UB Report on the academic year 2020-2021*.

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2017-2018	2018-2019	2019-2020	2020-2021
Places offered by the UB	836	836	1,331	1,227
Places filled	818	812	922	731
Occupancy (%)	97.85	97.13	69.27	59.58

Source: Common Services and UB Group.

With respect to the overall occupancy rate (**59.58%**), it is important to note the striking difference between the **3** residence halls managed directly by the UB (Sant Jordi, Penyafort-Montserrat and Ramon Llull), which have an occupancy rate of **92.10%** on average, and the Dolors Aleu residence hall, whose management was awarded to a private company as a concession. The occupancy rate of the Dolors Aleu residence hall is only **13.07%**.

ASSETS (IN EUROS)	2018	2019	2020	2021*
Income from sales	0	1,500.00	4,132.24	0
Spending on acquisitions	9,902,350.19	8,951,504.54	12,125,272.00	11,643,618.55

* Provisional data at 19 April 2022.

Source: Finance.

In addition to spending on the acquisition of assets, there has also been an expenditure of **12,471,901.60** euros on the maintenance and modernization of UB infrastructure in 2021.

Objective for the academic year 2023-2024

- To open a new hall of residence for students on the Bellvitge Health Sciences Campus, on land that has been transferred to the UB as a public concession by the municipal government of L'Hospitalet de Llobregat.

The University as an opinion and debate-generating space

Goal CS9 of the UB's Agenda 2030
The cycle of UB Debates: Feminism(s) educates and sensitizes the university community and society in general on the equality between women and men and against sexist violence.

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

UB EXPERT GUIDE

The UB Expert Guide has been described in an earlier section of the present report.

UB DEBATES

The academic year 2020-2021 saw the conclusion of the UB Debates, which began in 2018 as a series of debates addressing current issues. In the first edition, the series involved **3** debates on the subject of Catalonia and Spain. In the second edition, the series involved another **3** debates, this time on feminism(s). Indeed, the last two events in the series on feminism(s), which took place at the start of the academic year 2020-2021, bore the titles "What does it mean to be a feminist? Past legacies and future challenges" and "Types of violence against women". Both debates were streamed live on the UB's YouTube channel.

ATENEU UB

The Ateneu UB, which was created in 2020, is a place for reflection, debate and the organization of diverse events and activities that enable retired members of the teaching faculty to re-

main part of the UB. As a result, the Ateneu UB represents an asset not only for the university community but for the public at large.

As a result of the pandemic, it has been necessary to reorganize and offer lectures online. All activities conducted throughout 2021 can be found at the following address.

Contribution to SDG 5
Target 5.1 The UB Debate series on feminism(s) contributes to ending all forms of discrimination against women.

Contribution to SDG 10
Target 10.2 The Ateneu UB empowers and promotes the social inclusion of everyone, regardless of age.

Fulfilment of the objective for the academic year 2020-2021

- As planned, the UB has published **3 books** that bring together the contributions from the sessions in the initial UB Debates on Catalonia and Spain.

Solidarity

Goals CS1, CS2, CS3 and CS4 of the UB's Agenda 2030

Through its activities, the UB Solidarity Foundation contributes to the promotion and expansion of international cooperation towards the achievement of the SDGs (**CS1**); promotes education and increased awareness of sustainability, human rights, the culture of peace and global citizenship among the university community and society at large (**CS2**); facilitates the safe, orderly migration of people who are forced to flee their countries, seek asylum or face similar situations (**CS3**), and contributes to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**).

The UB Solidarity Foundation promotes solidarity and social action at the national and international levels. Its activities in 2021 have been organized into **4** chief areas of work, which are set out in detail below.[27]

Education projects for peace and global citizenship

- "Pandemic, migrations and climate change"
- Research for global citizenship: programme to support research projects in upper-secondary schools
- Various workshops in schools
- Sixteenth Research Prize in Peace for upper-secondary school research projects
- Second Annual Prize for Posters on Sustainability and Human Rights
- Workshops on Comics for Human Rights and Global Citizenship at L'Hospitalet de Llobregat and Garraf
- Projecte Prometeus
- AI in debates on the digital platform for citizen participation "Decidim Barcelona"

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27. For more detailed information about projects, consult the report on activities in 2021.

Projects to promote and defend human rights, democratic memory and a culture of peace

- UB support programme for refugees and people fleeing conflict zones
- "University-led transformation: education, research and accion for global justice"
- Collaboration agreement with the municipal government of Viladecans to give support for sheltering refugees and people fleeing conflict zones
- UNI(di)VERSITY: socially responsible universities for inclusive societies in the era of migration
- Include Me: inclusion through mediation
- SMILE (Social Meaning Impact through Lifelong Learning Universities in Europe)
- COMMUNITY: promoting social integration between refugees and their host communities through physical activities and sports
- WAHDA: strengthening Tunisian civil society in order to safeguard civil and political rights, promote social cohesion, make progress in managing the Covid-19 crisis, and improve the country's political transition and the region's stability
- Observatory on Human Rights and Conflicts
- European Observatory on Memories (EUROM)
- Shared development of projects on the topic of democratic memory in Barcelona

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Contribution to SDGs 4 and 10

The UB's support programme for refugees and people fleeing conflict zones…

4 QUALITY EDUCATION

Target 4.5 Helps to ensure equal access to university education for the vulnerable.

10 REDUCED INEQUALITIES

Targets 10.2 and 10.3 To empower and promote social and economic inclusion, and to help to ensure equal opportunities and reduce inequalities.

Projects on development cooperation and university training on development cooperation

- Edible Cities Network Integrating Edible City Solutions for socially resilient and sustainably productive cities
- Contribution to the durable management of water resources in (Senegal) [second phase]
- INOWASIA - Development of innovative multilevel training programmes for new water professionals in South East Asia
- Implementation of the peace accords in Colombia: for a genuine, stable, lasting peace
- Training projects in development cooperation
- Integrated assessment of existing practices and development of pathways for the effective integration of nature-based water treatment in urban areas in Sri Lanka, the Philippines and Vietnam
- Cooperatives of Palestinian women: empowerment, impact, innovation and the fight against climate change
- Thinking the Europe of the present to build the Europe of the future

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Contribution to SDG 1

1 NO POVERTY

Target 1.a The development cooperation projects of the UB Solidarity Foundation help to provide adequate means for developing countries to implement programmes and policies to end poverty.

Social action projects
- Social and educational intervention in the northern part of the Nou Barris district
- Tardor Solidària (Autumn for Solidarity)

Contribution to SDGs 10 and 11

10 REDUCED INEQUALITIES

Targets 10.2 and 10.3 The social action projects of the UB Solidarity Foundation help to empower and promote social and economic inclusion, ensure equal opportunities and reduce inequalities.

11 SUSTAINABLE CITIES AND COMMUNITIES

Target 11.1 The social and educational intervention in the northern part of the Nou Barris district contributes to ensuring access to adequate, safe and affordable housing and basic services to improve the neighbourhood.

Contribution to SDGs 4 and 17

Many UB Solidarity Foundation projects and initiatives...

4 QUALITY EDUCATION

Target 4.7 Involve training on human rights, the promotion of a culture of peace and non-violence, and an appreciation of cultural diversity, which contributes to learners acquiring the knowledge and skills needed to promote sustainable development.

17 PARTNERSHIPS FOR THE GOALS

Target 17.16 Involve cooperation with a wide range of associations, entities, etc., which enhances the global partnership for sustainable development.

Culture

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Goal CS10 of the UB's Agenda 2030

The activities of the Office of the Vice-Rector for Heritage and Cultural Activities that are described below contribute to the protection and safeguarding of the cultural and natural heritage of the UB's environment.

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The Office of the Vice-Rector for Heritage and Cultural Activities has continued to pursue a policy of revitalizing and disseminating the UB's cultural heritage, taking part in a wide range of cultural activities either in an organizational capacity or in collaboration with others. The vast majority of these activities are free and open to the general public. The pandemic, however, has halted or limited a number of activities, such as the 33rd Season of Music, which was cut in half in the academic year 2019-2020: in the end, only **8** of the original **18** scheduled performances could be held.

Cultural activities

- The UB has resumed its Tenth Contemporary Dance Season under the title "Body, movement and space" where the performances of dancers in three different spaces of the Historic Building have been streamed online.

- The opening ceremony for the academic year 2020-2021 featured a video of the UB Orchestra together Schola Cantorum Universitaria Barcinonensis and the UB Choir performing musical pieces recorded during the previous academic year.

- A number of exhibitions have been put on display at the El Carme Cultural Centre in Badalona, "including malentès", "Forjadors de la festa" and "HerbArt, botany and artistic creation".

- The Fifth Vives Forum on cultural management at universities has taken place, including a presentation version of the *Charter for Universities and Culture*.*

- The 36th edition of the Ferran Soldevila Prizes has been held in the Ferran Soldevila Gardens of the Historic thanks to the organization of the Foundation of the Congress of Catalan Culture.

- The UB has collaborated on different initiatives launched to commemorate the writer Montserrat Roig.

- The UB has posted some sixty news items on the website Soc cultura about exhibitions, concerts, guided tours and other cultural activities.

* This letter defines the policies necessary to consolidate university activity in the field of Culture and Heritage.

In addition, the Office of the Vice-Rector for Heritage and Cultural Activities has carried out a variety of activities related to conservation, analysis and dissemination of the UB's heritage.

Activities linked to the UB's heritage

- The UB has published a book on the Vallmitjana brothers entitled *Els Vallmitjana i l'escultura moderna* which is a collection of results from scientific gatherings dedicated to the sculptors.
- The members of the committee responsible for the comprehensive management of the Ferran Soldevila the Historic Building have begun work to define the guidelines that will ensure a sustainable use of botanical gardens and promote their use among the general public.
- The UB has carried out restoration and preventive conservation on various elements of the UB's heritage.
- The UB has initiated a recovery plan for the Historic Building's clock tower in order to shore up the structure
- As a first step, the UB has published the cataloguing plan for its heritage collections and the website Virtual Museum, which now has **2** updated collections and **4** new ones.

Contribution to SDG 11
11 SUSTAINABLE CITIES AND COMMUNITIES **Target 11.4** The cultural promotion and conservation activities carried out by the Office of the Vice-Rector for Arts, Culture and Heritage help to preserve and safeguard cultural heritage.

Fulfilment of objectives for the academic year 2020-2021

- The UB has not been able to develop a new partnership with collaborating musical groups because of the difficulties of turning the UB Choir into an association.
- The new catalogue system for the UB's heritage collections has been operational since December 2020.
- The updated website of the UB's Virtual Museum has been operational since December 2020.
- The UB's catalogue of paintings has been updated in a volume that will appear on paper in 2022.
- It has not been possible to meet the target of permitting access to the clock tower of the Historic Building: restoration has begun, but it is yet to be completed.
- The UB has created a collegiate body to take responsibility for the comprehensive plans and rules of use for the Ferran Soldevila Gardens, and monitor the various activities carried out there.

Objectives for the academic year 2021-2022

- To bring back the calendar of guided tours of the Historic Building, the Faculty of Medicine and Health Sciences (Clínic Campus), and the Pedro i Pons Estate.
- To publish the first printed volume of the UB's catalogue of paintings.
- To launch the campaign to disseminate the UB's new Virtual Museum.
- To plan and roll out the project to commemorate the 150th anniversary of the first academic year held at the Historic Building (1872-1873).
- To prepare regulations on cultural heritage.

Volunteering

<table>
<tr><td colspan="1">Goal CS4 of the UB's Agenda 2030</td></tr>
<tr><td>UB Volunteering contributes to the improvement of sectors of society in situations of economic vulnerability, risk of social exclusion, and poverty.</td></tr>
</table>

UB Volunteering serves as a bridge between members of the university community and third-sector entities with which the organization collaborates and which need volunteers to help with their activities.

Volunteering activities have resumed in 2021 after being severely disrupted by Covid-19 restrictions in 2020. While the UB has not yet returned to the scale of activity achieved in 2019, the following figures show what has been achieved:

Participation in 2021

19 Organizations with which UB Volunteering has collaborated

33 Activities

74 Volunteers

411 Total social impact (people benefiting)

Source: UB Solidarity Foundation.

For more detailed information, consult the report on volunteering 2021.

<table>
<tr><td colspan="2">Contribution to SDG 10</td></tr>
<tr><td>10 REDUCED INEQUALITIES</td><td>Targets 10.2 and 10.3 The volunteering activities of the UB and members of the university community help to empower and promote social and economic inclusion and reduce inequalities.</td></tr>
</table>

Alumni

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

The UB values the experience of all 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 Alumni Council[28] (amounting to 50 members in 2021) works together with an administrative support unit to coordinate UB Alumni. Along with **10** clubs[29] created by members, UB Alumni offers a variety of activities and services.

ACTIVITIES

In 2021, UB Alumni organized **106** activities (up from **45** in 2020) that fall broadly within two groups. The first group includes activities organized as part of one of the subject clubs (e.g. film societies, cultural visits, lectures on current issues, and talks). The second group includes activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information about job portals, talks, and activities connected to the job bank, such as the review of CVs, careers guidance and enhanced professional competences).

28. 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.

29. 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.

Development of professional careers and employability

Activities related to career development and employability can be divided into three areas: group activities that provide knowledge to enhance employability, efforts to build the job bank, and individualized careers guidance.

	2018	2019	2020	2021
Group activities to enhance employability	16	20	8	22
Open positions advertised in the job bank	2,527	2,394	1,129	2,198
Individualized careers guidance	156	148	90	82

Source: UB Alumni.

Beginning in March 2020, UB Alumni moved many of its activities online in response to the pandemic. In the academic year 2020-2021, the activities have continued to be held online, but starting in September 2021 they will once again be held in person. Even so, however, it has not been possible to achieve the figures reached in previous years.

Contribution to SDG 8
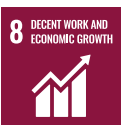
Target 8.5 UB Alumni contributes to employment through activities to enhance employability, the job bank and personalized career guidance.

Fulfilment of objectives for 2021

- It has not been possible to implement a new mentoring programme, because it was supposed to take place in person and the public health situation has been an impediment.

Objectives for 2024

- To incorporate the mentoring programme as a new activity.
- To expand the UB Alumni's ties with the UB's faculties through the Alumni Clubs and jointly organized activities.
- To expand the number of professional orientations of UB Alumni members.

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. They offer in-depth training that does not require any previous studies. 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.

Not only does the University of Experience perform an important social duty in relation to older citizens, but it also offers an opportunity for part-time or retired UB teaching staff to stay involved in the institution's projects. In the academic year 2020-2021, the University of Experience has drawn on the participation of **374** members of the teaching staff (**52.41%** men and **47.59%** women).

COURSE OFFERING AND PARTICIPANT NUMBERS

EVOLUTION OF THE NUMBER OF PROGRAMMES, COURSES AND STUDENTS				
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**
Programmes	12	13	14	13
Courses	30	33	32	38
Students	1,301	1,414	1,512	1,110

Source: University of Experience.

In the academic year 2020-2021, the total number of students was **1,110** (**59.83%** women and **40.17%** men), of which **585** (**52.70%**) have started a programme and **525** (**47.29%**) have embarked on the second year of a programme or taken an enhancement course.

COMPLEMENTARY ACTIVITIES

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. This academic year, the activities have been expanded to include a creative writing workshop and a strategic coaching workshop. The two additions, which have been highly successful, join the existing range of established activities: choral and theatre activities, courses at the Liceu Conservatory, library tours (specific guided visits of the CRAI historical archives) and qigong.

Contribution to SDG 10

10 REDUCED INEQUALITIES

Target 10.2 The courses and activities of the University of Experience empower and promote the social inclusion of seniors.

Fulfilment of objectives for the academic year 2020-2021

- As planned, a new programme in Humanities has been created. However, the UB has not met the target of opening new courses of existing programmes, which has been postponed because of the pandemic. Instead, programmes established in Barcelona have been expanded to Badalona.

- New tailored optional subjects have been scheduled. Also, for the first time, all of the programmes have undertaken to plan optional subjects. However, the limitations on classroom size as a result of the pandemic and the desire not to mix typically younger bachelor's degree students with older students (given the risks associated with Covid-19) have prevented students in the University of Experience from being able to enrol in the subjects in question.

- The UB has met the target of offering new complementary activities: specifically creative writing and strategic coaching.

Objectives for the academic year 2021-2022

- To create a second year in the Humanities programme.

- To offer new complementary activities, some with direct links to existing programmes in order to provide academic continuity.

Suppliers

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Goal CA8 of the UB's Agenda 2030

The environmental criteria that guide UB procurements contribute to the promotion of green procurement and responsible consumption within the university community.

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The UB tender procedure and its transversal conception of public procurement are described in previous editions of the [Report on Sustainability](#).

PROPORTION OF SPENDING ON LOCAL SUPPLIERS

Defining local suppliers has been done on three levels. First, the total amount in euros spent on Spanish suppliers has been compared with the same figure for foreign suppliers. Second, the amount spent on Catalan suppliers has been compared to the amount spent on Spanish suppliers. Third and last, the spending on suppliers in the province of Barcelona has been compared to the same figure for the whole of Catalonia. The table below sets out the figures and shows that the university's spending is highly local. The percentage of the UB's total spending in the province of Barcelona (**83,430,294.61** euros) stands at **63.15%** (up from **54.04%** last year).

SPENDING ON SUPPLIERS*						
	€		%		TOTAL	
	2020	**2021**	**2020**	**2021**	**2020**	**2021**
Spanish suppliers	68,012,411.51	75,022,047.02	93.75	89.92	72,543,757.96	83,430,294.61
Suppliers outside Spain	4,531,346.45	8,408,247.59	6.25	10.08		
Catalan suppliers	42,222,625.36	56,046,236.20	62.08	74.71	68,012,411.51	75,022,047.02
Suppliers from the rest of Spain	25,789,786.15	18,975,810.82	37.92	25.29		
Suppliers from the province of Barcelona	39,201,727.73	52,687,875.93	92.85	94.01	42,222,625.36	56,046,236.20
Suppliers from the rest of Catalonia	3,020,897.63	3,358,360.27	7.15	5.99		

* The information comes from invoices logged into the UB's accounting and financial software each year. Excluded are invoices corresponding to supplies of water, electricity and gas, which totalled **6,953,584.68** euros in 2020 and **5,492,543.80** euros in 2021, because these suppliers distort the overall information by geographic area, given that they issue the greatest number of invoices (and always for the same service) and they have a very high volume of billing.

Source: Purchasing Unit.

SOCIAL AND ENVIRONMENTAL ASSESSMENT OF SUPPLIERS[30]

In 2021, the percentage of suppliers hired by the UB that have been assessed and selected using environmental criteria comes to **17.10%.** The figure falls to **3.29%** in the case of new suppliers (i.e. suppliers who have not been awarded tenders prior to 2021). The criteria have been applied to suppliers in three ways: (a) requirements for sound environmental management (the UB can require suppliers to have, for example, the ISO 14001 certification for environmental management); (b) evaluation criteria (suppliers who meet certain criteria, such as using recycled materials, are awarded additional points), and (c) special performance conditions related to social and/or environmental aspects (the UB can require that a contracted good or service meets a given social or environmental condition).

Social and environmental assessment has been especially prevalent in building works projects (**86.87%** take into account social and/or environmental criteria). In the case of contracts for services, the percentage falls sharply to **11.87%**. In the case of contracts for supplies, it is also low, this time standing at **18.97%**.

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30. The information in this section includes all tenders awarded in 2021 (a contract is formally awarded when a decision is reached on the company that will supply the product), except in the following instances:
  - It does not take into account **25** tenders based on framework agreements that involve the UB but have been closed by other institutions.
  - It does not include extensions or modifications to contracts awarded prior to 2021.
  - It does not contain information on minor contracts, which are 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.

Contribution to SDGs 8 and 12	
8 DECENT WORK AND ECONOMIC GROWTH	**Target 8.4** The UB's high percentage of consumption of local products (**63.15%** of spending is done in the province of Barcelona) contributes to efficiency in consumption of natural resources.
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	**Target 12.7** The assessment and selection of suppliers based on social and environmental criteria is a clear practice of sustainable public procurement.
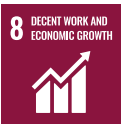
Fulfilment of objectives for 2021

- It has not been possible to carry out the planned actions with respect to tenders awarded through a simplified shortened open procedure (POSA, in Catalan). In the case of tenders awarded through a negotiated procedure without a public call (PNSP, in Catalan), the effort to incorporate social or environmental criteria has been instructive: the UB has sought – both in courses on the issue offered by Public Procurement and in dialogues with units undertaking tenders – to ensure that the preparation, awarding and execution of contracts include social and environmental terms and conditions.

Objectives for 2022

- The aim of the unit Public Procurement is to undertake joint actions to incorporate environmental and/or social criteria in UB tenders. (To do so, it is necessary for Public Procurement to coordinate with OSSMA, Heritage, the Area for Information and Communication Technologies, and other units seeking to carry out public tenders.)

- To bring back the aim of gradually incorporating social and environmental criteria into POSA.

Objective for 2023

- To review the UB travel policy in order to improve the sustainability of institutional travel (e.g., it is necessary to give preference to low-carbon means of transport, promote online meetings, and avoid air travel stopovers).

COMMITMENT TO THE ENVIRONMENT [31]

31. Some environmental information corresponds to 2021 and some to 2020. This is because some of the data for 2021 were not yet final at the time of preparing the report. For clarity's sake, the year is stated in each case.

Key environmental actions taken by OSSMA

Throughout 2021, the activities of OSSMA's environmental unit have been severely disrupted by the Covid-19 pandemic. When in-person teaching and work have been limited, OSSMA's activities have been carried out remotely.

COMMUNICATION AND AWARENESS RAISING

Goals CA3, CA4, CA8 and CA10 of the UB's Agenda 2030
Some of OSSMA's communication and outreach activities described below align with the aim of taking steps to raise awareness among the university community, specifically in relation to saving energy (**C3**), reducing the environmental impact of university activity (**C4**), promoting green procurement (**C8**) and achieving waste reduction (**C10**).

Environmental best practices are presented through a series of **green tips 3.0**, including infographics, first on OSSMA's Twitter and Instagram feeds (@mediambient_ub) and then by a compilation of all the information on OSSMA's webpage. Throughout 2021, information has been disseminated on green procurement, environmental certifications and ecolabels. As a complement, videos of green tips have also been prepared to present examples of best practices and easy solutions to prevent the generation of waste and reduce the emissions of CO_2 at the UB.

The **information on energy and water consumption** corresponding to 2020 has been presented to the faculties, after which each dean's office or centre administration has disseminated the information in a variety of ways.

The **#KeFaXoKi_UB** project, which was instigated in the last quarter of 2020, has made headway. In early 2021, a campaign called "Opina KeFaXoKi UB" made use of audiovisual materials

prepared by participating students. More specifically, over the course of four weeks, questions were published on the Instagram account (@mediambient_ub) to encourage reflection and opinions on various kinds of waste generated at the UB. For each type of waste, the specific issue was set out, a video examined the subject more deeply, and alternatives and solutions were put forward to prevent the generation of waste.

Lastly, it is necessary to mention **Fotoreclam UB Residu Zero: així soc jo**. The Environment Unit asked members of the university community on the Diagonal Campus about their role in relation to waste. Specifically, members were asked in a photo opportunity whether they recycle, whether they minimize waste and whether they would like to be someone who minimizes waste. The aim was to encourage thinking about their relationship to waste. As a continuation of the initiative, a communication campaign has also focused on the 3 Rs through the Instagram feed (@mediambient_UB).

Contribution to SDGs 12 and 13
OSSMA's communication and environmental awareness activities...
Target 12.8 Contribute to ensuring that people have the relevant information and awareness for SD and lifestyles in harmony with nature.
Target 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

WASTE

Goals CA4 and CA10 of the UB's Agenda 2030
The UB's actions linked to selective waste collection contribute to the university community's awareness of the need to reduce the amount and risk of UB waste (**CA10**) and to reduce the environmental impact of university activity (**CA4**).

With the resumption of in-person activity, the UB has continued promoting the relocation of selective waste containers. The aim is to make it easy for everyone to separate waste correctly. Changing the location of waste bins and establishing collection points for selective waste collection are actions aimed at improving selective waste collection.

Contribution to SDG 12
Targets 12.5 and 12.8 By 2030, the UB's actions to promote selective waste collection will have contributed to substantially reducing waste generation through prevention, reduction, recycling and reuse, and to ensuring that people everywhere have the relevant information and awareness for SD and lifestyles in harmony with nature.

SUSTAINABLE MOBILITY

Goals CA4 and CA7 of the UB's Agenda 2030

The challenge "30 days by bike", the first EU University Sustainable Mobility Tournament, the campaign to improve parking for skateboards and bikes on UB premises, and actions set out in the UB Punt Bici project promote sustainability among the entire UB community (**CA4**) and help to reduce the environmental impact of university activity (**CA7**).

In 2021, the UB took part in **2 mobility challenges**. In April, the challenge "30 days by bike", organized by Ciclogreen, drew only a very small following because the priority at the time was online teaching and remote working. In September, the UB took part in the first EU University Sustainable Mobility Tournament (U·MOB-MUV), which involved **16** EU universities accumulating kilometres and points as a function of the means of transport used by their community members (the more efficient, healthy and environmentally respectful the means of transport, the more points the participants earned). The data were recorded through a mobile application. The UB reached the tournament semi-finals.

With the support of the Office of the Vice-Rector for Equal Opportunities and Gender, the UB has launched a campaign to expand the parking allocated to skateboards and bicycles on UB premises: in 2022, there will be a total of **170** places for skateboards, and secure lockers for **28** personal mobility vehicles. At present, the first parking spaces have been installed at the Faculty of Information and Audiovisual Media and at the Baldiri Reixac building.

The UB's measures to promote cycling, which are grouped together under the "Punt Bici" project, have continued with various editions of its mobile workshop after the university community began to return to the UB's buildings. The workshop, which is managed by Biciclot SCCL, offers free bicycle inspections, small urgent adjustments and basic maintenance information, and tips for safe cycling. The project has also offered a bicycle repair workshop, two courses on how to ride a bicycle and another course on safe cycling.

Contribution to SDGs 11 and 13

The various initiatives to promote sustainable mobility...

11 SUSTAINABLE CITIES AND COMMUNITIES   **Target 11.2** By 2030, will have contributed to providing access to safe, affordable, accessible and sustainable transport systems.

13 CLIMATE ACTION   **Target 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

GREENHOUSE GAS EMISSIONS

Goals CA2 and CA4 of the UB's Agenda 2030

The UB's participation in the programme of voluntary agreements to reduce greenhouse gas emissions, sponsored by the Catalan Office of Climate Change under the Government of Catalonia, contributes to reducing the environmental impact of university activity (**CA2**) and improving the energy efficiency of buildings and integrating renewable energies (**CA4**).

OSSMA has coordinated the inventory of emissions and the action plan to reduce greenhouse gas (GHG) emissions, so that the UB can continue as a member of the **Programme of voluntary agreements to reduce greenhouse gas emissions,** sponsored by the Catalan Office of Climate Change under the Government of Catalonia. The results show that the UB, in 2020, emitted **15,419** equivalent tonnes of CO_2. This marked a reduction of **62%** compared to the previous year, thanks largely to measures applied to contain the Covid-19 pandemic: the closure of buildings during the second quarter and restricted mobility, with teaching and work carried out remotely for much of the year.

Direct emissions, which include the consumption of gas, the combustion of private vehicles and the fugitive emissions of refrigerants have amounted to **3,267** equivalent tonnes of CO_2 (down **22.8%** from 2019), while indirect emissions have amounted to **12,152** equivalent tonnes of CO_2 (down **66.6%** from 2019).

Before taking the inventory of greenhouse gas emissions, the UB analysed the effects of the pandemic on the pattern of mobility at the UB – marked by limited travel and a potential increase in any means of transport perceived as safer – and on the emissions of CO_2 associated with travel for work or study. According to the estimation, the UB has emitted nearly **9,000** tonnes of CO_2 less than the **26,200** tonnes that would have been emitted in 2020 without the pandemic. The conclusion of the study is that remote teaching and teleworking are highly effective strategies for reducing mobility and thereby cutting emissions of CO_2.

Contribution to SDG 13

Agreements to reduce greenhouse gases and steps taken by the UB to that effect...

Target 13.1 Contribute to strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.

Environmental impact indicators

There is still no data available for 2021 on paper consumption, the generation of renewable energies, and municipal waste. You can consult the data from 2020.

WATER CONSUMPTION				
	2018	2019	2020	2021
Total consumption (m³)	167,354	166,174	105,227	124,491

Source: OSSMA report on activity 2021.

ENERGY CONSUMPTION				
	2018	2019	2020	2021
Electricity consumption (MWh)	39,845.1	38,049	29,453.6	33,681.7
Gas consumption (thousands of m³)	1,363.3	1,241.4	973.7	1,304

Source: OSSMA report on activity 2021.

SPECIAL WASTE (KG)				
	2018	2019	2020	2021
Total special waste	86,921	88,262	54,930	81,608
Chemical waste	46,317	52,287	32,954	53,488
Sanitary waste	27,914	28,461	14,989	18,610
Animal experimentation waste	12,690	7,514	6,987	9,711

Source: OSSMA report on activity 2021.

OTHER WASTE (KG)			
	2018	**2019**	**2020**	**2021**
Electronic equipment	10,888	9,421	10,923	19,483
Batteries	646	647	278	555
Fluorescents	1,637	1,993	1,233	1,502
Ink and toner cartridges	2,531	2,381	Not available	341

Source: OSSMA report on activity 2021.

+ information on the UB's environmental impact in the OSSMA report on activity 2021.

ECONOMICS

Bodies included in the consolidated financial statements

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

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES	CONSORTIA
Bosch i Gimpera Foundation	Agustí Pedro i Pons University Foundation	UB Innovative and Scientific Culture, SL	Consortium of the Observatory on Public Law (IDP), Barcelona
Josep Finestres 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: Finance.

The Report on Sustainability 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.

This year's innovation is that, for the first time, the UB's consolidated accounts include not only the entities in the UB Group, but also Barcelona's Observatory on Public Law (IDP).

Monetary flows

MONETARY FLOWS DURING 2021* (EUROS)	
Income	
Income from public sector transfers**	369,510,040.80
Income from academic fees	84,499,799.81
Services rendered	20,066,637.73
Income from equity	3,323,858.19
Loans***	35,017,569.50
Expenditure	
Purchases of goods and services from third parties	58.891.463.08
Staff salaries before withholding taxes and social security contributions	324,355,820.12
Payments to public sector: taxes and social security contributions	117,432,457.53
Investment	33,796,269.18
Grants awarded	12,521,596.35
Other costs****	42,674,398.12

* Provisional data at 19 April 2022. The monetary flows refer to rights and obligations recognized in the budgetary year 2021 (except for the line on public sector payments.

** Transfers from the Government of Catalonia, the Spanish state, territorial bodies, the UB Group, and abroad. The figure includes **25.5** million euros in rights recognized under the Recovery and Resilience Facility (EU Next Generation funds).

*** Includes a short-time financial deposit of **35** million euros both as income and as spending.

**** It includes financial expenses, amortization of loans and expenses arising from financial assets.

Source: Finance.

Direct and indirect economic impact

CONCEPTUAL IMPACTS OF THE UB'S PUBLIC ACTIVITY

There have been no variations with respect to the information published in the Report on Sustainability 2018-2019.

STUDIES ON THE UB'S ECONOMIC IMPACT

Information relating to studies on the UB's economic impact was set out in the Report on Social Responsibility 2017-2018, and it was updated in the Report on Sustainability 2019-2020.
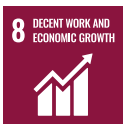
Contribution to SDG 8
Targets 8.1 and 8.5 The UB has an enormous direct and indirect impact on its surroundings that undoubtedly contribute to the economic growth of the country, resulting in an increase in employment and a reduction in the proportion of young people who are neither working nor studying.

CONTENT OF THE REPORT ON SUSTAINABILITY 2020-2021

Reference documents and process for determining the content of this report

REFERENCES

As explained in detail in the Report on Sustainability 2019-2020, the **3** reference documents are *Adaptation of GRI Standards for the Preparation of University Sustainability Reports*, the UN's 17 SDGs and the UB's Agenda 2030.

PROCESS FOR DETERMINING THE CONTENT OF THIS REPORT

1. First, in 2018, a 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. To do so, the team made an initial selection of the content areas, or disclosures, that needed to be reported on. The result is now the main point of reference for the preparation of sustainability reports.

2. Second, the OCI, which is the unit in charge of preparing sustainability reports, annually convenes representatives of the UB's main stakeholder groups (PDI, PAS, students and society). Also participating in the stakeholder meeting is the rector's delegate for sustainable development. Together, they analyse the Adaptation of GRI Standards for the Preparation of University Sustainability from the viewpoint of their respective stakeholder groups. At this point, the representatives select which disclosures from the new guide to report on and determine whether there is any need to ask additional questions of the units supplying information.

3. Third, the Committee for Sustainable Development, which is made up of representatives of the different stakeholder groups, approves the Report on Sustainability, in this case for the academic year 2020-2021. The committee has the power to decide to remove a disclosure or even, if time permits, to include new disclosures.

Contribution to SDG 16
Target 16.7 The participation of UB's stakeholder groups in the process to define the contents of the 2020-2021 Report on Sustainability has contributed to inclusive, participatory and representative decision-making.

LIST OF REPORTED DISCLOSURES

The reported disclosures are the same ones that appear in the Report on Sustainability 2019-2020.

GENERAL CHARACTERISTICS OF THE DOCUMENT

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 those items. Of the two options for reporting on compliance with the GRI standards, the UB has met the requirements for the more stringent one: the comprehensive option.

Below are three lists of contents. The first list provides information in table form on each of the reported disclosures or it identifies where the information can be located. The table uses the following symbols:

✓   Reported content

NM   Non-material content[32]

➡   Disclosure reported in *Notes section*

The second list identifies any Sustainable Development Goals (and their targets) on which the UB has had a positive impact. It also indicates the page number where the reader can find the action, activity or unit responsible for the impact.

The third list describes contributions to the UB's Agenda 2030 and the page(s) where the related activities can be found.

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32. Non-material content is content that is regarded as important neither by the University of Barcelona nor by its stakeholder groups; therefore, no information is provided.

List of adapted GRI standards in this report

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. It also explains the basic process for using the GRI Standards for sustainability reporting. In this respect, they cannot be pinpointed to a specific disclosure, but rather pervade the entire document.		
102: General disclosures			*University profile*		
	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	12
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Branches of knowledge and types of students	✓	12-13
	*	102-7	University size	✓	14-15
	*	102-8	Information on staff and other workers	✓	65-67
	*	102-9	Supply chain	**NM**	
	*	102-10	Significant changes	✓	16
	*	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	✓	112-113

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
	*	102-New disclosure 2	Quality	✓	→
	*	102 New disclosure 3	University internationalization	✓	54-62
	*	102-New disclosure 4	University ownership	✓	→
	Strategy				
	*	102-14	Statement from the rector and from the Board of Trustees	✓	6-8
	*	Comb. 102-15 and 102-11	Precaution, impacts, opportunities and risks	✓	17-18
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	18-20
	Ethics and integrity				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	21-22
		102-17	Mechanisms for advice and ethical concerns	✓	22-23
	Governance				
102: General disclosures	*	Comb. 102-18, 102-19 and 102-20	Governing body of the university and executive responsibility in economic, environmental and social issues	✓	→
		102-21	Stakeholder inclusiveness in economic, environmental and social areas	✓	→
		102-22	Governing bodies	✓	24-25
		102-23	Duties 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	✓	75-76
		102-39	Percentage increase in annual total compensation ratio	✓	→

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
	Stakeholder inclusiveness				
102. General disclosures	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	26-27
	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→
	Practical work to elaborate sustainability reports				
	*	102-45	Organizations included in the consolidated financial statements of the university	✓	137
	*	102-46	Organization and processes used to define the contents of the report on sustainability and the coverages of the topic	✓	141-142
	*	102-47	List of material topics in the report	✓	142
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	→
	*	102-50	Reporting cycle of report	✓	→
	*	102-51	Date of most recent previous report on sustainability	✓	→
	*	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	✓	143-147
	*	102-56	External assurance	✓	→
103: Management approach	103-1		Explanation of the material topic and its boundary	✓	28-29
	103-2		The management approach and its components	✓	28-29
	103-3		Evaluation of the management approach	✓	29
Series 200. Economic standards					
201: Accomplishment and direct economic impact	Comb. 201-1 and 201-4		Monetary flows and direct economic impact	✓	138-139
	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	✓	139
204: Procurement practices	204-1		Proportion of spending on local suppliers	✓	126-127
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					
307: Environmental compliance	307-1		Non-compliance with environmental laws and regulations	✓	→

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Except for information on the UB's compliance with environmental laws and regulations, which has been furnished by Legal Services, all other environmental information is based on the OSSMA annual report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from the environmental standards in the reference document *Adaptation of GRI Standards for the Preparation of University Sustainability Reports*.					Environmental information pp. 129-135
Series 400. Social standards					
401: Employment		401-1	Number of new employee hires, employee turnover and retirements	✓	68-71
		401-2	Benefits for full-time, contracted employees that are not provided to other employees	✓	→
		401-3	Parental leave	✓	74
402: Employee/ university relations		402-1	Minimum notice periods regarding changes to working conditions	✓	75
		402 New disclosure 1	Fit of formal list of jobs with university reality	✓	75
		402 New disclosure 2	Temporary staff	✓	72
		402 New disclosure 3	Creation of a good working environment	✓	76-78
		402 New disclosure 4	Policies for better work-life balance	✓	72-73
403/416: Occupational health and safety at the university			The information on health and safety is based on the OSSMA report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from this standard.		Health and safety information pp. 82-86
404: Staff training and education		404-1	Average hours of training per staff member and its annual economic cost	✓	80-81
		Comb. 404-2 and 412-2	Programmes for upgrading employee skills, employability and transition assistance	✓	79
		404-3	Assessment of teaching staff and professional development	✓	→
405: Diversity and equal opportunities		405-1	Diversity of governing bodies and employees	✓	90-92
		405-2	Ratio of basic salary, remuneration of women compared to men and glass ceilings	✓	92-93
		405 New disclosure 1	Cost of studies, grants and other inclusion measures	✓	95-97
		405 New disclosure 2	Employees and students with functional diversity, special educational needs and high levels of ability	✓	91-92, 99-100
		405 New disclosure 3	Students who need teaching adjustments	✓	88
406: Anti-discrimination		406-1	Incidents of discrimination and corrective actions taken	✓	→
		406 New disclosure 1	Anti-discrimination protocols and/or units	✓	104-109
413: University environment		Comb. 413-1 and 413-2	University impact on local environment	✓	111
		413-New disclosure 1	University environment	✓	→
		413 New disclosure 2	Role of university as an opinion and debate-generating space	✓	114-115
		413 New disclosure 3	University services offered to the general public	✓	111, 116-125
414/308: Social and environmental assessment of suppliers		Comb. 414/308 and 414/308-2	Suppliers and new suppliers that were screened using social and/or environmental criteria	✓	127-128

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STANDARD	OC CODE	CONTENT	STATUS	PAGES
417: Transparency and marketing of academic offering	Comb. 417-1 and 417-2	Transparency in information on the academic offering	✓	→
	417-3	Incidents of non-compliance concerning marketing communications	✓	→
418: Privacy 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. Teaching, research, transfer and innovation standards				
501: Teaching	501 New disclosure 1	Main dimensions related to teaching	✓	31-34, 49, 60-62
	501 New disclosure 2	Other dimensions of teaching related to SR	✓	50-53
502: Research, transfer and innovation	502 New disclosure 1	Main dimensions related to research	✓	35-38, 49
	502 New disclosure 2	Other dimensions of research related to SR	✓	40-48
	502 New disclosure 3	RRI at the university	✓	39-40

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 primarily carried out in Spain. This does not detract, however, from an increase in international activity in the context of various international alliances and networks that often involve teaching and research in other countries.[33]
102-5	Articles 1 to 11 (title I) of the UB Statute
102-12	Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. In 2021, for example, the UB has submitted an annual report on the activities that it has carried out to achieve the SDGs and the mission of the United Nations, especially in the area of the SDGs, within the framework of the UN Academic Impact (UNAI) initiative, which aligns higher education institutions with the United Nations. Also important is the League of European Research Institutions (LERU), which is made up of major research-intensive universities in Europe and has published a declaration in which it analyses how its members can contribute to SD through investment and hiring. The declaration sets out recommendations that can be applied in higher education institutions and other types of organizations. Representatives of the UB have taken part in the preparation of the declaration. **17 PARTNERSHIPS FOR THE GOALS** **Target 17.16** The sustainability principles and initiatives to which the UB has signed up contribute to enhancing the global partnership for sustainable development.
102-13	At present, the list of associations and organizations to which the UB belongs is being updated. For more information, see the list provided in the Report on Sustainability 2018-2019.
102 New disclosure 2	In terms of quality, it is necessary to mention the UB's internal quality assurance system (SAIQU) and the assessment of the Academic Workload Plan (PDA). In 2020, an external assessment committee made a favourable assessment of the UB's transversal processes (SAIQU-T), which apply across the UB and marked the first step toward the certification of each centre's own SAIQU. In 2021, the Faculty of Chemistry and the Faculty of Economics and Business have obtained certification for their respective SAIQU and the institutional accreditation of AQU. As for the PDA, it provides for an annual assessment of activities carried out by UB teaching staff over the preceding four years, covering three basic areas: teaching, research and management. The assessment is quantitative and uses scales, though some elements are qualitative. The results are used as support for decision-making on the distribution of human resources in the academic area.[34] With respect to teaching quality over the period 2014-2021, **86.3%** of all bachelor's degrees and **93.7%** of all master's degrees have gone through a process of accreditation. Of the bachelor's degrees, **20.5%** were judged excellent. Of the master's degrees, **23.8%** were judged excellent. As for the assessments corresponding to 2021, AQU has evaluated **29** master's degrees and **10** bachelor's degrees. Of the master's degrees, **10** have received a favourable assessment (half with an excellent mark) and **19** are still in the process of assessment. Of the bachelor's degrees, **6** have received a favourable assessment (**1** with an excellent mark) and **4** are still in the process of assessment. With respect to research, the Research Quality Service of the UB's Agency for Policy and Quality provides support to UB research groups and research support structures for any processes involved in the implementation, formal recognition and maintenance of quality management systems. Formal recognition takes the form of certifications in accordance with ISO 9001, the standards of good laboratory practices (GLP), accreditations in accordance with ISO 17025, or TECNIO certifications from the Catalan government's Agency for Business Competitiveness.

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33. The previous Report on Sustainability described some of the networks that involve teaching or research in other countries. The only change with respect to that information is that the Campus of the Americas project no longer exists.

34. The PDA results provide detailed information to departments on the percentage of time spent in each of the three areas of activity (teaching, research and management) within their PDAs. This enables them to organize their teaching tasks for each academic year.

CODE	NOTES
102 New disclosure 2	In 2021, the research groups and research support structures that have received quality accreditations or certifications are the same ones listed in the Report on Sustainability 2019-2020 with two exceptions. The Drug Development Service no longer has a ISO 9001 certification and the Stress and Lipid Metabolism Research Group (CEREMET) has attained the standards of good laboratory practices (GLP). With respect to 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 toward aligning their human resource policies to the 40 principles of the European Charter for Researchers and to the Code of Conduct for the Recruitment of Researchers, two documents signed by the UB in 2013. More information on all the activities that are part of the Human Resources Strategy for Researchers at the UB is available at the following link. **Contribution to SDG 8** **8 DECENT WORK AND ECONOMIC GROWTH** **Targets 8.5 and 8.8.** The HRS4R accreditation is awarded to institutions that follow a set of principles in the hiring of research staff. This fosters decent work and promotes a safe and secure working environment. **Fulfilment of objectives for 2021** • The Stress and Lipid Metabolism Research Group (CEREMET) has achieved formal recognition of GLP principles. • The SAVCA (Services for the Analysis of Viruses in the Food Chain and Water Cycle) Laboratory is still in the process of obtaining formal ISO 17025 accreditation. The process has taken longer than expected because of logistical difficulties and the amount of work required to prepare all the documentation. • The template of a quality manual for the internal quality assurance systems (SAIQU) of UB centres has been prepared. • The UB has taken part in the project Enhancing Quality Assurance Management in Higher Education in Tunisia. **Objectives for 2022** • To achieve formal ISO 17025 accreditation for the SAVCA Laboratory. • To tailor the institutional IT tools for SAIQU management in order to improve efficiency. • To design and deliver training courses on SAIQU management for PAS and PDI. **Objective for 2023** • To review the research PDA so that the assessment mechanisms and standards lend themselves to enhanced PDI assessment, the collection of data on quantitative and qualitative standards, and the appreciation of the multidimensional nature of the academic career.
102-New disclosure 4	The UB is a public university within the Catalan university system. Based on provisional data for the calendar year as of 19 March 2022, **71.94%** of the funds received by the UB in 2021 were public in origin.
Comb. 102-18, 102-19 and 102-20	The UB's governing structure is set out in the Report on Sustainability 2019-2020 and there have been no changes since then (it is also defined in title III of the UB Statute). Only the composition of the governing bodies has been updated. In terms of executive responsibility on economic, environmental and social matters, there have been no changes with respect to the information in the Report on Sustainability 2018-2019.
102-21	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. The UB has a system of representative democracy: its main stakeholder groups have representatives on its various governing bodies; therefore, the consultation processes involving stakeholder groups are an ongoing and integral part of the activity of the governing bodies.
102-23	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 ex-officio chair of the entities in the UB Group. The rector's powers and duties are stipulated in articles 71 to 76 of the UB Statute.

CODE	NOTES
102-24	The appointment of members to the governing bodies is carried out in accordance with title III (articles 54 to 83) of the UB Statute. In the selection of non-elected officers and senior officers, the new regulations that have been approved on the conduct and requirements of UB officers establishes in Article 4 that all officers must be people of proven trustworthiness and probity. The following persons may not be appointed as non-elected officers or senior officers of the University and they cannot carry out any assignment: • Persons convicted by a final judgement for committing offences of forgery or offences against the socio-economic order, persons, public institutions or public order, until their criminal record is expunged. • Persons sanctioned as a result of disciplinary proceedings, depending on the provisions of the decision reached in those proceedings. No person can be nominated if they have been found to contravene the UB's Code of Ethics on Integrity and Best Practices or any other regulations on integrity at the UB.
102-25	The UB has not carried out any training on conflicts of interest in its governing bodies or among its employees. In 2021, the UB has approved an anti-fraud policy and a code of conduct for non-elected officers and senior officers (which have been explained elsewhere in this report). In doing so, the UB has created a set of mechanisms that serve to warn of any conflict of interest that may arise, avoiding such conflicts and, if necessary, dealing with them. Specifically, the UB has established two specific obligations for members of the university community in relation to the detection and prevention of conflicts of interest: 1. The obligation that non-elected officers and senior officers in management sign up to the UB code of conduct (elected office-holders can sign up voluntarily), given that it is necessary to ensure impartiality in the decision-making process, with a guarantee of the conditions necessary for independent action unaffected by conflicts of interest; equal treatment of all persons, avoiding any kind of discrimination or arbitrariness in decision-making; the performance of the office solely on behalf of the public interest, without carrying out any activity that may be in conflict with the public interest; and the use of information to which they have access in their office only for the benefit of the public interest, without seeking any special advantage for themselves or others. 2. The obligation, established in the anti-fraud policy, that all formal requests for spending in excess of **15,000** euros (in the case of grants) plus IVA (in the case of tenders) include a declaration of absence of conflicts of interest, in the matter of grants and public-sector bids, notification of proposals and awarding of tenders. Any situation of apparent, potential or real conflict of interest must be reported to the rector. In 2021, no conflicts of interest have been identified. **Fulfilment of objectives for 2021** • The UB Code of Conduct has been approved, and the declarations required of each and every officer and senior officer of the UB now include the code in order to avoid any possible conflicts of interest. **Objectives for 2022** • To train officers and senior officers on ethical principles and potential conflicts of interest. • To offer continuous training to all staff, both theoretical and practical in nature, on the subject of fraud and integrity in order to raise the level of awareness on anti-fraud culture and help to identify suspected cases of fraud and misconduct.
102-26	As part of the preparation of the UB Plan 2022-2024 (awaiting approval in 2022), the governing team has updated the diagnosis undertaken in the run-up to the Rector's elections of December 2020. The purpose of the update was to review the areas in which the UB needs to transform itself or change priorities in order to draw on any knowledge that has since been gained in the process of governing the institution. Representatives of the governing team have paid visits to the UB's various faculties to confer with different actors on the suitability of the proposals arising out of the diagnosis, and they will incorporate new ideas that emerge from the meetings. Lastly, the governing team will approve the final version of the UB Plan in 2022 and deliver it to the Governing Council and the Senate. The UB's values, mission and vision are set out in articles 3 and 4 of the UB Statute. As noted throughout the report, the UB Statute was prepared and approved in 2003 by the Senate, which is a UB governing body that has representatives of the UB's stakeholder groups.

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CODE	NOTES
102-27	No specific steps have been taken to improve the knowledge of members of the UB's governing bodies regarding the economic, social and environmental reality of the university or the impact of its decisions. However, the governing bodies are aware of the UB's impact in the three areas because of their unique characteristics: • 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 ensures that decision-making takes into account not only economic criteria and other important 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 to ameliorate the impact. • Lastly, the existence and dynamics of elections help candidates to expand their knowledge in the economic, social and environmental areas in order to maximize their chances.
102-28	The activities of the UB through the year 2024 will be based on the UB Plan 2022-2024, which will contain a system of indicators to enable the Technical Cabinet at the Rector's Office to monitor the execution of the plan comprehensively and measure the impact of the UB's actions. Notably, the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU Catalunya). The AQU assessment, however, does not relate to the objectives set out in the UB Plan 2022-2024. Rather, it is based on a set of data and results on specific variables relating to the different academic degrees on offer and its focus is to evaluate educational quality. In this vein, AQU oversees the accreditation process for all degrees on offer. In addition, teaching activity is evaluated using teaching assessment manuals, which AQU certifies every five years.
Comb. 102-29 and 102-31	In the case of risk monitoring, it is necessary to distinguish between the efforts of the UB's units and the work of its governing bodies. The two units that specialize in risk monitoring are: • the OCI, which prepares an updated risk map; • the executive team, which is centralized and coordinated by the Head of Cabinet at the Rector's Office. 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. In the case of the governing bodies: • 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, which was created in 2019 as a delegate committee of the Governing Council and is heir to the former Committee for Social Responsibility and Committee for Sustainability, carries 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. Both the Governing Council and the Board of Trustees meet periodically. The regular analysis of economic impacts, risks and opportunities primarily occurs when the previous year's budget is closed and the coming year's budget is presented. 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. It can therefore be concluded that the UB's operational dynamics, 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.
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 as explained in the section *Precaution, impacts, opportunities, risks.*
102-32	The Report on Sustainability (previously the Report on Social Responsibility) is assessed and approved by the Committee for Sustainable Development.

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CODE	NOTES
Comb. 102-33 and 102-34	The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. Thus, the stakeholder groups can convey their concerns to the UB through the activity of their representatives on the UB's governing bodies. In addition, there are more informal mechanisms to communicate with the governing bodies: • Institutional website; • managers of administrative units (through any contact or channelling of concerns, complaints, etc.); • communication channels offered by the PDI, PAS and student intranets; • complaints channels established in the UB's faculties through the internal quality management system (SAIQU). There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction surveys (for teaching staff, PAS, bachelor's degree and master's degree students, and graduates) and the Ombuds Office (for the entire university community). In addition, the UB has a Transparency Portal that is accessible to the public. On a permanent basis, the Transparency Portal hosts a great deal of the information that may be of interest. In addition, any member of the public can request information that does not appear there.
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. The reason is explained in disclosure 102-36.
102-39	In 2021, the pay increase for PDI and PAS was **0.9%** with effect from 1 January, as established by Decree Law 18/2021.
102-41	The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%. **8 DECENT WORK AND ECONOMIC GROWTH** **Targets 8.5 and 8.8** The fact that all UB staff are covered by collective bargaining agreements, laws and regulations contributes to the protection of labour rights, the promotion of a safe and secure working environment, and the guarantee of decent work. **16 PEACE, JUSTICE AND STRONG INSTITUTIONS** **Target 16.7** The agreement between staff (or their representatives) and the UB ensures inclusive, participatory and representative decision-making.
102-48	There are two types of restated information in relation to previous sustainability reports: • Each year's report contains provisional data, which often differ from the final data. • As explained in the section *Responsibility to staff*, there has been a change of criteria in relation to the data on UB employees presented in that section. The aim is to unify them with data on employees in other sections and with the data presented in the UB Report (all data at 31 December 2020 are now considered to pertain to the year 2021, when they were previously associated with 2020).
102-49	With respect to the list of material items, there has been no important change since the previous report.
102-50	From the calendar years 2018 to 2021 or from the academic years 2017-2018 to 2020-2021 (as long as data was available on four calendar or academic years). In the case of indicators for which only data until 2020 is available (that is, when the figures for 2021 are not yet available), the figures for 2017 are provided in order to continue reporting a period of four years.
102-51	The Report on Sustainability 2019-2020 was published in Catalan on 22 July 2021. The executive summary on paper in Catalan and the full versions in Spanish and English were published in the months of October and November 2021. This year, the Catalan version will return to the former approach, which entails publishing the executive summary only in electronic version.
102-52	Annual
102-53	Office for Internal Control, Risks and Corporate Social Responsibility (a/e: responsabilitatsocial@ub.edu | tel. +34 934 031 388)

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CODE	NOTES
102-54	This report has been prepared in accordance with the GRI standards (comprehensive option).[35]
102-56	The UB does not externally verify the Report on Sustainability. Priority has assigned to internal verification of the document through the Committee for Sustainable Development, which is made up of representatives of the UB's various stakeholder groups.
201-2	The risks of climate change relate not only to climate change and its consequences but also to potential regulatory changes (i.e. the UB may not be ready to respond to laws that require universities to make changes in their operations). In both cases, the financial consequences could be very negative: the operations of the UB might have to adapt rapidly to new environmental legislation, for example. In this respect, the UB is working to formalize a series of measures aimed at minimizing the impact of its carbon footprint in a number of areas (utilities, services and suppliers; mobility; responsible consumption; restaurant and bar services, and waste). In terms of opportunities, climate change may open up new lines of research and even lead to new start-ups to address the issue. Also, in the teaching area, climate change could lead to the design of content that is adapted to meet new environmental and local realities, which would make the UB more attractive to students, especially if it became a leader in the field. In this direction, it is necessary to point out that the UB is starting to implement measures to promote increased awareness among teaching staff and it is working to make the links between subjects and the SDGs clearer to students. In the economic area, the measures taken to tackle climate change may have economic benefits, for example, through reduced consumption of energy, paper and water. The primary tool to tackle the risks of climate change is the UB's staunch commitment to the SDGs: the institution has created the rector's delegate for sustainable development and the UB's Agenda 2030.
Comb. 205-1 and 205-3	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 in accordance with general legislation and regulations, supplemented by internal regulations. Based on these regulations, the UB adheres to management processes in which the various responsible units take part according to a clear distribution of powers. In turn, these processes have implicit control systems that may not be designed specifically to combat corruption, but do serve as a system for the prevention, detection and response to hypothetical cases of corruption. In 2021, one important innovation in the area is the formalization of the UB's anti-fraud policy. No cases of corruption have been detected at the UB in 2021.

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35. As noted in the section *Reference documents and process for determining the content of this report*, the report has been prepared using the GRI standards adapted for universities, not the original version of the GRI standards.

CODE	NOTES
205-2	No specific and exclusive training on anti-corruption policies and procedures has been carried out in 2021. **Objective for 2022** • To offer training to PAS and PDI on the Anti-Fraud Office of Catalonia.
206-1	The UB has faced no legal actions for possible violations of unfair competition, monopoly practices or violations of the legislation on competitive behaviour.
307-1	There has been no fine or non-monetary sanction for non-compliance with environmental regulations in 2021.
401-2	The budgetary legislation of the Government of Catalonia for 2020 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.
404-3	No assessment of job-specific training needs is conducted. Simply put, Corporate Training delivers tailored courses based on the particular immediate needs of new staff so that they can do their jobs correctly (e.g., tailored courses on SAP). The UB does not have an assessment system that regularly reviews employees' fulfilment of their work objectives or their career development. Nor does the UB have a professional career development programme.
406-1	The protocol against sexual harassment[36] is the tool that the UB has developed to address cases of discrimination based on sexual harassment or harassment on the grounds of gender or sexual orientation. During the year, the UB has addressed **20** cases according to the protocol, affecting **25** people: • Sexual harassment: **8** cases (one case included **3** complaints from different people against a single individual, so we could actually speak of **10** cases). • Harassment on the grounds of gender or sexual orientation: **2** cases (one case included **4** complaints against the same individual, so we could actually speak of **5** cases). • Sexist conduct: **9** cases. • Sexual abuse: **1** case. Of these cases, **14** have reached a conclusion, **4** are in the final stage, and **2** are still in the initial stage because the complaints were submitted only in December 2021. In addition, the UB has addressed **15** cases without making use of the protocol. This is because the interested party or authorized individuals have not submitted a complaint, because the case did not fall within the protocol's scope or because the case has moved forward through the courts. The actions applied in these cases have involved support, redress and/or advice. The cases could be categorized as follows: harassment of different types (**5**), direct or indirect discrimination (**4**), sexist conduct (**3**) and sexist violence (**3**).
413-New disclosure 1	In terms of available studies on the UB's economic impact, all relevant information is laid out in detail in the section Studies on the UB's economic impact in previous editions of the report. No specific studies address the UB's social impact on its environment, but the present report does contain some descriptive accounts of its social impact in the section *Commitment to Society*. Information on the UB's environmental impact is available primarily at the OSSMA website and in the OSSMA report on activity 2020.
Comb. 417-1 and 417-2	The response to this disclosure has not changed since the Report on Sustainability 2019-2020. **Objective for the academic year 2022-2023** • To increase the percentage of subjects in each degree that are correctly scheduled on GR@D by July before the start of the academic year (in line with one of the indicators of the academic teaching programme contract for the academic years 2021-2022 and 2022-2023).
417-3	In 2021, the UB unit Corporate Image and Marketing, which is in charge of managing the promotion and advertising of the UB brand and its products and services (teaching offer, merchandise, etc.), primarily through marketing campaigns, has not identified any incidence of non-compliance with the regulations or voluntary codes related to marketing communication, such as advertising, promotions and sponsorship.

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36. The official and full name is Protocol for Prevention, Detection and Action against Sexual Harassment and Harassment Based on Gender, Gender Identity or Sexual Orientation, and Other Sexist Behaviour.

CODE	NOTES
418-1	In the academic year 2020-2021, the Catalan Data Protection Authority has not initiated any sanction procedures against the UB. However, the UB has received a complaint from **1** person who considers that their right to personal data protection has been infringed. Similarly, there is a growing number of individuals requesting to exercise their rights as recognized in the regulations on data protection (access, rectification, deletion, objection, restriction and portability): **14** such requests have been received by the UB. In terms of notifying the Catalan Data Protection Agency of any security violations (for example, because of theft or the loss of sensitive material in terms of data protection), the UB has had to make **1** notification. Notably, the UB has delivered **4** editions of a course on personal data protection aimed at PAS (drawing **72** attendees in total): **2** of six hours in length and **2** of fifteen hours in length (to expand on the content of the shorter editions). Fulfilment of objectives for the academic year 2020-2021 • The UB has met the target of expanding the course offered to PAS on regulations governing data protection: in **2** of the **4** editions, the course has been extended from **6** to **15** hours. • The UB has not submitted the guide on data protection in scientific research, but the text is currently in editing and may be submitted officially in 2022. • In terms of updating the UB's webpage on data protection, there have been updated versions of the register of treatment activities (the register, which is mandatory by law, brings together all of the processes that are carried out in relation to the treatment of personal data). No other changes have been introduced. **Objectives for the academic year 2021–2022** • To organize **2** training workshops on data protection: one aimed at the general manager and general manager's team and the other aimed at the rector's team. • To deliver an online course on personal data protection aimed at PAS and PDI. • To publish a protocol to complement the regulations on data protection in the organization of seminars and other analogous activities. • To designate a contact person for researchers who is in charge of data protection in each UB faculty.
419-1	In 2021, there have been no fines or non-monetary sanctions because of non-compliance with legislation.

List of the Sustainable Development Goals

List of contributions to the University of Barcelona's Agenda 2030[37]

BRANCH OF KNOWLEDGE	TARGET	PAGE
GOVERNANCE	G1	9, 28
	G2	19
	G3	9
	G4	51, 55, 59
TEACHING AND LEARNING	D1	51, 55
	D2	51, 55
	D3	39, 50, 79, 82
RESEARCH AND TECHNOLOGY AND KNOWLEDGE TRANSFER	R1	42, 43, 46
	R2	40, 42
	R3	55
	R4	39, 42
COMMITMENT TO SOCIETY	CS1	116
	CS2	116
	CS3	116
	CS4	51, 95, 98, 116, 121
	CS5	90, 98
	CS6	95, 98
	CS7	82
	CS8	72, 76, 82, 98
	CS9	104, 114
	CS10	119

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37. The list only shows Agenda 2030 targets to which the UB has made some contribution in the academic year 2020-2021.

BRANCH OF KNOWLEDGE	TARGET	PAGE
COMMITMENT TO THE ENVIRONMENT	CA2	133
	CA3	130
	CA4	130, 131, 132, 133
	CA7	132
	CA8	126, 130
	CA10	130, 131