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# REPORT ON SUSTAINABILITY

## The UB's commitment to the Sustainable Development Goals

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2021 —  
2022

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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	University of Barcelona Statute
FBG	Bosch i Gimpera Foundation
GRI	Global Reporting Initiative (institution that developed the first guide for sustainability reports)
IDP	Institute of Professional Development of the University of Barcelona
IL3	Institute for Lifelong Learning
NPI	private not-for-profit institution
OCI	UB Office for Internal Control, Risks and Corporate Social Responsibility
OSSMA	UB Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PCB	Barcelona Science Park
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
SAIQU	UB internal quality assurance system
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

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

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Sustainability is a transversal imperative that must inform any public institution's structure, goals, operations and assessment of results. Indeed, all signs of the changes that have taken place since the nineteen-fifties point to the fact that we now face a situation without precedent in recent times, marked by a warming of the earth's atmosphere and oceans, melting of the polar ice caps, rising sea levels and heightened concentrations of greenhouse gases. This reality poses a grave threat for the planet and our welfare.

Given that our universities are prime observers of reality and key institutions in its transformation, the climate emergency puts us face to face with one of the most serious challenges ever to be confronted in the centuries-old history of higher learning. Moreover, it is a challenge that we cannot shy away from, nor would we wish to do so: science and knowledge must be put at the service of the broader public if we are to overcome the greatest risk that we face. Both at home and all over the planet, the consequences of the climate emergency are now more palpable than ever, exerting a decisive effect on our way of life, making unjust inequalities even worse and degrading every facet of our environment.

Yet while this reality may look grim, there is still room for hope: knowledge can shine a light on future scenarios in which we can develop socially and ecologically sustainable ways of life in spite of the harm and misfortune that may befall a good many people around the globe. This new University of Barcelona *Report on Sustainability* brings together many of the main lines of action being pursued by our institution with the aim of casting just such a light on possible and desirable futures. This is because, if we in the current governing team are clear about one thing, it is that we must all share jointly in our responsibility in at least three key areas: generating knowledge, solving problems and raising awareness.

In the first area, our universities are institutions which, by virtue of our activity and operations, mobilize resources and people that can contribute to reducing the causes of the climate emergency. Based on this premise, we have enacted a whole series of measures, such as the roadmap for sustainability and ecological conduct, the corresponding roadmap to implement sustainabil-

ity actions at the UB, and the UB's energy savings plan (which was approved in December 2022, but will not be implemented until 2023). Together, these efforts seek to lower energy costs, promote responsible mobility, incentivize the workings of the circular economy and increase responsible consumption in every corner of our institution. Tools like the Committee for Sustainable Development and the inclusion of the Sustainable Development Goals (SDGs) as transversal indicators in the UB Plan 2022-2024 act as key levers to ensure the continuity and effectiveness of the actions that we take.

In the second area, our universities are leading figures in two crucial fields of endeavour: teaching, and research and transfer. In the case of teaching, the inclusion of transversal skills and competences in every bachelor's, master's and doctoral degree at the UB is the goal of a project first launched in 2022. The effort, which has a horizon of 2025, will be marked by two key milestones. The first is for the UB to ensure that it has accredited teaching staff capable of delivering the training involved as well as support staff that can effectively undertake the processes in relation to specific transversal courses and the incorporation of the sustainability perspective in all teaching plans. The second is to provide training in the resulting skills and competences, once adapted to the realities of each discipline, to all students and trainee researchers at the University of Barcelona. In the case of research and transfer, excellent research that is both interdisciplinary and international, together with the transfer of research results, must focus our efforts towards finding more and better responses to the challenge before us. Changes in the UB's research structures, research management and transfer, as well as the new funding programmes that are available, also seek to optimize this crucial task of our institutions.

In the third and final area, our public universities have a duty to society. From this vantage point, we have a responsibility to take a leadership role in the debates and challenges that our societies have now put front and centre. In light of the complexity that surrounds the challenges of the climate emergency, such a role becomes even more necessary. This is why the University of Barcelona is rolling out a whole series of actions to raise awareness, drawing on the institution's organs of communication, dissemination and culture to name but a few, in order to sharpen the focus on an accurate description of the different dimensions of the issue, publicize the latest advancements in debates on how we must face it, and contribute to ensuring that our community and the broader public adopt a responsible climate attitude. Efforts in this direction include activities such as the mock Annual UN Climate Change Conference of the Parties that took place in October 2022 thanks to the joint efforts of the UB and the Vives University Network.

In short, the content of the present *Report on Sustainability* is but one more example of the University of Barcelona's commitment to responsibility, leadership and innovation in the key area of sustainability. As you will see, the UB stands firm in our commitment: we seek to rise to the challenges before us, armed with the experience gained from continuous improvement. This is because any step that we take to safeguard a more sustainable future will be a modest one and yet there is truly a great deal at stake – indeed, too much.

DR JOAN GUÀRDIA  
Rector of the University of Barcelona

The University of Barcelona presents this latest edition of its *Report on Sustainability*, which gives an account of the many areas in which efforts of all kinds have been made to pursue the goals that we have set for ourselves in the area of sustainability.

Thanks to detailed monitoring of our actions and measures, we are able to identify what our capabilities are and where there is still scope for us to broaden and intensify our efforts.

The recent health crisis was a reminder of the global nature of the serious challenges before us; it is now also clear that failure to correctly address the climate crisis and shape the energy transition to mitigate its effects will have serious consequences for ecosystems, food production and migratory flows. In such a scenario, it becomes clearer than ever that development cooperation is an inescapable responsibility of first-world nations and that all nations and institutions need to commit to the 2030 Agenda for Sustainable Development.

Given the scale of our responsibility, it is crucial that we understand our current position and strive to ensure that our level of commitment is up to the challenge. It is clear to all of us that universities, along with society as a whole, must make a far greater contribution than has so far been the case. Indeed, our contribution must be twofold. On the one hand, we must build a solid framework to pursue the SDGs and meet the deadlines, while on the other hand, we must provide the knowledge through which the SDGs can be reached.

The more knowledge we obtain, the harder we must work to find the right answers. The actions described in our reports will never seem entirely sufficient to us; we must continue to come up with real solutions and applications at a level we would never have dared to imagine. Being realistic 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. Being cognizant of the actions detailed in this report will enable us to make headway with the conviction of an institution that values the work carried out and acknowledges the efforts and achievements of the people behind it. Their example should serve as a source of inspiration to spur us on down the road ahead and stand as a guidepost to point us to where we need to go.

JOAN COROMINAS GUERIN  
President of the Board of Trustees



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# Commitment to sustainable development

## Goals G1 and G3 of the UB's Agenda 2030

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 response to 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).

The UB's commitment to the 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 and environmental 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 2022 to pursue the [UB's Agenda 2030](#), which was approved in 2020 to structure the UB's commitment to the SDGs in the years ahead and clarify the links between the institution's activities and the goals themselves.

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 every action pursued at a university of our size involves a major paradigm shift. To achieve such a shift, the UB has approved two important documents in 2022, both of which feature sustainability as a key transversal element: [a roadmap to implement sustainability actions at the UB](#) and the document entitled [Measures to promote responsible ecological conduct](#). The UB has also moved forward with its Agenda 2030 by incorporating an [action plan linked to each goal](#).



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. 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 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: another [table](#) at the end of the report will clearly show the contributions made in each case.

**Contribution to ODS 16**



**Target 16.6.** Preparing the *Report on Sustainability* and collecting the UB’s contributions to the SDGs and to the goals of its own Agenda 2030 contribute to the creation of a transparent and accountable institution.

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# THE UNIVERSITY OF BARCELONA AND ITS GOVERNANCE

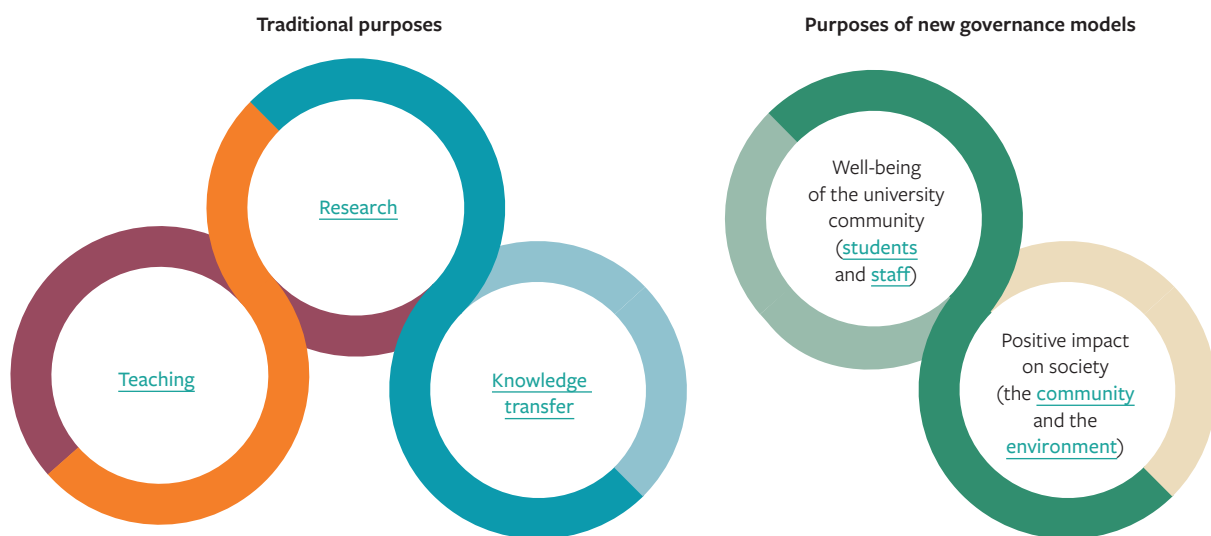
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# Services rendered, knowledge areas and type of students

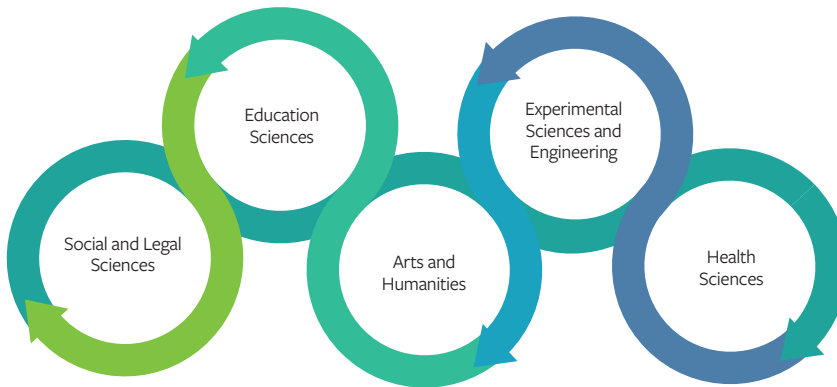
## SERVICES RENDERED



Source: OCl.

## KNOWLEDGE AREAS

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



Source: OCI.

In 2022, the needs of society gave rise to an educational response from universities, which were permitted by changes in legislation to expand their offering of multidisciplinary training for the first time into transversal areas such as gender equality, the climate emergency and consequent ecological and social crises, cybersecurity and entrepreneurship.

## 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 ODS 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, seeks to reduce gender disparities in higher education, and ensures equal access to vulnerable people, including people with disabilities.



**Target 5.1.** Seeks to end one of the forms of discrimination against women, inequality 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

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

SIZE OF THE UB <sup>1</sup>	
Teaching and research staff (PDI)	6,119 (2,954 women and 3,165 men)
Administrative and service staff (PAS)	2,461 (1,553 women and 908 men)
Total number of employees	8,580 (4,507 women and 4,073 men)
Bachelor's degree students	45,905 (41,717 in UB faculties and 4,188 in affiliated centres)
University master's degree students	6,397 (5,318 in UB faculties and 1,079 in affiliated centres)
Students in UB-specific postgraduate studies	10,665
Trainee researchers (doctoral students)	5,007
Number of students*	74,698
Bachelor's degree graduates	8,227 (7,244 in UB faculties, including 33 with UB-specific degrees, and 983 in affiliated centres)
University master's degree graduates	3,563 (2,854 in UB faculties and 709 in affiliated centres)
Doctoral theses read	672
Income	€560,123,330.83

1. The figures relating to academic aspects reflect the academic year 2021-2022; the figures relating to research are from the calendar year 2021 (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 2021, while the financial figures are provisional at 1 April 2023 in relation to the year 2022. In all of the data including bachelor's degree students (number of bachelor's degree students, number of graduates, total students, and number of bachelor's degrees), the figure for the UB-specific degree in Private Investigation is included, even though it is not an official bachelor's degree.

SIZE OF THE UB	
Expenditure	€495,002,679.11
Bachelor's degrees	73 (62 in UB faculties and 11 in affiliated centres), 15 dual study pathways
University master's degrees	170 (156 in UB faculties and 14 in affiliated centres)
Postgraduate courses	808
Doctoral programmes	46
Surface area	665,777 sq m
Campus	6
Affiliated schools and faculties	10

\* 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 2021-2022](#) and the [statistical data from the Report for the Academic Year 2021-2022](#).



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# Significant changes

In 2022, the University of Barcelona has experienced significant changes in a number of areas, including facilities, the governing team and the employment structure.

In the area of facilities, the UB has given back the Ramon Llull hall of residence, located in the Ramon Llull building on the premises of the Industrial School, to the provincial government of Barcelona, which is the owner. In addition, the UB has concluded a **four-year lease** on another part of the same building, where the nursing classrooms are located. Lastly, the UB has auctioned off the building that contained the Sant Jordi hall of residence, which is located in the Sarrià-Sant Gervasi district of Barcelona.

In the area of the governing team and the Rector's executive bodies, there have been **11** changes (some as a result of replacement and others through the creation of new roles):

- Raúl Ramos, new Vice-Rector for Internationalization Policy, replacing Markus González.
- Marga Bonmatí, new Deputy Manager of Digital Transformation and Data.
- Jordi Bosch, new Deputy Executive Manager of Strategic Projects.
- Carme Pineda, new Delegate of the Rector for the Development of Digital Technologies for Students.
- Núria Sara Miras, new Delegate of the Rector for the Management of the Equality Unit.
- Màrius Domínguez, new Delegate of the Rector for Lifelong Learning and Vocational Training.
- Maribel Peró, new Director of the Doctoral School.
- Teresa Vadrí, new Delegate of the Rector for Regulatory Guidance.
- Teresa Sauras, new Delegate of the Rector for Sustainability, replacing Gustavo Llorente.
- Lluna Baltasar, new head of Protocol and Institutional Relations.





- With the departure of Olga Lanau, the post of General Director of the UB Group has been eliminated and the role has been integrated into the relationship between the various entities in the UB Group and the UB itself.

As for the UB's financial structure, there has continued to be an increase in the relative weight of capital transfers from the State General Administration of Spain. This is due to projects awarded in 2022 as part of the recovery, transformation and resilience plan financed by EU Next Generation funds. The UB has also set up a new foundation for the institution's halls of residence.

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 Torribera Food and Nutrition Torribera.

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# Precaution, impacts, opportunities and risks



## Goal CA5 of the UB's Agenda 2030

The use of environmentally friendly materials in the UB's buildings is a response to goal **CA5** (the UB's buildings are sustainable by designing or refurbishing them so that they meet the structural requirements and activity demands established by applicable regulations at all times).

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's Committee for Sustainable Development takes responsibility for actions and decisions linked to the SDGs, and it contributes to ensuring the principle of environmental, social and economic precaution thanks to the holistic view captured by the SDGs.

On the other hand, several units in the university do incorporate mechanisms of environmental, social and economic precaution in the performance of their duties. In this regard, the principle of environmental precaution is a particular concern of [OSSMA](#), which not only oversees the reduction of environmental impacts from the UB's activities, but also works with other units such as Infrastructure and General Services, which uses materials that are respectful of the environment. It is also a concern of other units that put environmental criteria in their procurement and contracting processes.



The UB incorporates the perspective of social precaution in its decision-making primarily through the Office of the Vice-Rector for Equal Opportunities and Gender and the various units linked to the vice-rector's office, which seek to ensure that the UB is an inclusive space where everyone can develop fully with equal opportunity for all, including disadvantaged groups.

The UB's concern for economic sustainability needs to be analysed from two perspectives: internally, to ensure the efficient use of public resources and safeguard the UB's survival as a public institution; and externally, because of the UB's major impact on its local community.

Internally, 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. The resulting 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, according to their competences: the General Manager's Office, the Governing Council, the Board of Trustees and OCI.

Externally, the principle of economic precaution can be seen at work in the UB's obligation as a public institution to ensure that any actions that have an economic impact are subject to the principles of public notification and maximum competition (choosing suppliers of goods and services and hiring staff must involve, respectively, objective selection criteria and public calls with objective criteria). Also, from the perspective of the recipients of the public service, the UB must have financial aid systems that ensure equality of opportunity in the access to higher education.

The university must not only be aware of the impacts of its activity on sustainability, 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, telework has become well-established in 2022. While it first appeared in the exceptional context of the Covid-19 pandemic, it has continued since the UB returned to normal activity. It should also be mentioned that the UB is making constant updates and adaptations in its academic offering in order to meet new social, environmental and economic needs.

Contribution to ODS 13 and 16	
	<p><b>Target 13.1.</b> The actions of different UB units to address the principle of environmental precaution, such as using environmentally friendly materials in UB buildings, contribute to strengthen resilience and adaptive capacity in the face of climate-related hazards.</p>
	<p><b>Target 16.6.</b> Incorporating precaution in the area of sustainability and adapting the UB to changes in global and local realities contribute to the creation of an effective and responsible university</p>

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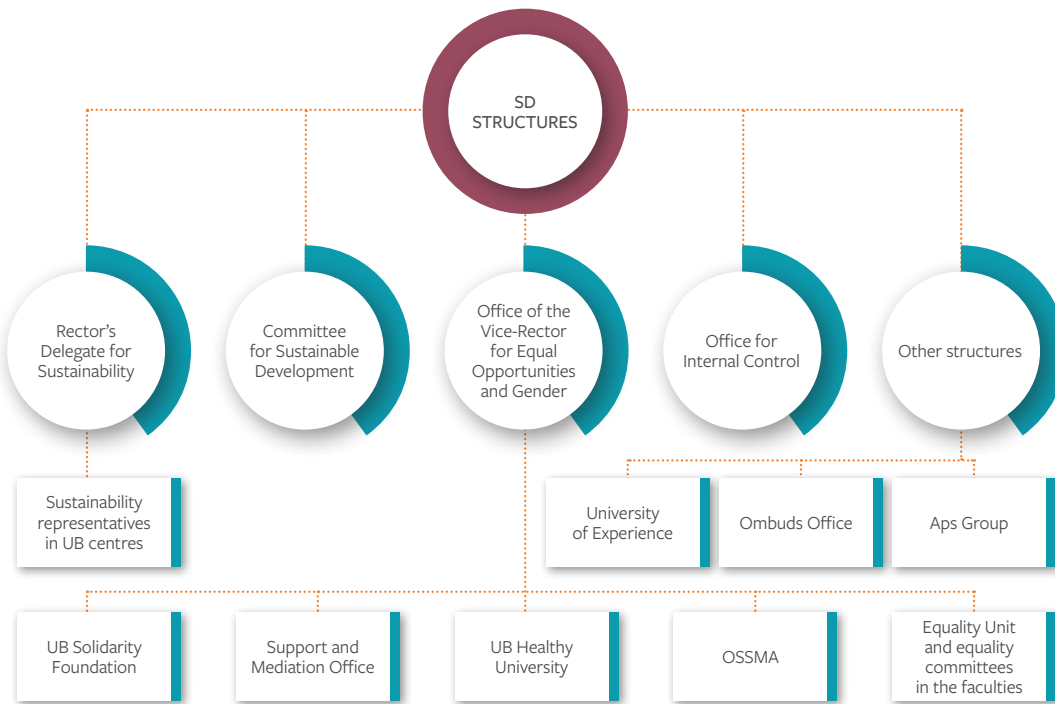
# Structures and strategy for sustainable development

## Goal G2 of the UB's Agenda 2030

This section sets out the UB's organizational structures and 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



Source: 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 [UB Plan 2022-2024](#).
- In the [Rector's management report](#), which is submitted to the Senate each year.
- In the [UB's Agenda 2030](#), which is a framework for action that contains the UB's goals towards the achievement of the SDGs.
- In the document of [proposed measures to promote responsible ecological conduct](#).
- In [the roadmap for implementing sustainability actions](#).

It is also important to mention the creation of a [UB website on the SDGs](#), which brings together various strategic documents on the subject of sustainability, any related actions and a detailed account of how each action contributes to particular SDGs.

### Contribution to ODS 17



**Target 17.14.** Structures and a strategy in sustainable development help to improve the coherence of SD policies at the UB.

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# Values and advisory mechanisms


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. Given 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 is committed to a series of values and a culture of responsibility that begin with university autonomy and extend through 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.

Below is a list of examples that underscore the UB's commitment in this area:

- [UB Code of Ethics on Integrity and Best Practices](#) (2018).
- The [UB's Regulations on Transparency, Access to Public Information, and Good Governance](#) (2018), which seek to develop legislation on transparency, access to public information, stakeholder groups, good governance and open governance.
- The [Code of Conduct for non-elected officers and senior officers at the UB](#) (2021), which seeks to promote and consolidate ethical, transparent and upstanding behaviour among the UB's non-elected officers and senior officers. In 2022, a total of **270** officers signed the Code of Conduct, reaching nearly **73%** of all affected officers in the institution.



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- [Mechanisms to ensure and fulfil the institutional integrity of the UB](#) (2021), which involve the implementation of the following:
  - The Ethics Committee, which oversees compliance, monitoring and improvement in relation to all regulations on ethics at the UB.
  - [The ethics and institutional integrity mailbox](#), which ensures that the Ethics Committee receives communications on ethics and integrity with all the safeguards required by the applicable legislation. The mailbox went into operation in November 2022 and 5 communications were received by 31 December 2022.
- The [UB’s anti-fraud policy](#) seeks to promote a culture that exerts a deterrent effect on any type of fraudulent activity and also supports prevention and detection. Specifically, it involves the development of procedures to facilitate the investigation of fraud and related crimes, and to ensure that such cases are addressed properly in a timely fashion. The specific obligations that arise from the policy are:
  - individual declarations of adherence to the Code of Conduct from officers and senior officers whenever they take office;
  - a staff requirement to sign a declaration attesting to an absence of conflicts of interest whenever administering contracts with certain characteristics;
  - the creation of a multistakeholder [Anti-Fraud Committee](#) to monitor the policy in question;
  - an [anti-fraud mailbox](#) (2022), which adheres to the same criteria and standards as the ethics mailbox, but has not yet received any communications.


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As the section on [Research](#) notes, the UB also has specific codes and committees to oversee research and it has the [Bioethics and Law Observatory](#).

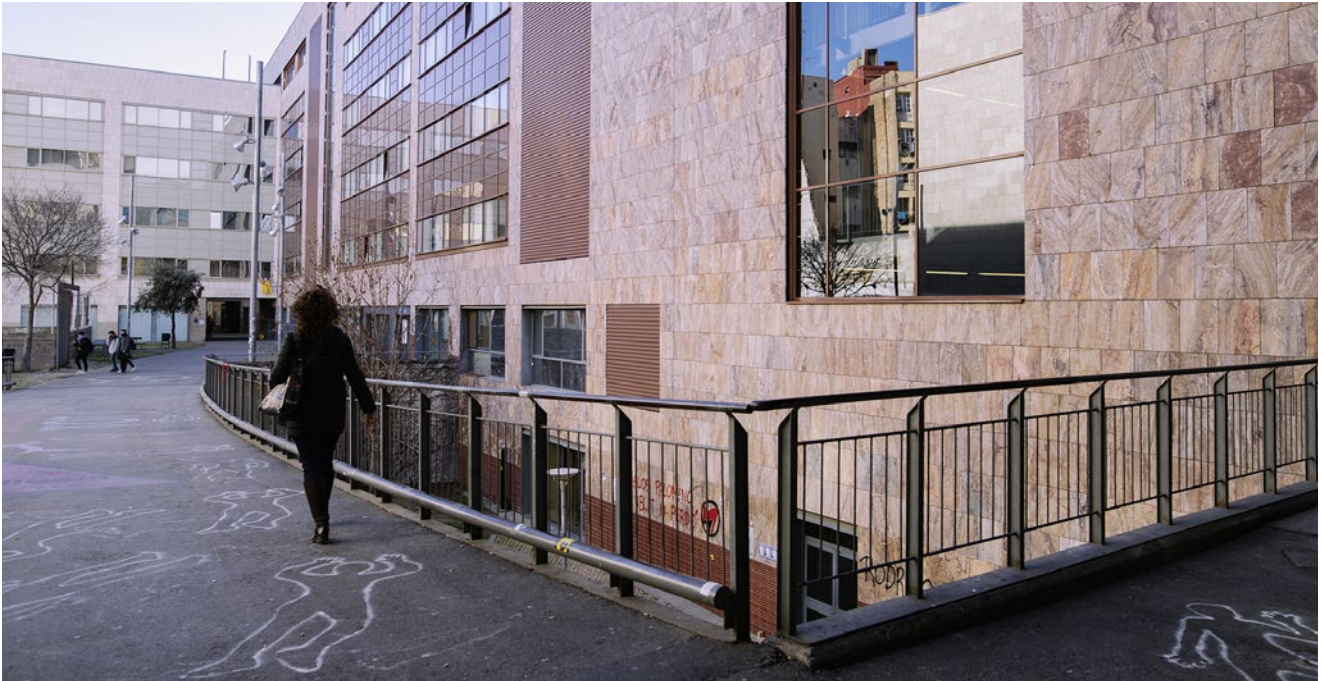
## ETHICAL AND LEGAL ADVISORY MECHANISMS

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 previous section described the various advisory and reporting bodies linked to ethics and the combating of fraud that have been rolled out by the UB in 2022 (the Ethics and Institutional Integrity Committee and the Anti-Fraud Committee for queries and advice; the ethics and anti-fraud mailboxes for reporting any suspected problems). When ethics queries are linked to research, they can be addressed to the research committees and doctoral committees of each faculty and programme, respectively.

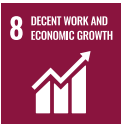
The UB also has the [Support and Mediation Office](#) and the [Ombuds Office](#), which can be addressed to seek advice or lodge complaints about unethical or illegal conduct and interpersonal conflicts.

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.



#### Contribution to ODS 8 and 16

The UB's Legal Services and the different codes, mailboxes, mechanisms, etc. that are described throughout the section entitled *Values and advisory mechanisms* ...



**Target 8.8.** Contribute to the fostering of a safe and secure working environment.



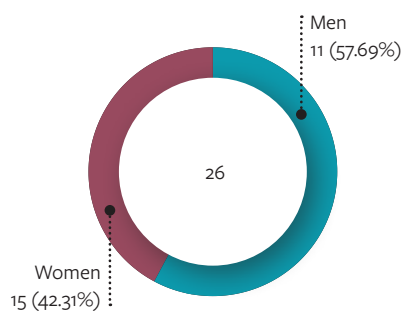
**Targets 16.5. and 16.6.** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.



# Governance structure and composition of the governing bodies

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

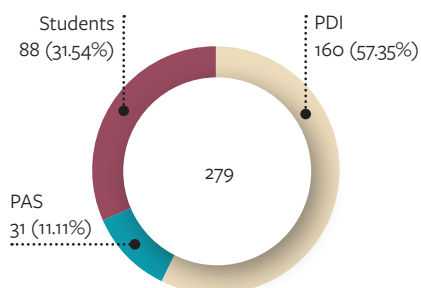
**Composition of the Executive Council by gender (2022)\***



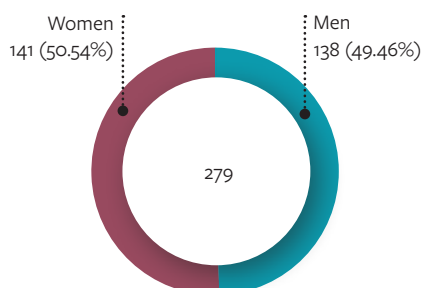
\* All the members of Executive Council form part of the PDI.

Source: General Secretary's Office.

**Composition of Senate by group (2022)**

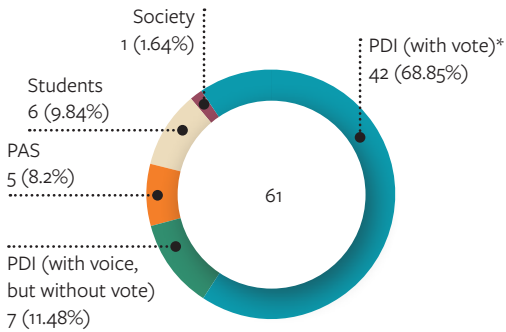


**Composition of Senate by gender (2022)**



Source: General Secretary's Office.

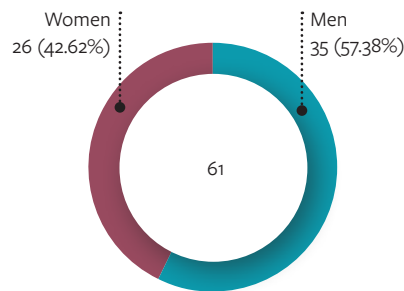
**Composition of Governing Council by group (2022)**



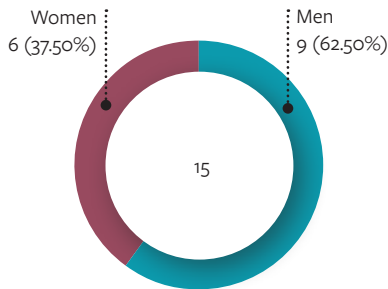
\* Includes Rector and General Secretary.

Source: General Secretary's Office.

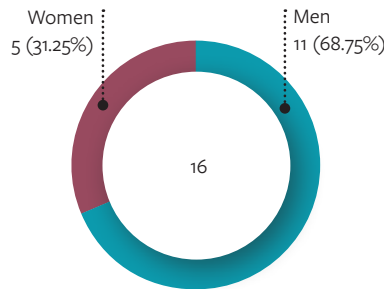
**Composition of Governing Council by gender (2022)**



**Composition of Board of Trustees by group (2022)**



**Composition of Board of Trustees by gender\* (2022)**



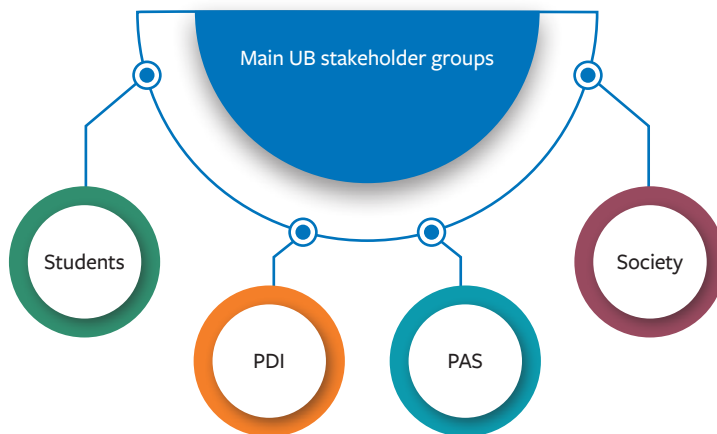
\* By law, the Board of Trustees has 15 members. At present, the appointment of a representative of the Parliament of Catalonia remains pending. However, this absence is offset by the presence of a trade union representative from the UGT and an SME representative from PIMEC. While the latter two representatives 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. As a result, the data in the graph reflects 16 members.

Source: Board of Trustees.

In terms of executive responsibility in economic, environmental and social matters, there have been no changes since the [Report on Sustainability 2018-2019](#).

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



Source: OCI.

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

The multistakeholder composition of the UB's governing bodies shows the institution's firm commitment to interact with its stakeholder groups and give a voice and vote to their representatives when taking decisions and making 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 [Process to define the content of the report](#).

**Contribution to ODS 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.

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# The UB Plan 2022-2024 and its assessment

## Goal G1 of the UB's Agenda 2030

The UB Plan 2022-2024 sets 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).

Based on the diagnosis and validation of the governing team, the UB approved a final version of the [UB Plan 2022-2024](#) in 2022. The plan establishes the central framework for governance which seeks to transform the UB in all of its dimensions: its governance and management model; staff management model; academic and teaching model involving the UB's relationship with students and student participation; and the model for research, transfer and the training of researchers. In addition, the four dimensions must be permeated by four key transversal areas: gender, sustainability and social commitment; digital transformation; communication and language policy; and heritage and cultural activities. The lines of action in the UB Plan 2022-2024 are summarized below:

### 1. **Governance:**

- a) Make progress towards a streamlined, nimble and decentralized management approach.
- b) Consolidate the full integration of all parts of the UB Group.
- c) Promote the values of responsibility, cooperation and participation in all areas and groups of the institution.
- d) Establish mechanisms to ensure transparency, ethical conduct and, in a nutshell, good governance.

### 2. **People:**

- a) Plan the management of PDI and PAS to increase their well-being using facts and data.

- b) Increase stability and reduce precariousness for PDI and PAS.
- c) Promote the talents of UB staff.
- d) Update the workforce in line with new needs arising from social, technological and cultural changes.
- e) Seek to improve the UB's budget in terms of private administration and giving civil society a chance to contribute.

**3. Knowledge:**

- a) Create a one-stop shop online for research staff.
- b) Give support in the overarching aspects of current calls: SDGs; bioethics; data ethics and management; the gender perspective; biosafety; animal experimentation; open science; dissemination of research; mass computing; and interdisciplinarity.
- c) Establish research structures that can meet the real needs of current practice and optimize efforts to the utmost.
- d) Address the challenge of reaching society, whether through dissemination, patents, spin-offs or transfer contracts, to name only a handful of avenues.
- e) Recognize success stories in the area of transfer, dissemination and innovation.
- f) Provide tools for the acquisition of competences in entrepreneurship.
- g) Support doctoral students in their research training, making the relevant processes more agile, digital and flexible.
- h) Design and adjust the offering of doctoral studies to meet current needs in terms of lines of research and the international conception of studies, and promote modalities of doctoral studies that encourage knowledge transfer outside academia.
- i) Institutionalize policies of internationalization, especially in the research area.
- j) Implement an internationalization plan with two specific countries in Latin America (Chile and Colombia).
- k) Prepare a UB Refugee Plan that seeks to incorporate the growing reality of refugees in an institution that wants to position itself as a responsible university committed to solidarity in an increasingly global world.
- l) Enhance and adapt mobility programmes to a post-pandemic reality, the new options offered by the Erasmus programme and the commitments undertaken in the new period of the Erasmus programme.
- m) Delve more deeply into the synergies that can be established between the international consortia and networks to which the UB belongs (LERU, EUA, Coimbra Group and UNIMED, among many others), and explore how to participate more in the leading educational fairs (EAIE, NAFSA, APAIE) and international events of the highest order (UNESCO).

**4. Teaching:**

- a) Put students at the centre of university life in the broadest, most comprehensive sense.
- b) Commit to providing well-rounded training that promotes the acquisition of healthy habits and contributes to the physical and emotional well-being of people, the development

of transversal competences, lifelong learning, and involvement in social and cultural activities.

- c) Develop the mechanisms and resources necessary to ensure that anyone who wants to study at the UB can do so, regardless of their sociocultural or economic background or their specific characteristics and needs.
- d) Make use of new technologies and artificial intelligence to provide personalized attention and establish new, more effective avenues of communication that match the needs of twenty-first century students.
- e) Conduct an exhaustive analysis and assessment of the current offering of bachelor's and master's degrees, taking into account the needs and demands of society and the opinions of graduates.
- f) Foster transversal training for students in line with globalization and according to the principles established by the SDGs, promote a wide-ranging offer of training activities that encourage interdisciplinarity and internationalization, and build greater flexibility into the training offering to supplement traditional approaches with other options.
- g) Review and update the catalogue of transversal competences for all UB students taking into account the SDGs, the gender perspective and sustainability, to name but a few key dimensions.
- h) Reflect on face-to-face teaching and the changes that have occurred in how we understand the task of instructors, and think about the value of the interaction between student and instructor.
- i) Go above and beyond, offering comprehensive training to students and incorporating social responsibility as an intrinsic element of their education.
- j) Engage in campaigns to raise awareness about diversity among teaching staff and students, and develop tools to mainstream gender in teaching activities, integrate universal learning design and promote service-learning projects in all areas of teaching.
- k) Create a technical office for teaching that gives support and advice to teaching staff in their academic and teaching activity.
- l) Establish specific training programmes for new teaching staff and for trainee teaching staff, and establish a lifelong learning programme for existing teaching staff.

##### 5. Transversal areas:

- a) Work to make the institution more egalitarian, inclusive, sustainable and healthy.
- b) Provide adequate attention to people affected by sexual harassment, by harassment on the basis of gender, gender identity or sexual orientation, or by any other sexist or anti-LGBTQI+ conduct.
- c) Promote a change of culture in the organization based on a social commitment to diverse situations of vulnerability.
- d) Undertake actions aimed at enhancing emotional and physical well-being, safety and harmonious coexistence among the entire university community.
- e) Evolve towards a new paradigm that builds on our determination to transform the UB in terms of digitalization, while also ensuring that it is streamlined, user-friendly and nimble.

- f) Create new strategic processes that take advantage of the potential of emerging technologies for disruption.
- g) Improve library spaces to give support to learning, creating flexible areas for individual and group study and devising and experimenting with cutting-edge spaces in relation to sustainability.
- h) Facilitate the development and strengthening of digital competencies, which are necessary in every area for every group in the UB.
- i) Make a commitment to restoring, honouring and promoting the UB's material heritage, both movable and immovable; digitalizing the collections generated by UB departments and faculties; and producing and disseminating knowledge about the immaterial heritage and history of the UB.
- j) Foster cultural creation, the dissemination of culture, and intercultural communication and dialogue.
- k) Encourage recreational and celebratory activities that build cohesion and community.
- l) Enhance the channels of internal communication to ensure an optimal flow of information.
- m) Contribute to strengthening bonds within the UB community.
- n) Demonstrate the UB's leadership in the university system by taking actions that have an impact and visibility in every area of the institution.
- o) Treat as business as usual that there is a balance to be struck between the multilingual setting of the UB and its central place in Catalan society.
- p) Promote the academic use of Catalan in the widest range of areas and disciplines without in any way renouncing plurilingualism.
- q) Ensure that future professionals receive a training that enables them to engage in their activities with the utmost linguistic normality in the Catalan context.

## ASSESSMENT OF THE UB PLAN 2022-2024

The UB has devised a set of indicators to enable the Technical Bureau at the Rector's Office to monitor the execution of the plan comprehensively and provide up-to-date information on the extent of implementation.



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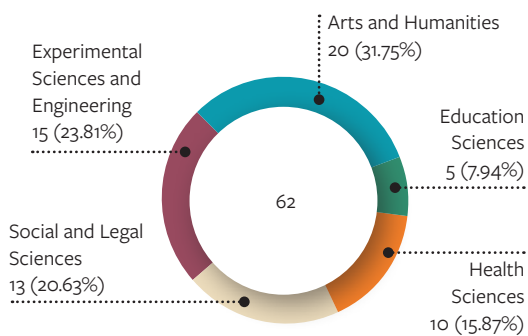
# TEACHING AND RESEARCH

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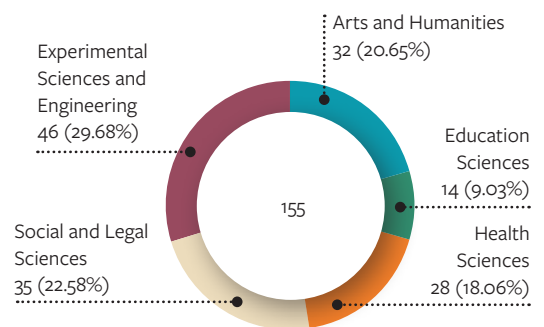


## COURSE OFFERING\*

**Bachelor's degrees by branch of knowledge  
(academic year 2021-2022)\*\***



**Courses of study by branch of knowledge  
(academic year 2021-2022)**



\* 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 2021-2022](#).

## STUDENTS\*

	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
<b>NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2021-2022)</b>											
Bachelor's degrees	7,831	18.77	5,813	13.93	9,017	21.61	12,675	30.38	6,381	15.30	<b>41,717</b>
University master's degrees	1,136	21.64	816	15.55	1,072	20.42	1,170	22.29	1,055	20.10	<b>5,249</b>
UB-specific master's degrees and postgraduate courses**	384	6.17	414	6.66	3,386	54.44	1,740	27.97	296	4.76	<b>6,220</b>
<b>INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2021-2022)</b>											
Bachelor's degrees	2,185	21.56	1,449	14.30	1,963	19.37	3,026	29.85	1,513	14.93	<b>10,136</b>
University master's degrees	640	17.87	666	18.60	752	21.00	706	19.72	817	22.81	<b>3,581</b>
<b>GRADUATING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2021-2022)</b>											
Bachelor's degrees	1,161	16.03	1,190	16.43	1,719	23.73	2,029	28.01	1,145	15.81	<b>7,244</b>
University master's degrees	450	15.77	554	19.41	615	21.55	526	18.43	709	24.84	<b>2,854</b>

\* This includes students at the UB's non-affiliated centres. The figures for bachelor's degrees include the UB-specific degree in Private Investigation, which belongs to the Social and Legal Sciences. However, the university master's degrees do not include students in the master's degree in the CHARM-EU programme because it is a totally transversal degree that does not fit into any particular branch of knowledge. As a result, the figures differ slightly from the figures reported elsewhere in the report or in the [report for the academic year 2021-2022](#).

\*\* This row of figures 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, 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 **6,220** instead of **10,665**, which is the figure that appears in the table [Size of the UB](#).

Source: OCI based on [statistical data from the report for the academic year 2021-2022](#).

## Contribution to ODS 4



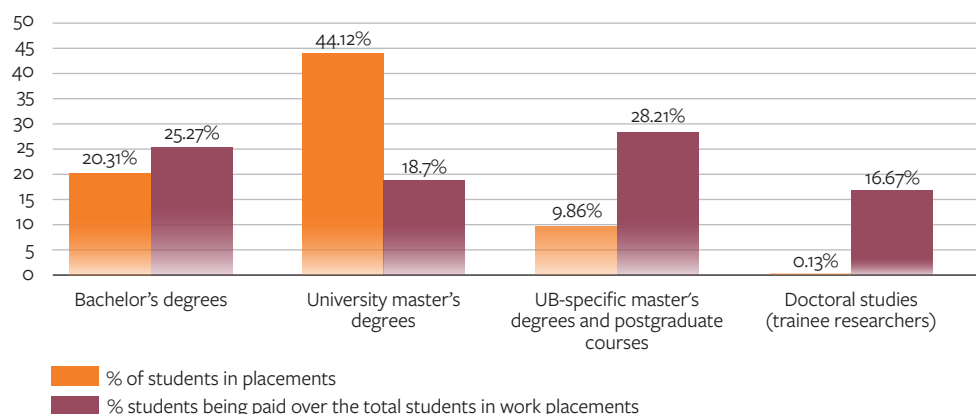
**Targets 4.4 and 4c.** The UB's teaching helps to increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship. The existence of education in specific knowledge areas contributes to increase substantially the supply of qualified teachers.

## ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP OUTS	2018-2019	2019-2020	2020-2021	2021-2022
Academic performance rate in bachelor's degrees	84.71	88.64	87.02	84.24
Academic performance rate in university master's degrees	95.14	95.27	93.50	91.81
Rate of withdrawal in year 1 of bachelor's degrees	17.10	14.90	15.70	-
Overall drop-out rate in bachelor's degrees	8.11	6.71	-	-

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

## PROFESSIONAL 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, **10,969** 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, **2,629** placements have been paid.

## STUDENT EMPLOYABILITY

The University of Barcelona ranks **22nd** in Europe and **87th** worldwide in the [QS Graduate Employability Rankings 2022](#). The latest edition of the ranking, which is published by Quacquarelli Symonds, lists **550** universities according to an employability index.

### Contribution to ODS 4



**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 2021-2022, 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 every three years a survey 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 at this [portal](#).

## 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.

## QUALITY PROCESSES AND ACCREDITATIONS<sup>2</sup>

As for [quality processes at the UB](#), it is important to mention the academic workload plan, which enables the institution to conduct an annual assessment of the activities carried out by teaching staff during the four previous years in three key areas of activity: teaching, research and management. The assessment is quantitative and uses scales, though some elements are qualitative. The results are used as a tool to support decision-making on the distribution of human resources in the academic area.

In the specific case of teaching quality, the UB has continued accrediting degrees in 2022. In the [period 2014-2022](#), the UB has put **86.3%** of its bachelor's degrees through the accreditation process (with **14.3%** receiving "excellent") and **93.7%** of its master's degree (with **23.73%** receiving "excellent").

It is also important to mention [the UB's internal quality assurance system \(SAIQU\)](#). In 2020, after an external assessment committee made a favourable assessment of the UB's transversal processes (SAIQU-T), the UB's faculties were ready and equipped to seek certification for their own SAIQU and apply for institutional accreditation. Accordingly, the Faculty of Chemistry, the Faculty of Economics and Business, the Faculty of Law, and the Faculty of Mathematics and Computer Science have obtained certification for their respective SAIQU in 2021 and 2022. To this end, each faculty has been visited by an external assessment committee that has certified the correct implementation of its SAIQU, after which it has applied for institutional accreditation. The Faculty of Biology and the Faculty of Education have also been visited by external evaluators, but they are still awaiting a favourable final report to receive permission to apply for accreditation.

Also in 2022, the bachelor's degree in Biomedical Engineering has obtained the **EURACE** seal, which recognizes bachelor's degrees in Engineering and is a seal of major importance in enhancing the employability of any affected students across Europe.

In the case of research, the Research Quality Unit in the Agency for Policy and Quality gives support to research groups and research support structures in the process of implementation, formal recognition and maintenance of quality management systems. Formal recognition takes the shape of certifications in line with ISO 9001, the principles of good laboratory practices, accreditations involving ISO 17025, and TECNIO accreditations from the Catalan government's Agency for Business Competitiveness (ACCIÓ).

The research groups that have quality accreditations or certifications in 2022 are the same ones that appeared in the [Report on Sustainability 2020-2021](#).


<sup>2</sup> Even though this information appears in the section *Information on teaching*, quality processes and accreditations are also addressed in relation to research.

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 towards 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.

A description of all the activities carried out in the context of the HRS4R Programme can be found [here](#).

In addition, the Spanish Ministry of Science and Innovation has granted the [Maria de Maeztu](#) accreditation to four of the UB's own research institutes. The aim of the accreditation is to promote the quality of any scientific research that is notable for its importance or for the international impact of its results.

Another significant development in 2022 is the UB's new membership in the [Coalition for Advancing Research Assessment](#) (CoARA), which pursues the implementation of new assessment models to evaluate the quality of research and the quality of work carried out by researchers and research institutions, making use of procedures that avoid the exclusive consideration of quantitative indicators and instead favour the use of a qualitative and multidimensional approach to assessment.

Contribution to ODS 8	
	<p><b>Targets 8.5 and 8.8.</b> The HRS4R accreditation is awarded to institutions that follow a set of principles in the hiring of research staff. The principles foster decent work and promote a safe and secure working environment.</p>

### Fulfilment of objectives 2022

- The SAVCA (Services for the Analysis of Viruses in the Food Chain and Water Cycle) Laboratory has not yet obtained formal ISO 17025 accreditation. Accreditation is likely to come in 2023.
- The Agency for Policy and Quality has a [business intelligence](#) tool to query the data necessary to manage the SAIQU in all UB centres, thereby achieving the objective of tailoring the UB's institutional IT tools for SAIQU management.
- The UB has satisfied the objective to design and deliver training courses on SAIQU management for PAS and PDI.

### Objective for 2023

- To revise the academic workload plan for research so that the assessment mechanisms and criteria enable a better assessment of PDI, a broader collection of quantitative and qualitative criteria, and a multidimensional look at academic careers.
- To generate support tools and documents for the SAIQU of UB centres that seek certification of their own SAIQU in the medium term.

# Information on research and knowledge transfer<sup>3</sup>

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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



Source: [The UB in figures](#).

3. The quantitative data in the research section correspond to 2021, because the information for 2022 was not yet available at the time of data collection. The descriptive data, by contrast, do correspond to 2022. In any event, when specific data for 2022 become available, the information will be updated.

## INCOME GENERATED THROUGH COMPETITIVE AND NON-COMPETITIVE RESEARCH FUNDING

INCOME FROM RESEARCH	2018		2019		2020		2021	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
<b>Competitive projects</b>	-	<b>94,260,313.33</b>	-	<b>108,253,189.13</b>	-	<b>95,012,935.89</b>	-	<b>99,098,033</b>
Regional government	396	11,219,818.94	114	9,694,092.37	138	11,519,773.68	132	12,128,729.98
National government	273	29,771,622.32	353	28,983,897.76	268	26,752,693.66	503	68,086,896.99
Local government	1	6,289.40	4	38,607.38	4	118,181.88	6	89,263.92
Foreign governments	2	45,403.86	4	53,051.38	3	451,959.71	5	311,473.45
Other	4	221,900.00	25	190,357.52	6	140,192.64	9	337,456.30
European Commission	45	9,005,040.11	80	16,607,665.67	85	16,754,609.23	53	12,453,950.21
Private sector: NPIs and business	17	979,465.11	42	4,124,583.02	26	1,895,768.35	49	5,429,019.58
Public sector: NPIs	41	4,389,388.75	6	33,880.42	10	397,464.63	9	261,242.47
Funding secured by UB researchers at institutions with UB participation	334	38,621,384.84	285	48,527,053.61	275	36,982,292.11	307	25,631,014.52
<b>Non-competitive projects</b>	-	<b>40,187,718.87</b>	-	<b>36,380,919.75</b>	-	<b>44,824,157.20</b>	-	<b>67,189,135.16</b>
Funding secured by UB researchers at institutions with UB participation	805	22,325,315.75	911	21,459,915.63	882	30,481,387.12	715	52,300,140.67
UB research agreements	-	758,853.32	-	1,056,098.46	-	772,094.71	-	1,345,836.11
Research contracts managed by the FBG	-	13,658,182.20	-	10,944,356.07	-	10,944,553.53	-	10,653,178.40
CCiTUB services	-	3,445,367.60	-	2,920,549.59	-	2,626,121.84	-	2,889,979.98
<b>Total income from research and technology transfer</b>	-	<b>134,448,032</b>	-	<b>144,634,108.88</b>	-	<b>139,837,093.09</b>	-	<b>191,918,182.58</b>

Source: [UB Report on the academic year 2021-2022](#).

## RESEARCH ACTIVITY

	2018	2019	2020	2021
Doctoral theses read	599	630	754	672
Scientific publications in WoS	5,707	6,305	7,112	7,876
Percentage of PDI engaged in competitive research and transfer out of total PDI (FTE)	57.4%	58.5%	59%	60.7%
Trainee predoctoral researchers	574	575	572	621
Consolidated research groups	251	249	250	250
Active research projects	877	932	958	1,029
Patent applications	69	113	73	104
Priority patent applications	16	12	21	18



	2018	2019	2020	2021
New technology-based spin-offs	2	2	4	2
UB research institutes	15	15	16	16
Research institutes to which the UB contributes	10	10	10	10
Interuniversity institutes	5	5	5	5
Documentation centres	3	3	3	3
Observatories	10	11	11	11
Postdoctoral researchers	194	219	231	252
PAS research support	285	283	311	372
International patent extensions	12	12	10	16

Source: [UB Report on the academic year 2021-2022](#) and [statistical data from the report on the academic year 2021-2022](#).

## INNOVATION AND TECHNOLOGY AND KNOWLEDGE TRANSFER

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### Goal CS9 of the UB's Agenda 2030

The FBG's Equality Plan contributes 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.

Primarily, the UB manages its innovation and transfer activities through the [FBG](#), which is the part of the institution that takes responsibility for conducting activities in the areas of innovation, promotion, valorization, transfer of results, and the management of UB contracts, agreements and projects. The FBG works to achieve the SDGs through transfer activities.

The FBG's key contributions to the Sustainable Development Goals come through its activities to promote innovation at the UB, particularly in the areas of business start-ups, valorization of licences, drafting of an [equality plan](#), compilation of a [sustainability report](#), implementation of telework, and a host of dissemination activities.

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 2022, some of the UB's most notable efforts in innovation and the transfer of technology and knowledge include:

- Creating **2** spin-offs in 2022, bringing the total number of spin-offs since the creation of the UB's business start-up area in 2001 to **51** spin-offs.
- Signing **420** R&D&I contracts and agreements for a total of **9.4** million euros.
- Signing **17** new licensing contracts and earning **253,055.46** euros in licensing revenue.
- Submitting **86** patent applications.

**Contribution to ODS 4, 5, 8 and 16**

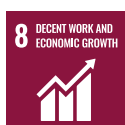
The FBG, PCB and CCiTUB help...



**Target 4.4.** To promote innovation in order to increase the number of youth and adults who have relevant skills for entrepreneurship.



**Target 5.1.** Through the FBG's Equality Plan, to collaborate in putting an end to all forms of discrimination against women.



**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.



**Targets 8.3 and 8.8.** Through the FBG's business start-up area, to give support to the creation of decent jobs, entrepreneurship, creativity and innovation, and to encourage formalization and growth of businesses. Through the FBG's Equality Plan, to promote a safe and secure working environment.

## TRAINEE RESEARCHERS

The UB has **5,007** trainee researchers, **34%** of whom are international.

## PREDOCTORAL AND POSTDOCTORAL GRANTS

	PREDOCTORAL GRANTS			POSTDOCTORAL GRANTS			
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL	
Marie Skłodowska-Curie (Innovative Training Networks)	2	9	11	JIN researchers (MINECO)	1	4	5
Trainee research (PREDOCS-UB)	62	62	124	Juan de la Cierva researchers (trainee) Training	7	3	10
Research staff FI training grants (Generalitat)	61	40	101	Marie Skłodowska-Curie (MSCA-IF)	7	5	12
Research staff training SDUR (Generalitat)	27	31	58	Junior Leader postdoctoral fellows (La Caixa)	1	3	4
Research staff training FPI (MINECO)	84	86	170	Postdoctoral fellows (POP)	2	2	4
Research staff training (FPU) (MICIU)	61	66	127	Project-specific, other calls or no grant	23	23	46
Government of the Basque Country	1	0	1				
La Caixa	4	3	7				
Tatiana Pérez de Guzmán	1	0	1				
Project-specific, other calls or no grant	8	13	21				
<b>Total</b>	<b>311</b>	<b>310</b>	<b>621</b>		<b>41</b>	<b>40</b>	<b>81</b>

Source: [UB Report on the academic year 2021-2022](#).

## 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 help to foster the sustainability of research and knowledge transfer projects.

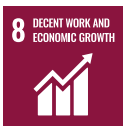
### UB units in charge of RRI, the integration of RRI into research and transfer projects, and the use of RRI criteria in the assessment of internal research calls

The units in charge of RRI at the UB already appear in the [Report on Sustainability 2019-2020](#) and there have been no subsequent changes.

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 unchanged since the [Report on Sustainability 2018-2019](#).

### Contribution to ODS 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 reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution in all areas. Similarly, the open admissions policies implemented by the UB contribute to the goal of effectiveness and transparency. Lastly, research groups that, on 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 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 the IDP. In 2022, the offering has included a [management training programme on the keys to determine the evolution of the university system in the coming years](#) and a [management course on ensuring effective equality between women and men](#).

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 activ-

ities are organized into training capsules that are generally 4 hours in length. The training capsules 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.

#### Contribution to ODS 4



**Target 4.7.** The RRI-related training activities offered by IDP 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.

At the same time, the UB has approved changes to the regulations on the organization and operations of the [Bioethics Commission of the University of Barcelona](#) (CBUB). In recent years, there has been a growing need for the CBUB to assess projects that involve experiments with human beings or biological samples of human origin, as well as projects that entail interactions with human beings or social interventions, just as there has been heightened social sensitivity and interest in the field of bioethics. As a result, it has been necessary to restructure the CBUB to bolster its composition, clearly establish the responsibilities of members, and provide the appropriate technical and administrative support.

The subjects that are typically most likely to raise ethical questions linked to research carried out at the UB appear in the [Report on Sustainability 2019-2020](#).

## OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

### Institutional activities related to social entrepreneurship

#### Goals R1 and R2 of the UB's Agenda 2030

StartUB! promotes transfer and entrepreneurship in the context of the SDGs. It also helps to identify, encourage and give visibility to research on sustainable development and the SDGs at the UB, since every project that seeks to receive support from StartUB! must show a link to the SDGs.

Entrepreneurship activities at the UB are coordinated through StartUB!, which is the UB's institute for innovation and entrepreneurship, in collaboration with the FBG (which is described earlier in the report). These activities fall under the purview of the Office of the Vice-Rector for Entrepreneurship, Innovation and Transfer.

StartUB! aims to foster the entrepreneurial skills and competences of the university community (students, PAS and PDI) and give support and assistance to anyone who is eager to become more entrepreneurial. In order to help and train entrepreneurs and provide them with a space to incubate their projects, StartUB! operates a working space known as the StartUB!Lab. The SDGs is a strategic pillar of these efforts: all projects seeking to receive help and support must show a linkage to the SDGs.

In 2022, StartUB! has taken part in a number of initiatives that are closely linked to sustainability:

- **2 editions of Innovation Day (i-Day)**, on which a hundred students pursuing bachelor's degrees, master's degrees or PhDs split up into teams that put forward solutions to social issues and challenges put before them by a variety of enterprises, making use of either a methodology based on design thinking or some other innovation methodology. The initiative seeks to encourage the generation of ideas and enhance entrepreneurial ability among students. The editions in 2022 involved a challenge posed by the organizations Reig Jofre, Frit Ravich i Suara, Carinsa, the Hospital Sant Joan de Déu and the Red Cross.
- **2 editions of Business Model Lab**, an introductory course on business start-ups, which includes specific sessions on sustainable business models and how to incorporate sustainability into business strategy.

Over the course of 2022, the StartUB!Lab has welcomed and given support to more than **60** projects and witnessed the emergence of a total of **8** start-ups.

Another highlight is the collaboration of the Faculty of Economics and Business in the organization of [Ideathon](#), a marathon of ideas to generate solutions for three previously selected SDGs.

#### Contribution to ODS 4



**Target 4.4.** The activities to promote entrepreneurship at the UB contribute to increase the number of youth and adults who have relevant skills for entrepreneurship.

## 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 helps to foster the sustainability of research and knowledge transfer projects (**R4**) and to identify, strengthen and give visibility to research on sustainable development and the SDGs at the UB (**R1**). In addition, In-Cites contributes to goal **R1** because it enables the classification of publications in accordance with the SDGs to which they are related.

The UB has launched an internal application to link research projects to the SDGs. Prior to making any submission for funding through the calls of the Spanish R&D&I plan, UB researchers must first submit their applications to the Office of Research Management, which asks lead investigators to identify the SDGs linked to their project. This information is 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 **3,717 (60.17%)** of the **6,177** publications indexed and registered in 2022 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
3 Good health and well-being	3,207	5,262
5 Gender equality	479	485
14 Life below water	246	243
13 Climate action	213	269
15 Life on land	204	184
4 Quality education	184	89
11 Sustainable cities and communities	179	211
10 Reduced inequalities	103	56
6 Clean water and sanitation	100	179
2 Zero hunger	90	142
9 Industry, innovation and infrastructure	82	82
7 Affordable and clean energy	70	74
8 Decent work and economic growth	49	36
12 Responsible consumption and production	49	62
16 Peace, justice and strong institutions	39	33
1 No poverty	16	9
<b>Total<sup>4</sup></b>	<b>5,310</b>	<b>7,416</b>

Source: Office of the Vice-Rector for Research.

As for the **2** new spin-offs created in 2022, [Nimble Diagnostics](#) monitors patients with stents non-invasively using microwaves (contributing to SDGs 3, 8 and 9) and [Virmedex Virtual Experiences](#) offers healthcare students and professionals virtual training based on games (SDGs 3, 4 and 9).

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

4. The total of **5,310** contributions to the SDGs by UB publications can be explained by the fact that many of the **3,717** publications that have some impact contribute to more than one SDG.

## Institutional actions for 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, PREDOC UB and FI calls for predoctoral contracts include any contribution to the SDGs as a merit for which candidates are awarded extra points; 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.

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

Since 2021, the APIF and FI calls for predoctoral contracts have also included interdisciplinarity and contribution to the SDGs as merits for which candidates are awarded extra points.

In terms of specific activities in 2022, highlights include:

- Organization of the [2nd workshop for UB research institutes on the topic of climate change and natural risks, exploring the issues of transformation and resilience](#).
- Participation of UB experts in a document published by LERU. A [statement on sustainable investment and hiring](#) offers an analysis of how LERU members can contribute to sustainable development, both now and in the future, through good practices in the university context.
- In addition, Project Torch from the CHARM-EU alliance fosters interdisciplinarity at the international level and encourages the development of research projects directly related to the SDGs.

### Contribution to ODS 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.

## Objectives for 2024

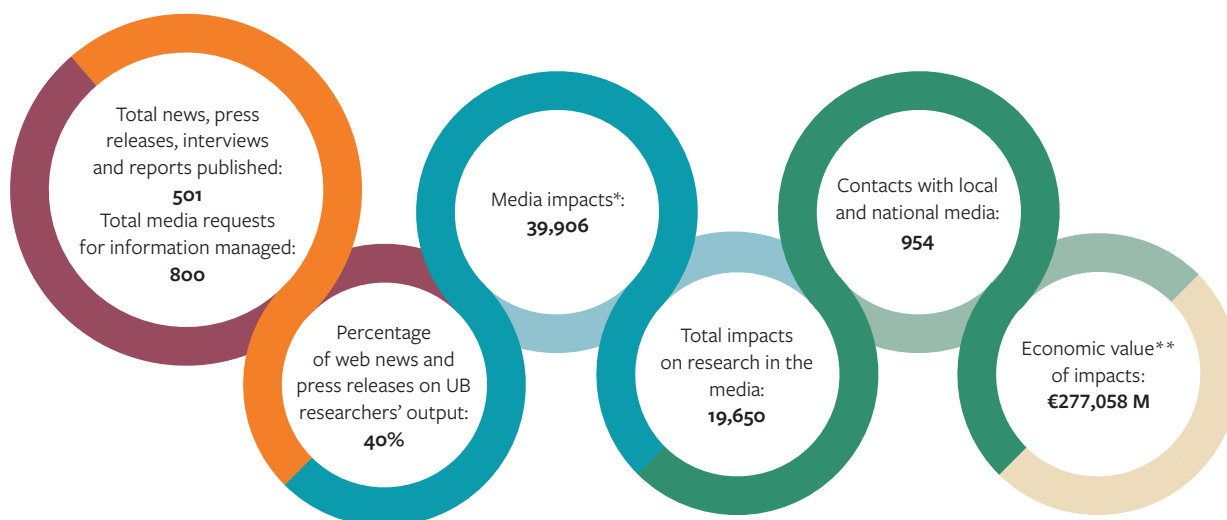
- [The objectives set out in the previous Report on Sustainability remain in place](#) and will be evaluated at the end of 2024.

# Scientific dissemination and communication

## Goal R1 of the UB's Agenda 2030

The scientific dissemination and communication of results from research conducted at the UB contributes to the identification, promotion and visibility of research on sustainable development and the SDGs carried out at the UB and related centres.

In 2022, the UB's institutional and research-related communications [online](#) and in the media include:



\* 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.





## UB EXPERT GUIDE

The [UB Expert Guide](#) is a UB tool furnished to media outlets so that they can contact PDI experts in any subject area. The guide now lists **967** experts and some **340** journalists are accredited to use it.

## SOCIAL MEDIA, THE UB BULLETIN *LA UB AL DIA* AND THE UB'S PODCAST CHANNEL

In addition to a web channel and dissemination through the media, the UB has a number of other institutional channels to disseminate research results or share any other type of communication.



**219,490**  
followers



**54,580**  
followers



**71,150**  
followers



**394,935**  
followers



**19,600**  
subscribers



**1,284**  
followers



**719**  
followers

The bulletin *La UB al dia* is sent weekly to **37,000** students, **6,300** members of PDI and **2,200** members of PAS.

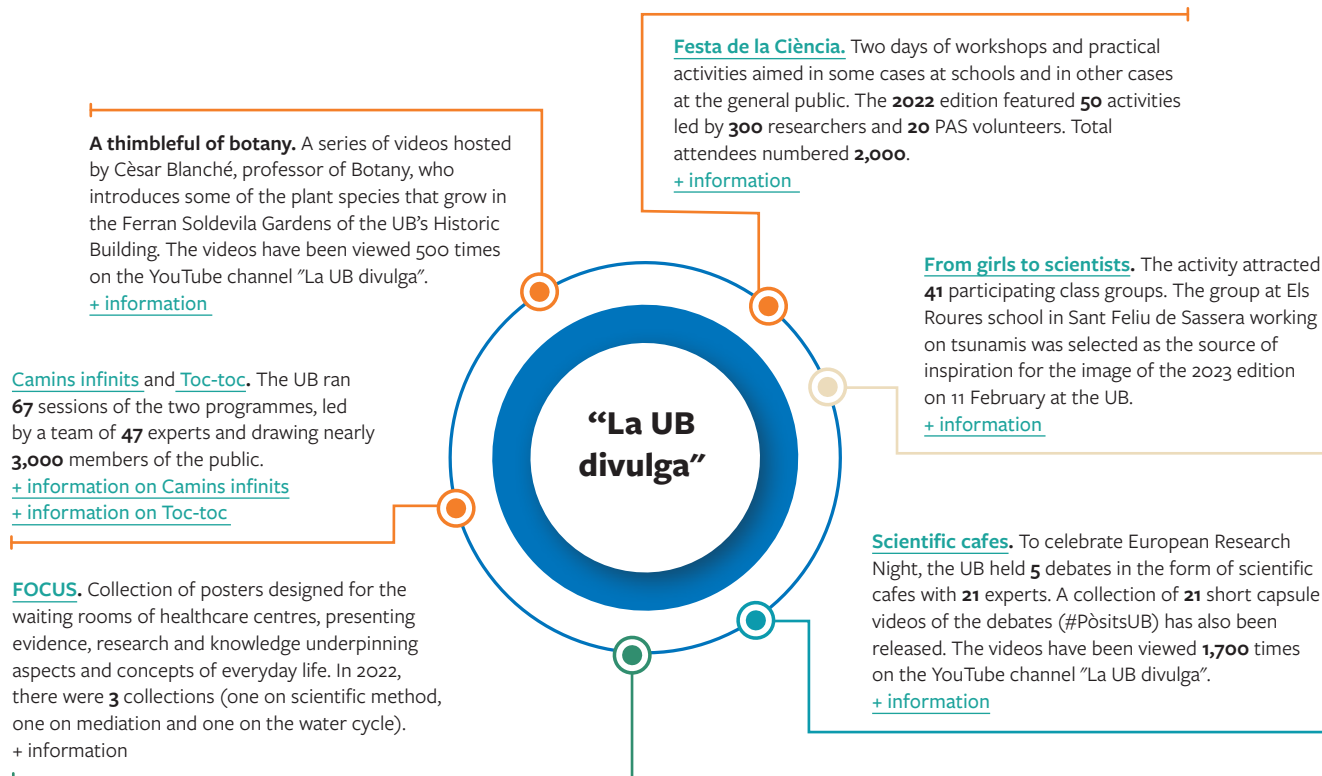
### PROGRAMMES ON THE UB'S PODCAST CHANNEL

<a href="#">UB talkin' to me?</a>	<a href="#">L'actualitat de la UB, en pòdcast</a>	<a href="#">El Rectorat respon</a>	<a href="#">De vocació...</a>
Episodes: <b>8</b>	Episodes: <b>10</b>	Episodes: <b>5</b>	Episodes: <b>2</b>
Total listeners: <b>1,223</b>	Total listeners: <b>21,683</b>	Total listeners: <b>1,046</b>	Total listeners: <b>98</b>

Source: *UB New Formats*.

## “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 prominent activities in 2022 are set out below:<sup>5</sup>



### Contribution to ODS 16



**Target 16.6.** The UB’s various activities to disseminate scientific knowledge contribute to making it an effective, accountable and transparent institution.

## Fulfilment of objectives for 2022

- The system of digital press releases has gone into operation in 2022 as planned. On the other hand, it has been necessary to discard the objective set for 2023 to launch a UB digital magazine as the institution has decided to prioritize other channels, such as an audiovisual series on science entitled [A bord del Beagle](#) and a series of in-depth interviews called [Codi Personal](#), featuring long-standing UB experts who are leaders in their respective fields.

## Objective for 2023

- To implement a UB corporate WhatsApp to serve and respond immediately to media requests.

5. For projects that have already been described in previous editions of the report, a link is provided to their earlier description and the information here is updated solely with figures for 2022.

# 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								
	2019		2020		2021		2022	
	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE
<a href="#">Academic Ranking of World Universities</a>	1	151	1	168	1	168	1	185
<a href="#">Best Global Universities</a>	1	98	1	90	1	87	1	86
<a href="#">QS World University Rankings</a>	1	165	1	183	1	168	2	184
<a href="#">Times Higher Education World University Rankings</a>	3	201	3	198	3	192	1	182
<a href="#">NTU Ranking</a>	1	55	1	72	1	77	1	63
<a href="#">Center for World University Rankings (CWUR)</a>	1	129	1	133	1	131	1	132

Source: UB Report on the academic years 2018-2019, 2019-2020, 2020-2021 and 2021-2022.

In terms of specific rankings on social responsibility, the SDGs or sustainability, it is important to note that the UB appears between the top **101 and 200** universities in the world (out of **1,101** participants) in the rankings published by the specialist journal [Times Higher Education: THE Impact Rankings 2022](#), which looks at the impact of universities in relation to the achievement of the SDGs. In terms of the ranking for different SDGs, the UB features between **101 and 200** for SDGs 3 and 17, in **100th** place for SDG 11, in **68th** place for SDG 9, in **30th** place for SDG 16 and in **25th** place for SDG 4.

In addition, the UB has reached the **21st** place worldwide in the new [QS ranking on sustainability](#), which assesses roughly **700** institutions around the world.

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# Social responsibility and sustainable development in teaching and research activity

## Goals D1, D2, D3 and G4 of the UB's Agenda 2030

The training offered by IDP to PDI on the subject of the SDGs and the campaign to encourage TFGs and TFMs in sustainable development and the SDGs bolster the training of UB staff in sustainable development and the SDGs (**D3**). The same campaign on TFGs and TFMs about the SDGs helps to strengthen education for sustainable development and the SDGs in all of the UB's bachelor's and master's degrees (**D1**). Lastly, teaching innovation projects with a gender perspective or a service-learning perspective and the mock Annual UN Climate Change Conference of the Parties (COP27) help to create and implement new forms of innovative, transversal learning that incorporate the principles of sustainable development (**D2**). The mock COP27 has also helped to build and strengthen partnerships among different actors to achieve the SDGs (**G4**).

As organizations providing knowledge and training to our society's leaders of tomorrow, universities play a paramount role in the area of social responsibility. A socially responsible university must not only manage itself in accordance with the objectives of sustainable development, but it must also disseminate social responsibility to society as a whole, particularly among future generations.

At present, the UB has not yet conducted a rigorous analysis of all its teaching and research linked to sustainability because of the complexity of the process and the resources that would be required. Each year, however, a greater amount of teaching on sustainable development is taking place. In this respect, the UB has conducted a campaign to encourage all TFGs and TFMs to build in a reflection on the SDGs to which they respond, with the aim of raising awareness among students and teaching staff. In a significant share of the UB's disciplines, the effort has already met with some success.

By contrast, the UB does already 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 on proposals of this sort.

Along these lines, the IDP has run a variety of training courses to promote the SDGs among teaching staff at the UB. In terms of the programme in lifelong learning, a thematic block has been developed on training in gender equality and the gender perspective, featuring **11** activities that range from workshops to online lectures. A total of **351** members of PDI have taken part. The IDP has also scheduled **2** workshops linked to service-learning.

Other highlights of 2022 include **4** new teaching innovation projects on gender, **2** new service-learning projects and **2** new projects in universal learning design.

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

Mention should also be made of the **University Summit of the COP27 for the climate emergency**, which took place in late 2022. While the event was not a teaching activity, it contributed significantly to the acquisition and consolidation of students' knowledge about sustainable development and its applicability.

As part of the summit, the UB hosted a [mock COP27](#) for students, which was organized jointly with Prima (a scientific innovation programme of the European Union and 19 Mediterranean countries), the Vives University Network and Pompeu Fabra University. The event, which was open to all bachelor's degree, master's degree and PhD students, featured debates on how to mitigate and reduce the effects of climate change in the Mediterranean. One aim was to raise awareness among students of the need to adopt measures and take action on the climate crisis. Prima has submitted the proposals and conclusions reached by the students in Barcelona to the actual COP27 summit, which will take place in Egypt in November 2022.

#### Contribution to ODS 4 and 17



**Target 4.7.** Training linked to the SDGs that is offered by IDP, the mock COP27 and the campaign about the SDGs in TFGs and TFMs help to provide PDI and students with the theoretical and practical knowledge needed to promote sustainable development.



**Target 17.16.** The mock COP27 also helps to improve the Global Partnership for Sustainable Development, because it entails a partnership between different actors who mobilize and exchange knowledge so the SDGs can be achieved in every country.



## SERVICE-LEARNING PROJECTS

### Goals D1, D2, D3, 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**). The workshop on service-learning experiences and the training of UB teaching staff interested in implementing service-learning projects strengthen UB staff training in sustainable development and the SDGs (**D3**).

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.

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 of their community in order to make real improvements.

In the academic year 2021-2022, the UB has reversed the negative impact of the pandemic on service-learning projects, witnessing increased participation among both teaching staff and students, particularly in the project "Sharing ideas". The UB has also resumed its workshop on service-learning experiences at the institution, attracting a total of **28** contributions from **8** faculties, and its training of UB teaching staff interested in incorporating service-learning in their teaching.

Below are the main centres for the implementation of 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 service-learning at the UB](#)

### Contribution to ODS 4, 10 and 17



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



**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.



**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 objectives for the academic year 2021-2022

- The UB has not been able to meet the target of identifying every social entity with which the institution collaborates in service-learning projects, because efforts have instead been focused on rebuilding and resuming projects in the wake of the pandemic.

### Objectives for the academic year 2022-2023

- To set up a chair in service-learning at the UB.
- To build a module on the SDGs into the teacher training programme offered by IDP.
- 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.

### Objectives for the academic year 2023-2024

- To design an online subject aimed at students in all UB bachelor's degrees to raise awareness and provide knowledge about sustainable development and climate change.
- To plan an interdisciplinary subject in service-learning to be offered in a variety of UB disciplines, either as an optional subject or as recognized credits.

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# Internationalization

## UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

The main elements of the UB's internationalization policy are set out explicitly in the [UB Plan 2022-2024](#). The vision is modern and integrates the international and intercultural dimension into the UB's objectives, functions and structure, so that it has an impact on the entire organization. The objectives and actions of internationalization that originally appeared in the UB Plan 2022-2024 have been enriched and expanded on the basis of input from the UB's centres as well as new opportunities and challenges that are emerging in a global world in constant transformation.

While the plan is for the period 2022-2024, its objectives and actions often reach backward and forward in time beyond the original scope, since the achievement of a real and sustainable impact in the field of internationalization requires that the effort cannot be limited to a narrow window.

In 2023, the UB will prioritize specific objectives from the plan, namely in the institutionalization of internationalization policies, the implementation of an internationalization plan with Chile and Colombia, and the preparation of a UB Refugee Plan. Similarly, the UB will continue working to improve international mobility, seeking to adapt to the post-pandemic reality, the new options offered by the Erasmus programme and the commitments undertaken in the new reference period of the Erasmus programme. UB activity in the international arena also needs to be very mindful of the synergies that can be created among the international consortia and associations to which the UB belongs (LERU, EUA, Coimbra Group and UNIMED, among many others), and bear in mind the importance of taking part in the leading educational fairs (EAIE, NAFSA, APAIE) and international events of the highest order (such as the UNESCO World Higher Education Conference that took place in Barcelona in the spring of 2022), which need to raise the visibility and role of the UB as a leading Spanish university on the world stage.



## THE EUROPEAN UNIVERSITY: CHARM-EU

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

Through CHARM-EU, Project Torch 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 response to the European Council's push in late 2017 to create European university networks, the [CHARM-EU](#) alliance was created in November 2019. Led by the UB, the alliance also draws on 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 student achievement of challenges. 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 in connection with the UB's policy of internationalization.

In 2022, a number of important advances have been made:

- An expansion of the alliance through the addition of three new members: Åbo Akademi University, Julius Maximilian University of Würzburg, and Ruhr West University of Applied Sciences.
- The securing of a grant for **12.8** million euros in the Erasmus+ call among European universities for the CHARM-EIGHT ∞ project, which will extend the initial CHARM-EU project by **4** years.
- The organization of the [Governance Forum](#) and the [Inclusion Conference](#).
- The [incorporation of CHARM-EU in the New European Bauhaus](#), an initiative that connects the European [Green Deal](#) with daily life.
- The implementation of the final phase of the first edition of the [master's degree in Global Challenges for Sustainability](#) and the start of the second edition in September.
- As for Project Torch, which encompasses the research dimension of the alliance, the First Annual Open Forum has taken place under the title of "Sustainability in a (post-?) pandemic world: formulating the right question about the role of universities in current R&D".
- Researchers from the original **5** member universities have carried out a quantitative and qualitative analysis to identify the SDGs on which the alliance could work together in the research dimension. They have identified **6** challenges, and multidisciplinary teams made up of academic staff and outside actors are now being formed to address the challenges.
- The conclusion of the CHARM-EU project in December 2022 was capped off with an annual conference that invited reflection on the milestones achieved in recent years and on the strategy and first steps for the next phase of the alliance, the CHARM-EIGHT ∞ project.

The universities in CHARM-EU also take part in UNI-ECO, a project about sustainability on campuses that appears in previous [reports on sustainability](#). In June 2022, the second UNI-ECO summer school, this time in person, was organized by the Green Office of Utrecht University. In this edition, the emphasis was put on the commitment of the CHARM-EU member universities to making higher education more sustainable.

#### Contribution to ODS 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, Project Torch and UNI-ECO will contribute to enhancing the global partnership for sustainable development, because they involve intensive collaboration among different universities. They 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 2022

- The policy and strategy for research and innovation in CHARM-EU have been developed as part of Project Torch.
- An extension proposal for CHARM-EU has been submitted and additional funding of **12.8** million euros has been obtained for the next **4** years.
- The alliance has added **3** new universities.
- The second edition of the master's degree in Global Challenges for Sustainability has begun.

### Objectives for 2023

- To close the current CHARM-EU project by finishing the pilot of the master's degree and developing a proposal for CHARM-EU 2.0.
- To conclude Project Torch.
- To consolidate the CHARM-EU alliance with the addition of new members and the implementation of the approved governance model.
- To take part in the European Commission's pilot project to establish joint labelling for European degrees (resolving the development challenges and legal issues of degrees from different universities).
- To take part in the European Commission's pilot project to analyse the possibility of creating a legal entity as a possible option for European university alliances.

## 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	%
Spanish	2,412	98.01	1,524	98.13	888	97.80	5,741	93.82	2,792	94.52	2,949	93.18
Remaining EU	25	1.02	14	0.90	11	1.21	239	3.91	103	3.49	136	4.30
Rest of the world	24	0.98	15	0.97	9	0.99	139	2.27	59	2.00	80	2.53
<b>Total</b>	<b>2,461</b>		<b>1,553</b>		<b>908</b>		<b>6,119</b>		<b>2,954</b>		<b>3,165</b>	

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

## INTERNATIONAL STUDENTS: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL<sup>6</sup>

	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	42,809	93.26	27,014	92.85	15,795	93.96	4,112	64.28	2,523	66.17	1,589	61.49
International students	3,096	6.74	2,081	7.15	1,015	6.04	2,285	35.72	1,290	33.83	995	38.51
<b>Total</b>	<b>45,905</b>		<b>29,095</b>		<b>16,810</b>		<b>6,397</b>		<b>3,813</b>		<b>2,584</b>	

	POSTGRADUATE STUDENTS BY NATIONALITY						TRAINEE RESEARCHERS (DOCTORAL STUDIES) BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	7,146	67	5,367	70.28	1,779	58.75	3,308	66.07	1,874	66.57	1,434	65.42
International students	3,519	33	2,270	29.72	1,249	41.25	1,699	33.93	941	33.43	758	34.58
<b>Total</b>	<b>10,665</b>		<b>7,637</b>		<b>3,028</b>		<b>5,007</b>		<b>2,815</b>		<b>2,192</b>	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office and [statistical data from the report on the academic year 2021-2022](#).

6. This includes the UB-specific degree in Private Investigation in the case of bachelor's degree students and it includes students attending affiliated centres in the figures for bachelor's degree students and university master's degree students. 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 the IDP and by IL3.

## 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	2018-2019	2019-2020	2020-2021	2021-2022
Double bachelor's degrees*	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus**	7	6	8	8
Double master's degrees*	1	1	1	1

\* These are bachelor's and master'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 which bachelor's degree subjects are on offer in English and which bachelor's degrees, master's degrees and doctoral degrees have a percentage of instruction in English that is greater than **80%**.

### Contribution to ODS 16



**Target 16.6.** The clarity and transparency of the language of instruction contributes to develop an effective, responsible and transparent institution in all areas.

## 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 **2022**, the UB has signed **517** agreements, including **96** with foreign institutions. Of the **96** agreements, the most common types are the **23** research agreements, **22** exchange agreements and **15** framework agreements.

Of the total number of current agreements (regardless of their year of signing), the UB is a party in 2022 to **829**, including **251** with foreign institutions (**30.27%**). Of the **251** agreements with foreign institutions, **61** are framework agreements (**24.30%**) and **128** are academic in nature (**51%**).

### Contribution to ODS 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

INTERNATIONAL MOBILITY OF STUDENTS, PDI AND PAS	WOMEN	MEN	TOTAL
<a href="#">Students who have completed stays abroad, by programme</a>	930	351	1,281
<a href="#">PDI who have completed stays abroad, by programme</a>	24	23	47
<a href="#">PAS who have completed stays abroad, by programme</a>	15	2	17
<a href="#">Students who have completed stays at the UB, by programme</a>	1,234	555	1,789
<a href="#">PDI who have completed stays at the UB, by programme</a>	96	86	182
<a href="#">PAS who have completed stays at the UB, by programme</a>	2	3	5

Source: [Statistical data from the report for the academic year 2021-2021](#).

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

### Fulfilment of objectives for the academic year 2021-2022

- It has not been possible to update the website of the Office of International Mobility and Programmes as planned.
- The UB Internationalization Plan has not yet been prepared, so the objective has not been met. In any event, the Internationalization Committee has now been set up and will take charge of preparing the plan.
- The preparation and roll-out of the UB Refugee Plan has been affected by the war in Ukraine in 2022.
- The UB has met the target of strengthening relations with research-intensive universities in Ibero-America. In this respect, it is possible to mention activities such as UB participation in the general assembly of AUIP in Barranquilla (Colombia) and a visit to various universities in the country, bilateral meetings with different universities and associations in the area, the review and renewal of the agreement that covers the activities of the Ibero-American University Union which is now awaiting the process of enlargement from 5 to 9 members to resume activities, and the reactivation of the Casa del Arte project in Panama in collaboration with other universities.
- The UB still has no new management applications to streamline procedures and improve the monitoring of procedures linked to international agreements and institutional international projects.
- The UB has met the target of organizing an event during the UNESCO World Higher Education Conference, since the institution jointly organized several events in collaboration with the Catalan Association of Public Universities (ACUP, in Catalan), the Global University Network for Innovation (GUNI) and the Ibero-American General Secretariat (SEGIB, in Spanish). The UB has also met the target of organizing an event for the fair of the European Association for International Education (EAIE), specifically in September 2022 in Barcelona.

## LANGUAGES

Not only does the UB have a robust commitment to use, develop, study and promote the Catalan language, but it also has a strong determination to foster multilingualism among the members of the university community.

As a result, the UB has marked 2022 by approving both [the new Plan for Languages 2022-2025](#) and the [Catalan Linguistic and Cultural Orientation Plan 2022-2025](#).

In the same context, it is important to note the approval in 2022 of a [plan for strengthening the Catalan language in the university and research system of Catalonia](#), which is sponsored by the Department of Research and Universities. The plan, which has drawn on the UB's active participation and high level of commitment, incorporates the objectives of transparency and language security, an increase in the teaching offering in Catalan, etc.


### Languages of instruction<sup>7</sup>

	BACHELOR'S DEGREES				UNIVERSITY MASTER'S DEGREES				OVERALL DATA			
	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER
2021-2022	62.4	29.8	6.2	1.7	26.2	52.5	20.9	0.4	55.3	34.2	9.1	1.4
2020-2021	64.3	28.1	6.0	1.6	27.1	53.3	19.3	0.3	57.6	37.2	8.4	1.4
2019-2020	64.3	27.9	5.8	2.0	32.4	49.3	17.8	0.4	58.2	32.0	8.1	1.7

Source: Language Services website.

For a more in-depth analysis of the data, consult the [Language Services](#) website.

**Contribution to ODS 11**



**Target 11.4.** The measures to protect and promote Catalan at the UB contribute to protect and safeguard the world's cultural heritage.

### Objectives for 2026

- The objectives set out in the Plan for Languages 2022-2025 remain in effect. As a result, their fulfilment will be assessed in 2026.

<sup>7</sup> The data differ from the previously published data as a result of a change in the calculation that was used initially.

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# COMMITMENT TO SOCIETY

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# Responsibility to staff

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# Our staff<sup>8</sup>

A total of **8,580** people work at the UB, of which **6,119 (71.32%)** are teaching and research staff (PDI) and **2,461 (28.68%)** 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

ADMINISTRATIVE AND SERVICE STAFF																					
	A1		A2		C1		C2		E		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
60 and above	7	10	4	23	26	69	5	30	1	0	20	17	19	11	14	19	17	27	113	206	12.96
51-60	9	20	18	71	50	175	15	144	1	0	60	76	42	40	76	54	30	68	301	648	38.56
41-50	2	5	10	28	12	32	32	124	0	0	36	40	38	25	84	71	25	23	239	348	23.85
31-40	2	3	3	18	4	7	26	65	0	0	19	28	19	22	45	68	10	8	128	219	14.10
30 and below	1	0	1	2	4	1	22	24	0	0	5	5	15	17	78	81	1	2	127	132	10.52
<b>Total per gender</b>	<b>21</b>	<b>38</b>	<b>36</b>	<b>142</b>	<b>96</b>	<b>284</b>	<b>100</b>	<b>387</b>	<b>2</b>	<b>0</b>	<b>140</b>	<b>166</b>	<b>133</b>	<b>115</b>	<b>297</b>	<b>293</b>	<b>83</b>	<b>128</b>	<b>908</b>	<b>1,553</b>	<b>100</b>
<b>Total</b>	<b>59</b>		<b>178</b>		<b>380</b>		<b>487</b>		<b>2</b>		<b>306</b>		<b>248</b>		<b>590</b>		<b>211</b>		<b>2,461</b>		

Source: Organization and Human Resources.

8. All of the data in this section refer to 31 December 2021.

Of the **2,461** staff in PAS, **1,553 (63.10%)** are women. In terms of age, the most numerous group is between 51 and 60 years of age (**38.56%**). Among the PAS who are statutory employees (A1, A2, C1 and C2), the employment categories C1 and C2 are by far the most common (**380 and 487 staff**, respectively). In the case of non-statutory staff, group III is predominant (**590 staff**).

TEACHING AND RESEARCH STAFF														
	FULL PROFESSORS		UNIVERSITY SCHOOL FULL PROFESSORS		ASSOCIATE PROFESSORS (TITULAR)		UNIVERSITY SCHOOL ASSOCIATE PROFESSORS (TITULAR)		NON-STATUTORY FULL PROFESSORS		ASSOCIATE PROFESSORS (AGREGAT)		ASSISTANT PROFESSORS (LECTOR)	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	249	94	3	4	208	137	16	17	16	6	45	29	2	4
51-60	95	52	0	1	165	161	20	21	28	20	128	136	18	17
41-50	5	2	0	0	23	11	0	1	22	7	142	175	89	97
31-40	0	0	0	0	1	0	0	0	2	0	16	13	74	81
30 and below	0	0	0	0	0	0	0	0	0	0	0	0	3	1
<b>Total per gender</b>	<b>349</b>	<b>148</b>	<b>3</b>	<b>5</b>	<b>397</b>	<b>309</b>	<b>36</b>	<b>39</b>	<b>68</b>	<b>33</b>	<b>331</b>	<b>353</b>	<b>186</b>	<b>200</b>
<b>Total</b>	<b>497</b>		<b>8</b>		<b>706</b>		<b>75</b>		<b>101</b>		<b>684</b>		<b>386</b>	

TEACHING AND RESEARCH STAFF															
	COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		RESEARCHERS		VISITING LECTURERS		EMERITUS PROFESSORS		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
60 and above	5	8	124	87	90	46	2	0	0	0	58	15	818	447	20.67
51-60	9	16	322	287	159	138	3	2	1	0	0	0	948	851	29.40
41-50	8	10	377	428	115	199	38	35	0	1	1	0	820	966	29.19
31-40	0	0	258	360	44	85	58	41	6	0	0	5	459	585	17.06
30 and below	0	0	97	76	5	19	14	9	1	0	0	0	120	105	3.68
<b>Total per gender</b>	<b>22</b>	<b>34</b>	<b>1178</b>	<b>1238</b>	<b>413</b>	<b>487</b>	<b>115</b>	<b>87</b>	<b>8</b>	<b>1</b>	<b>59</b>	<b>20</b>	<b>3,165</b>	<b>2,954</b>	<b>100</b>
<b>Total</b>	<b>56</b>		<b>2,416</b>		<b>900</b>		<b>202</b>		<b>15</b>		<b>73</b>		<b>6,119</b>		

Source: Organization and Human Resources.

Of the **6,119** staff in PDI, **2,954** are women (**48.28%**). The most numerous groups by age are **between 41 and 50 years of age (29.19%)** and **between 51 and 60 years of age (29.40%)**. The most common employment category is adjunct lecturer (**2,416 staff**).

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

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ADMINISTRATIVE AND SERVICE STAFF										
	PERMANENT				TEMPORARY				% OF TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	38	112	58	62	5	20	12	12	15.04	15.53
51-60	72	312	164	176	21	98	44	62	21.59	24.69
41-50	20	79	61	38	36	110	122	121	66.11	66.38
31-40	2	18	2	4	33	75	91	122	96.88	89.95
30 and below	1	1	1	0	27	26	98	105	98.43	99.24
<b>Total statutory and non-statutory staff</b>	<b>655</b>		<b>566</b>		<b>451</b>		<b>789</b>		<b>53.85</b>	<b>48.36</b>
<b>Total</b>	<b>1,221</b>				<b>1,240</b>				<b>50.39</b>	

Source: Organization and Human Resources.

The UB has **1,240** PAS who are temporary (**50.39%**). Notably, the percentage of temporary staff increases as the age falls, and it is higher for men (**53.85%**) than for women (**48.36%**). When analysing the figures, however, it must be borne in mind that some jobs are temporary by nature. If PAS with specific funding (temporary by nature) are not counted in the figures, the percentage of temporary staff falls sharply. It is also important to note that the PAS includes **1,106** statutory staff (**44.94%**) and **1,355** non-statutory staff (**55.06%**).

TEACHING AND RESEARCH STAFF										
	PERMANENT				TEMPORARY				% OF TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	473	252	65	43	3	0	277	152	34.23	34.00
51-60	280	232	160	171	0	3	508	445	53.59	52.64
41-50	25	14	169	186	3	0	623	766	76.34	79.30
31-40	1	0	17	12	0	0	441	573	96.08	97.95
30 and below	0	0	0	0	0	0	120	105	100.00	100.00
<b>Total permanent and temporary</b>	<b>1,277</b>		<b>823</b>		<b>9</b>		<b>4,010</b>		<b>62.40</b>	<b>69.19</b>
<b>Total</b>	<b>2,100</b>				<b>4,019</b>				<b>65.68</b>	

Source: Organization and Human Resources.

The UB has **4,019** staff in PDI who are temporary (**65.68%**). As the table above shows, the percentage of temporary PDI increases as the age falls, and it is higher for women (**69.19%**) than it is for men (**62.40%**). When analysing the figures, however, it must be borne in mind that some PDI jobs are temporary by nature just as some PAS jobs are. If we exclude adjunct lecturers and adjunct medical lecturers (which are two temporary groups by definition), the percentage of temporary staff falls sharply. It is also important to note that PDI has **1,286** civil servants (**21.02%**) and **4,833** non-statutory staff (**78.98%**).

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

PAS						
	FULL-TIME		PART-TIME		% FULL-TIME PAS BY AGE AND GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	98	202	15	4	86.73	98.06
51-60	299	644	2	4	99.34	99.38
41-50	226	321	13	27	94.56	92.24
31-50	112	174	16	45	87.50	79.45
30 and below	55	55	72	77	43.31	41.67
<b>Total per gender</b>	<b>790</b>	<b>1,396</b>	<b>118</b>	<b>157</b>	<b>87.00</b>	<b>89.89</b>
<b>Total</b>	<b>2,186</b>		<b>275</b>		<b>88.83</b>	

Source: Organization and Human Resources.

PDI						
	FULL-TIME		PART-TIME		% FULL-TIME PAS BY AGE AND GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	442	281	376	166	54.03	62.86
51-60	431	409	517	442	45.46	48.06
41-50	320	336	500	630	39.02	34.78
31-40	154	137	305	448	33.55	23.42
30 and below	18	10	102	95	15.00	9.52
<b>Total by gender</b>	<b>1,365</b>	<b>1,173</b>	<b>1,800</b>	<b>1,781</b>	<b>43.13</b>	<b>39.71</b>
<b>Total</b>	<b>2,538</b>		<b>3,581</b>		<b>41.48</b>	

Source: Organization and Human Resources.

## LEVEL OF OFFICIAL STUDIES OF EMPLOYEES

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2019	2020	2021	2022
PhD	3,814	3,899	4,134	4,363
University master's degree	3,818	3,884	759	467
Bachelor's degree or equivalent			2,588	2,347
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent			540	470
Percentage of all staff who are PhD holders	44.32%	44.39%	46.49%	57.05%

Source: Organization and Human Resources.

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2019	2020	2021	2022
PhD	3,696	3,754	3,979	4,188
University master's degree			634	281
Bachelor's degree or equivalent	2,618	2,621	1,639	1,417
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent			253	233
Percentage of PDI who are PhD holders	58.54%	58.89%	61.17%	68.44%

Source: Organization and Human Resources.

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	2019	2020	2021	2022
PhD	118	145	155	175
University master's degree	81	107	125	186
Bachelor's degree or equivalent	892	968	949	930
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent	227	295	287	237
Upper secondary school education or equivalent	594	695	690	637
Secondary school education or equivalent	380	198	181	296
Percentage of PAS who are PhD holders	5.15%	6.02%	6.49%	7.11%

Source: Organization and Human Resources.

## NUMBER OF EXTERNAL STAFF ENGAGED IN PROFESSIONAL ACTIVITIES AT THE UB

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.

EXTERNAL EMPLOYEES			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	64	0	64
Minor repairs	18	0	18
Cleaning	41	284	325
Gardening	17	2	19
Bars	42	35	77
Copy services and bookshops	3	29	32
Security	76	12	88
<b>Total</b>	<b>261</b>	<b>362</b>	<b>623</b>

Source: Area for Infrastructure and General Services, Heritage Unit and Security Unit.

In 2022, **623** external staff have worked at the UB (**58.11%** were women). As with the rest of the static data on employees, the information corresponds to 31 December 2021.

# New hires, staff turnover, retirement and resignations<sup>9</sup>

## NUMBER OF NEW HIRES BY GROUP, 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
1	4	1	0	5	7	15	48	15	19	12	18	54	68	5	8	108	172
5		1		12		63		34		30		122		13		280	

Source: Organization and Human Resources.

Throughout 2022, **280** new hires have joined the PAS: **172** women (**61.43%**) and **108** men (**38.57%**). Of the total, **81** (**28.93%**) are civil servants and **199** (**71.07%**) are non-statutory staff.

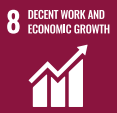
PDI NEW HIRES																	
ASSOCIATE PROFESSORS (TITULAR)		NON-STATUTORY FULL PROFESSORS		ASSOCIATE PROFESSORS (AGREGAT)		ASSISTANT PROFESSORS (LECTOR)		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING (ONLY POSTDOCTORAL)		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1	0	1	0	3	1	11	16	164	178	35	70	4	13	67	55	286	333
1		1		4		27		342		105		17		122		619	

Source: Organization and Human Resources.

9. All of the data on new hires, turnover, retirement and voluntary redundancies are cumulative throughout 2022.

Throughout 2022, **619** new hires have joined the PDI: **333** women (**53.80%**) and **286** men (**46%**). Of the total, the largest group is made up of adjunct lecturers (**342**) (**55.25%**), followed by researchers with specific funding (**122**) (**19.71%**).

**Contribution to ODS 8**



**Target 8.5.** The UB's hiring of new staff contributes to employment.

## TURNOVER BY GROUP, EMPLOYMENT CATEGORY, AND GENDER

PAS ACTIVE IN 2022 AND NOT ACTIVE AT 31/12/2022																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
0	5	1	6	8	29	8	32	25	28	28	30	116	139	10	11	196	280
5		7		37		40		53		58		255		21		476	

Source: Organization and Human Resources.

A total of **476** people in PAS who worked at the UB during 2022 have left the UB by the end of 2022. By employment category, the most affected are non-statutory staff in group III (**255**) and group II (**58**). In terms of gender, more women (**280**) have left the UB than men (**196**).

PDI ACTIVE IN 2022 AND NOT ACTIVE AT 31/12/2022													
FULL PROFESSORS		UNIVERSITY SCHOOL FULL PROFESSORS		ASSOCIATE PROFESSORS (TITULAR)		UNIVERSITY SCHOOL ASSOCIATE PROFESSORS (TITULAR)		NON-STATUTORY FULL PROFESSORS		ASSOCIATE PROFESSORS (AGREGAT)		ADJUNCT LECTURERS	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
13	4	0	1	25	14	0	7	3	0	4	3	196	226
17		1		39		7		3		7		422	

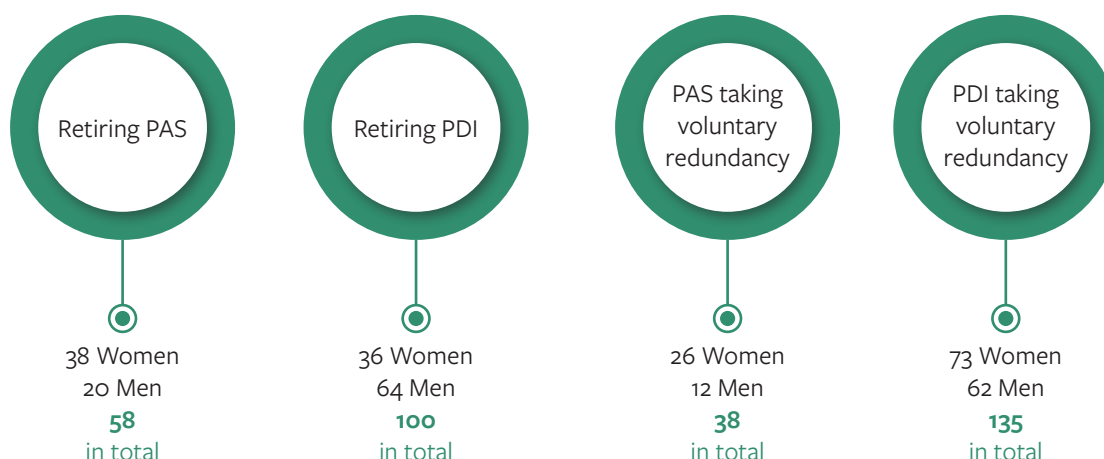
PDI ACTIVE IN 2022 AND NOT ACTIVE AT 31/12/2022											
ADJUNCT MEDICAL LECTURERS		EMERITUS PROFESSORS		ASSISTANT PROFESSORS (LECTOR)		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING (ONLY POSTDOCTORAL)		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
35	81	17	3	3	3	1	2	43	26	340	370
116		20		6		3		69		710	

Source: Organization and Human Resources.



A total of **710** people in PDI have left the UB in 2022. By employment category, the most affected are adjunct lecturers (**422**) and adjunct medical lecturers (**116**). In terms of gender, more women (**370**) have left the UB than men (**340**).

## RETIREMENTS AND VOLUNTARY REDUNDANCIES\* BY GROUP AND GENDER



\* The figure reflects individuals who were no longer active on 31 December 2022.

Source: Organization and Human Resources.

Of the **158** retirements in 2022, **58** are PAS and **100** are PDI. Among PDI, university associate professors (*titular*) are the group with the most retirements (**39**), followed by emeritus professors (**21**) and full professors (**15**). Among PAS, the highest figures for retirements relate to group I (**19**) and groups II and C2 (**8** each). In total, the number of retiring men (**84**) is higher than the number of retiring women (**74**). It is also noteworthy that while the percentage of PAS retirements between the ages of 60 and 65 is **77.59%** of total PAS retirements, the equivalent percentage of PDI retirements between the ages of 60 and 65 is only **18%**.

Of the **173** voluntary redundancies in 2022, **38** are PAS (**16** refer to statutory group C2 and **11** relate to non-statutory group III) while **135** are PDI (**79** relate to adjunct lecturers and **29** relate to adjunct medical lecturers). The number of women taking voluntary redundancy (**99**) is much higher than the number of men who did so (**74**), while the largest amount by age is for staff between 31 and 40 years of age (**79**).



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# Working conditions, remuneration and workplace management tools

## 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, telework, 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

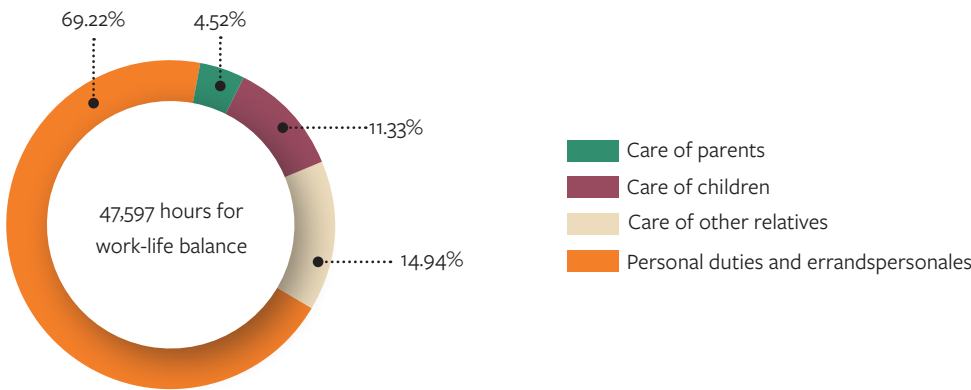
The proportions of temporary staff are as follows: **50.39%** of PAS and **65.68%** of PDI. For more detailed information, consult the data in the section [Permanent and temporary staff by group, contract type, gender and age](#).

## POLICIES FOR BETTER WORK-LIFE BALANCE

Under current rules, PDI have **6** personal days. By contrast, PAS have a pool of **42 hours** for personal matters and **30 hours and 30 minutes** for [better work-life balance](#) in 2022.

The hours for work-life balance can vary from year to year, since they are calculated on the basis of **1,462** working hours a year. 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 2022**



In 2022, PAS members have used a total of **47,597** hours for work-life balance (with **65.08%** of the amount requested by women and **34.92%** by men).

As mentioned above, telework has become normalized in the wake of the pandemic. In mid-June 2021, [a framework agreement for the development of telework by PAS in the public universities of Catalonia](#) was signed. It will remain in place until 31 December 2022.

In late 2022, the UB drafted regulations to incorporate telework as an accepted work option at the university. In October, the Governing Council approved the [regulatory basis for telework by PAS](#) and, in November, the general manager issued [instructions for implementation](#). Three days later, the first period opened for the submission of telework applications.<sup>10</sup> Subsequently, in the first quarter of 2023, a new period for submissions will open, this time for permanent applications.

To secure the option of telework, it is necessary for interested parties to submit an individual work plan between the applicants and their respective manager, and then to obtain permission and approval from the centre administrator or area director. It is also necessary to complete a number of [assigned training courses](#).

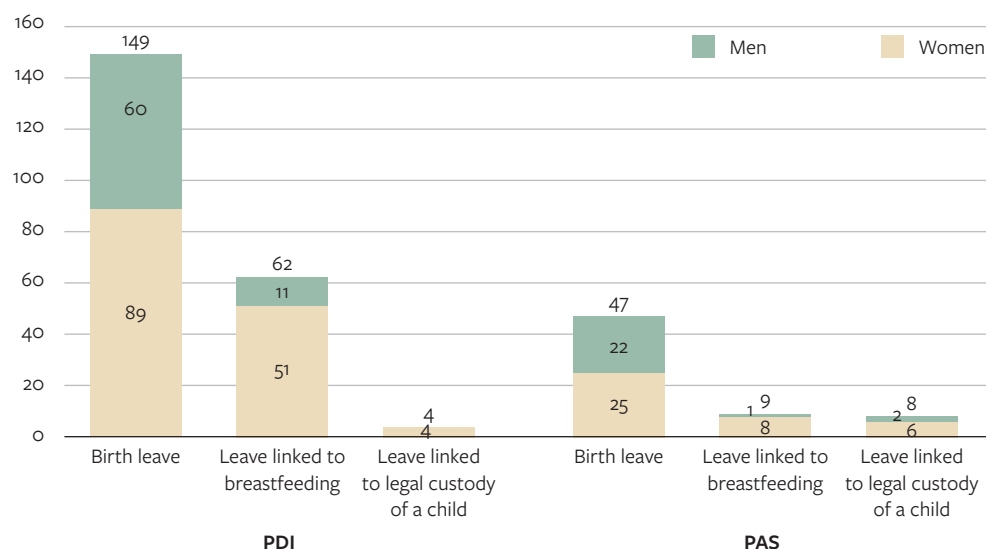
Applicants can receive permission for between one and three days of telework a week, provided that they meet certain requirements (their job involves tasks that can be performed remotely, they have at least one year of seniority, etc.) and that service needs are still covered.

Contribution to ODS 5 and 8	
Policies for better work-life balance...	
<p><b>5</b> GENDER EQUALITY</p>	<p><b>Targets 5.4 and 5c.</b> Recognize and value unpaid care and domestic work and promote gender equality.</p>
<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p>	<p><b>Target 8.8.</b> Contribute to the promotion of a safe and secure working environment.</p>

10. The initial period opened quickly to address most of the initial requests, but it was then temporarily closed to process them.

## LEAVE FOR MATERNITY AND PATERNITY<sup>11</sup>

In addition to maternity and paternity leave, the UB also offers [a wide range of related leaves](#). The graph below shows the data for 2022.



Source: Organization and Human Resources.

It should be noted that all leave among PDI has been granted to non-statutory staff. This is because access to statutory teaching positions occurs at higher ages. As in previous years, all staff who took leave have returned to their jobs, since the UB's policy ensures absolute respect for the use of any leaves on offer.

### Contribution to ODS 3, 5 and 8

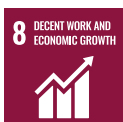
Maternity and paternity leave...



**Target 3.7.** Ensure access to reproductive health services and family planning.



**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



**Target 8.8.** Protect employment rights and promote a safe and secure working environment.

<sup>11</sup> 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 Spain-wide 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. As a last step, 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 5% of staff with the highest pay, the 5% with the lowest pay, and the average for the workforce as a whole. The data correspond to the annual gross salary received by full-time UB staff in 2022.<sup>12</sup> 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%	71,893.28	65,755.21	68,199.81	103,369.99	97,487.67	101,508.84
Average monthly remuneration for the lowest paid 5%	23,073.41	21,906.60	22,985.97	17,125.64	17,138.29	17,131.65
Average monthly remuneration for PAS as a whole	36,651.94	34,205.53	35,174.97	59,672.39	54,561.54	57,243.22

Source: Organization and Human Resources.

As the table shows, men have higher average salaries than women in both PDI and PAS. As a result, there remains room for improvement.

<sup>12</sup> Only fixed periodic payments are taken into account, including pro-rated additional payments. Therefore, one-off payments (to cover school fees, master's degree/postgraduate programme enrolment, 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								
	2019		2020		2021		2022	
	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%	3.09	5.86	2.92	5.96	3.03	5.97	2.97	5.93
Ratio of the gross annual remuneration for the highest paid 5% to the average gross annual remuneration for all staff	1.94	1.71	1.91	1.72	1.91	1.73	1.94	1.77
Ratio of the average gross annual remuneration for all staff to the gross annual remuneration for the lowest paid 5%	1.60	3.43	1.53	3.46	1.58	3.46	1.53	3.34

Source: Organization and Human Resources.

## MANAGEMENT OF THE WORK ENVIRONMENT<sup>13</sup>

### 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.

The [Support and Mediation Office](#) confidentially listens to and helps any members of the university community who may have concerns or issues. It is therefore an ideal tool for the resolution of interpersonal conflicts that can arise at the UB.

In 2022, a new [law on university life](#) enacted a legal framework to promote the use of mediation as a tool to resolve any situations contrary to the rules of living together in harmony that all universities have in place. The law enables the integration and coordination of different services and units dedicated to conflict management in the institution.



### Cases addressed

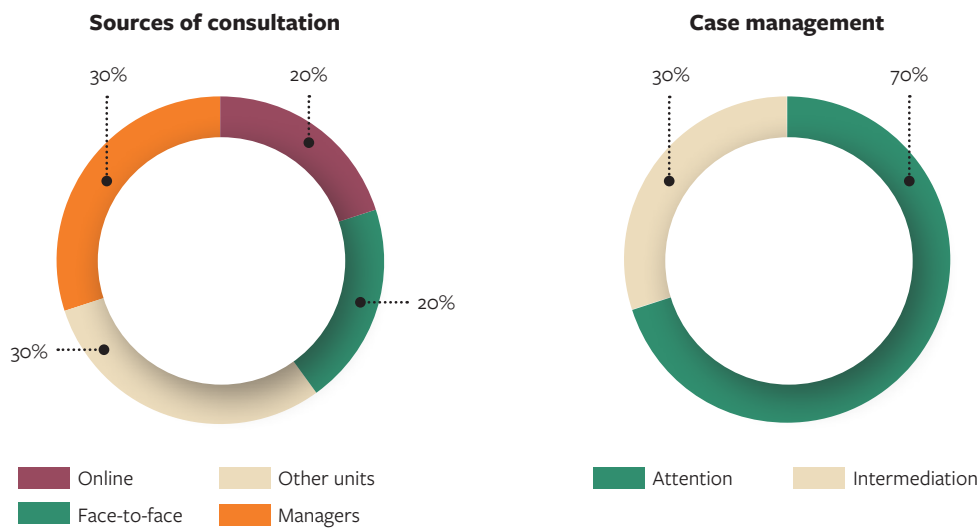
CASES ADDRESSED	2019	2020	2021	2022
Total cases	18	11	10	10
% cases resolved	94.44	100	100	90
Total number of people helped	31	20	16	21
% PDI	22.58	10	12.50	14.29
% PAS	58.06	30	31.25	52.38
% students	19.35	60	56.25	33.33
% women	51.61	50	56.25	42.86
% men	48.39	50	43.75	57.14

Source: Support and Mediation Office.

13. 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.



The **10** cases addressed by the Support and Mediation Office in 2022 have involved a total of **21** people. The groups who have made the greatest use of the service are PAS (**52.38%**) and men (**57.14%**).



Source: Support and Mediation Office.

With the end of pandemic-related restrictions and the adaptations that have been made in the wake of the new law on university life, the sources of consultation for the Support and Mediation Services have changed since last year. There has been a sharp rise in the number of cases involving a manager communicating a problem on behalf of the person with the conflict (**30%**). As a result, the total number of referred cases (**60%**) has overtaken the number of cases handled directly with the person involved (**40%**).

As for case management in 2022, the most common categories are once again attention (**70%**) and intermediation (**30%**). It is anticipated that the new law on university life will lead to an increase in cases of mediation.

## Contribution to ODS 8



**Target 8.8.** The Support and Mediation Office contributes to the fostering of a safe and secure working environment

### Fulfilment of objectives 2022

- The UB has not achieved the objective to raise awareness and provide training for PAS and PDI on the usefulness of mediation. Efforts have been postponed in order to adapt the training to the new law on university life and the resulting rules. On the other hand, it is now possible to confirm early completion of the objective to cooperate in the implementation of the law of university life, which had originally been planned for 2023.

### Objectives for 2023

- To raise awareness among students about the usefulness of mediation during workshop days hosted in conjunction with the Equality Unit.
- To instigate new communication channels with any offices, bodies and units that are created or adapted as a consequence of the new law on university life.

### Objective for 2024

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

### Objective for 2025

- To keep [the objectives for 2025](#) that were originally set out in the previous report on sustainability.

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# Training<sup>14</sup>

## Goal D3 of the UB's Agenda 2030

Some of the training programmes offered by the IDP 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. The training can be synchronous (that is, in person or by videoconferencing) or asynchronous (through the Virtual Campus). There are also mixed models that combine videoconferencing with face-to-face sessions.

In 2022, Corporate Training has offered **223** courses, with a total of **360** editions, organized in **14** thematic areas as part of the annual general training plan for PAS. Attendees gave an average rating of **7.8** points out of **10** to the courses that they attended. In the same period, the [IDP has offered 93 training activities](#) organized in different programmes that reflect the three functions performed by instructors over the course of their professional career: teaching, research and management (attendees evaluated **68** of the activities in question, giving them an average of **8.7** points out of **10**), as well as a master's degree in University Teaching.

In addition, **58** training activities have been organized jointly by Corporate Training and IDP for both PAS and PDI.

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14. In the tables on PAS and PDI training hours, the calculation of the average for each staff member uses the figures at 31 December 2022 (**6,371** PDI and **2,380** PAS). By contrast, in the remainder of the report, the data on staff for 2022 correspond to 31 December 2021. 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 2022 based on the number of staff at 31 December 2021.



Lastly, it should be noted that each faculty organizes additional training activities for its PDI that are merely accredited by IDP and do not appear in this section.

[+ information on Corporate Training](#)

[+ information on the IDP \(report on the academic year 2021-2022\)](#)

## PAS HOURS OF TRAINING

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER AND YEAR*												
	2021						2022					
	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	46,808	30.34	4,415	10.6	1,560	30.01	28,349	18.71	2,566	11.05	1,730	16.39
Men	20,359	23.54	1,634	12.46	414	49.18	8,909	10.22	912	9.77	748	11.91
<b>Total</b>	<b>67,167</b>	<b>27.89</b>	<b>6,049</b>	<b>11.1</b>	<b>1,974</b>	<b>34.03</b>	<b>37,258</b>	<b>15.61</b>	<b>3,478</b>	<b>10.71</b>	<b>2,478</b>	<b>15.04</b>

Source: Corporate Training.

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER AND YEAR*												
	2021						2022					
	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	34,204	22.01	2,516	13.59	1,608	21.27	50,262	33.2	2,935	17.13	928	54.16
Men	11,016	12.09	723	15.24	440	25.04	14,181	16.38	858	16.55	321	44.18
<b>Total</b>	<b>45,220</b>	<b>18.35</b>	<b>3,239</b>	<b>13.96</b>	<b>2,048</b>	<b>22.08</b>	<b>64,443</b>	<b>27.08</b>	<b>3,793</b>	<b>16.99</b>	<b>1,249</b>	<b>51.6</b>

\* The calculation of the average hours per staff member uses PAS staff figures at 31 December of the year in question. For example: in 2022, the average hours for all PAS is the result of dividing the PAS total training hours in 2022 by the number of PAS at 31 December 2022.

Source: Corporate Training.



## PDI HOURS OF TRAINING

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2018-2019						2020					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	41,890	14.03	3,435	12.2	2,162	19.38	28,284	9.06	2,708	10.44	1,468	19.27
Men	21,077	6.33	1,831	11.51	1,068	19.74	14,885	4.4	1,472	10.11	891	16.71
<b>Total</b>	<b>62,967</b>	<b>9.97</b>	<b>5,266</b>	<b>11.96</b>	<b>3,230</b>	<b>19.49</b>	<b>43,169</b>	<b>6.64</b>	<b>4,180</b>	<b>10.33</b>	<b>2,359</b>	<b>18.3</b>

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2021						2022					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	29,471	9.97	2,912	10.12	1,301	22.65	31,721	10.2	2,772	11.44	1,890	16.78
Men	17,560	5.55	1,796	9.78	914	19.21	19,313	5.92	1,760	10.97	1,180	16.37
<b>Totals</b>	<b>47,031</b>	<b>7.69</b>	<b>4,708</b>	<b>9.99</b>	<b>2,215</b>	<b>21.23</b>	<b>51,034</b>	<b>8.01</b>	<b>4,532</b>	<b>11.26</b>	<b>3,070</b>	<b>16.62</b>

\* 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 2022, for example, the average hours of training for all PDI is the result of dividing the PDI total training hours in 2022 by the number of PDI staff members at 31 December 2022.

Source: IDP.

## COSTS OF STAFF TRAINING

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

TRAINING COSTS (IN EUROS)	2019		2020		2021		2022	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
Training costs covered by the UB (trainers and materials)	97,204.80	30,046.93	58,075.53	33,675.47	77,977.00	28,666.26	111,681.54	37,130.00
Subsidized costs	95,153.22	95,153.22	121,766	106,356.52	99,186.18	99,186.17	132,977.60	132,977.60
<b>Total</b>	<b>192,358.02</b>	<b>125,200.15</b>	<b>179,841.53</b>	<b>140,031.99</b>	<b>177,163.18</b>	<b>12,7852,43</b>	<b>244,659.14</b>	<b>170,107.60</b>
<b>Average cost per staff member (in euros)*</b>	<b>79.88</b>	<b>19.64</b>	<b>75.34</b>	<b>21.53</b>	<b>71.90</b>	<b>20.89</b>	<b>102.80</b>	<b>26.70</b>

\* 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 2022 is calculated by dividing the total cost of the trainers delivering training to PDI during 2022 by the number of PDI staff at 31 December 2022.

Source: Corporate Training and the IDP.

## Objectives for 2023

- To roll out an initial teacher training programme aimed at new UB instructors. The programme would be a response to the improvement programme in teaching and learning (the Margalida Comas programme), sponsored by the Government of Catalonia.
- To contribute to the development of teachers' digital skills and competences in PDI training programmes.

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# Occupational health and healthy habits<sup>15</sup>

## Goals D1, D3, CS5, 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**). The first call for TFM/TFG awards from the US.cat network helps to strengthen education for sustainable development and the SDGs in all UB bachelor's and master's degrees (**D1**). The UB's joint work with experts at the ONCE Foundation and the Barcelona municipal government to adapt the internal and external spaces of the Faculties of Physics and of Chemistry for blind people contributes to ensuring respect for diversity, equality of opportunity, and decent work for all UB groups (**CS5**).

## SAFETY AND OCCUPATIONAL RISK PREVENTION

Actions to promote occupational health and safety, which are led by OSSMA, focus on prevention. The core activities of occupational risk prevention are:

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15. 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 health services offered by OSSMA.

TYPE OF ACTION	DESCRIPTION	FIGURES IN 2022
Evaluations	They can be initial or periodic. Periodic examples may include oceanographic campaigns or field outings, evaluations of buildings or parts of a building, or evaluations of individual risks.	15
Reports on working conditions and technical reports	Reports on working conditions are typically conducted at the request of UB medical services, the administrators of the unit in question, or a particular worker. Technical reports stem from the need to institute corrective measures, make adaptations in workplaces and/or undertake changes in facilities.	15
Security and safety visits	Visits are carried out to oversee the implementation of corrective measures or as a monitoring effort to ensure that preventive measures are taken as required in given situations, working procedures or activities.	5

## Other steps taken

**Actions arising from risk notices.** This involves a procedure to inform the direct managers and OSSMA of the existence of a risk or an unsafe activity that could lead to an accident. The main aim is to detect risks in order to adopt preventive measures and encourage the active participation of workers in the prevention of risks. In 2022, a total of **19** risk notices have been issued.

**Delivery of personal protection equipment.** In 2022, the UB has delivered a total of **95** pieces of personal protection equipment (PPE). The most common kit is protective eyewear, FFP2 face masks, and respirator masks for all types of gases, vapours, fumes, dust and particles.

**Actions on self-protection and emergency plans.** In 2022, the UB has completed **2** reports on fires and evacuations (there was one outbreak of fire in the electrical room in the basement of the audiovisual media building, and another outbreak owing to a poorly extinguished cigarette butt in the Faculty of Chemistry) and **1** report on a fire drill (conducted in the Faculty of Psychology), which resulted in the detection of a series of actions, strengths and weaknesses, together with suggestions for improvement.

**Actions on biosecurity.** In 2022, the UB has prepared **3** biosecurity reports<sup>16</sup> and granted **5** certifications. The UB has also responded to **3** queries on the subject of biosecurity and biocontainment.

## Work-related accidents and illness

Work-related accidents and illness at the UB in 2022 are set out in two 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 insurance company for civil servants.

In 2022, workplace accidents and illness that include leave have gone up mostly because of the Covid-19 pandemic. This is because the UB has been required to count cases of Covid-19 among

16. These are certification reports for research projects. They include reviews of facilities and activities to be carried out during projects. They also verify compliance with any requirements for biosafety and biocontainment that are currently in place.

any associated medical staff with multiple workplaces (in other centres) because their workplace exposure at the hospital has been included in the category of workplace accidents and illness even if exposure has not occurred at the UB. On the other hand, there has been a fall in accidents in transit, because travelling to work has not been required 100% of the time, and it is understood that this trend will continue as telework becomes normalized at the UB.

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	
Staff accidents with and without leave (PAS and PDI)	102
Student accidents	8

Source: OSSMA.

OCCUPATIONAL ACCIDENTS AND ILLNESS				
	2019	2020	2021	2022
<b>Accidents and illness with leave</b>	<b>45</b>	<b>18</b>	<b>28</b>	<b>62</b>
<i>In transit</i>	28	9	11	12
Situation in the work place	14	8	12	8
In another centre	3	1	3	39
<i>In missio</i>	0	0	2	3
Work-related illness	0	0	0	1
<b>Accidents and illness without leave</b>	<b>49</b>	<b>11</b>	<b>23</b>	<b>52</b>

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 2022, 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.

### Workplace-specific health exams

Voluntary health check-ups are the main tool available to exam the health of PDI and PAS (in 2022, the UB carried out **863**).

In accordance with the established plan, the UB has offered check-ups in 2022 to all of the staff working in the CCiTUB and the Pavelló Rosa (as well as any employee in any other unit who may request a check-up).

In addition, there are employees belonging to specific risk groups 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 studio instructors and life models in the Faculty of Fine Arts). In 2022, the UB has conducted **280** 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 2022, the UB has carried out **77** check-ups of employees identified as especially sensitive.

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 her working conditions are appropriate. If it is necessary to adapt the workplace but 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 2022, **11** proceedings have been instigated in relation to maternity.

In the case of students, the UB's medical service is also available to respond to any accident or sudden common illness and supply first aid or initial emergency treatment, after which students will be referred to the Spanish national healthcare system. In 2022, **57** students have received attention.

In the case of staff employed by outside companies who work at the UB, there have been **39** actions in 2022.

### Vaccinations

Each autumn, the UB's medical service runs a flu vaccination campaign among UB staff, mainly (but not only) for employees with conditions for which vaccination is advisable. In 2022, the UB has administered the flu vaccine to **737** individuals. In all cases, the pertinent consent has been obtained and the information input into the shared clinical history database (HC3) of the Government of Catalonia, so that individuals can consult the information on their own *La Meva Salut* page.

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.

### Primary care provided

The health service's main role of monitoring health and doing check-ups is supplemented with primary care when an employee, student or external worker requires it. In 2021, the health service has attended to the cases in the table below.

PRIMARY CARE PROVIDED IN 2022		
UB STAFF	EXTERNAL EMPLOYEES	STUDENTS
539	48	57

Source: OCI based on data from OSSMA.

For more information on health and safety at the UB, consult the [OSSMA report on activity in 2022](#).

## Social assistance

OSSMA also has a unit responsible for social attention. Some of the most prominent actions in 2022 include the following:

- As part of the UB's involvement in the business solidarity programme of the Spanish Association against Cancer (AECC), OSSMA issues a monthly communication through the PDI and PAS intranet and through digital screens located in the UB buildings. The communications include tips for health and healthy lifestyles.
- The UB has launched a dissemination channel to share projects on safety, health and the environment with the entire university community. One project that has been shared publicly under the leadership of Maria Teresa Lluçh Canut offers a list of ten key principles for positive mental health. The list takes the form of recommendations and falls under what we might call the psychology of daily life. To share the list, the UB calendar has been used and there are illustrations for each recommendation.
- The University of Barcelona has called for smoking-free spaces inside and outside UB centres to coincide with World No Tobacco Day. OSSMA has prepared a video aimed at the entire university community using short, high-impact messages that seek to raise everyone's awareness of how important it is to stop smoking.
- Christmas toy drive. The physical campaign to collect toys was replaced by a virtual campaign to raise money so that the Red Cross could go out and buy new toys for families with limited resources (the drive raised **782 euros**).
- Collecting plastic bottle tops in solidarity with the ForçAME Association, which is a non-profit organization set up to help in research being done on spinal muscular atrophy. The collection points are located in the UB's CRAI libraries and the Adolf Florensa building. The first campaign has collected a total of **70 kg**.
- Management and coordination with experts at the ONCE Foundation and the Barcelona municipal government to instigate a number of adaptations in the internal and external spaces of the Faculties of Physics and of Chemistry for blind individuals.

### Contribution to ODS 3, 4, 8, 10 and 12

The health and safety measures implemented at the UB (prevention of occupational risks, the UB's medical service, the actions of UB's social attention unit, reports on biosecurity, etc.)...



Contribute to **SDG 3** broadly, because they protect the health and well-being of the university community.



**Target 4.5.** Through the UB's joint effort with experts from the ONCE Foundation and the Barcelona municipal government to adapt the internal and external spaces of the Faculties of Physics and of Chemistry for blind people, contribute to ensuring equal access at all levels of education for vulnerable people, including individuals with disabilities.



**8**  
DECENT WORK AND  
ECONOMIC GROWTH

**Target 8.8** Protect labour rights and promote a safe and secure working environment.

**10**  
REDUCED  
INEQUALITIES

**Target 10.2.** The toy drive helps to empower the social inclusion of all, irrespective of their conditions or circumstances.

**12**  
RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION

**Target 12.5.** The collection of plastic bottle tops reduces the generation of waste through recycling.

## 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 those activities that require a long-term commitment and must therefore be ongoing ([unchanged since the previous report on sustainability](#)), and those activities that are specific to a given time or academic year.

The specific actions for 2022 are as follows:

- Courses and workshops

COURSES/WORKSHOPS		
NAME/SUBJECT	TARGET GROUPS	NUMBER OF PARTICIPANTS
Emotional competences and a healthy lifestyle	PAS, PDI and students	50
“En plenes facultats” (for addiction prevention and healthy sexuality)	Students	80
Meditation	PDI and PAS	38
Connect with your breathing	PAS	22

Source: *UB Healthy University*.

- Fostering the values of responsible consumption and solidarity, on one hand through tips posted on the website of UB Healthy University and on the other hand with short videos posted on social media, on the UB webpage, and in staff and student newsletters.
- Rolling out the [first call for TFM/TFG prizes in the Catalan Healthy Universities Network](#) (UB.cat).
- Holding Catalonia’s second Interuniversity Health Week, which garnered the participation of **7** out of the **12** universities in the US.cat network.

- Organizing **4** round tables aimed at PAS where UB staff can explain how their daily work connects to the SDGs. A video is available [here](#).
- In collaboration with the Office of the Vice-Rector for Students and Participation, implementing a **2-hour** workshop on [self-healing and emotional management](#), which will eventually be delivered at all UB faculties by the UB Psychology Clinic. Through December 2022, the effort has reached two faculties and attracted the attendance of **100** students.

### Contribution to ODS 3, 4 and 8

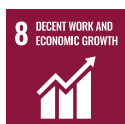
The UB Healthy University...



Contributes to SDG 3 broadly, although it does not match any specific target.



**Target 4.7.** Through its many courses, round tables and workshops, as well as the TFM/TFG prizes of the US.cat network, helps staff and students to acquire the theoretical and practical knowledge needed to promote sustainable development.



**Target 8.8.** Contributes to the fostering of a safe and secure working environment.

## Fulfilment of objectives 2022

- As planned, the UB has instituted a first call for prizes to be awarded to the best TFG and TFM on the promotion of health, and it has organized various activities on emotional and mental health in the university community. By contrast, however, no report has been prepared on the survey of healthy habits administered at all Catalan universities. The report will not be submitted until April 2023.

## Objectives for the academic year 2023-2024

- To obtain the international certification “FISU Healthy Campus” for the UB Healthy University project.

## UB SPORTS

The UB promotes physical activity through UB Sports, which has had **16,240** users in the academic year 2021-2022 (including **3,733** participants in university competitions, **11,300** users hiring facilities and **1,207** paid members)<sup>17</sup> and features **100,000 sq m** of facilities dedicated to the promotion of healthy habits and positive values. UB Sports also fosters a sense of belonging among the UB community through sporting competitions and other physical activities.

17. Of the paid members, **65.04%** are UB students, while **15%** are external users, **7.95%** are members of UB Alumni, **6.05%** are PDI, **3.98%** are PAS and **1.99%** are visitors from other universities.

The **Barcelona University Leagues**, a recreational interuniversity competition, has resumed after the stoppage caused by the pandemic. A total of **1,418** members of the UB community, largely students, have taken part in at least one of the league sports. The UB has also continued to take part in the **university championships of Catalonia and Spain**, which attract the finest university athletes and have seen the UB achieve excellent results (most recently, **355** participants in the Catalan championships and **128** in the Spanish championships).

In addition, UB Sports has been able to organize the Unirun running competition for Catalan universities, which attracted more than **5,000** participants. A total of **1,508** participants were UB athletes, including **800** women and **708** men.


### Tutoresport UB: a support programme for elite student athletes

The aim of the programme is to help top-flight 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 2021-2022, the programme has helped **165** students (**89 men** and **76 women**).

### Health promotion

- Health promotion among students through specific activities that earn ECTS credits (**566** students).
- Health promotion through the annual UB Seniors course for people over 55 years of age (**30** 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] (**25** participants).
  - Hypopressive exercises: Working the pelvic floor (**20** participants).

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

### Fulfilment of objectives for the academic year 2021-2022

- The UB has not met the target to present content on physical activity and health on the UBtv channel. However, the UB has created a calendar to promote active breaks at work and at home, achieving more than **5,740** views across all 12 months of proposed activities.

### Objectives for the academic year 2022-2023

- The UB will keep the objectives set out in detail in the [Report on Sustainability 2020-2021](#).

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# Diversity

<b>CS5 of the UB's Agenda 2030</b>
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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.
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## **DIVERSITY OF GOVERNING BODIES AND EMPLOYEES<sup>18</sup>**

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 the broader UB workforce. 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<sup>19</sup> is compared with all PDI employees.

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18. The data are from 31 December 2021.

19. 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	PAS EMPLOYEES	GOVERNING TEAM**	TEACHING AND RESEARCH STAFF (PDI)
% who are 60 and over	38.59	18.46	23.81	12.96	30	20.67
% between 51 and 60	48.37	32.03	47.62	38.56	46.67	29.40
% between 41 and 50	11.96	27.66	23.81	23.85	23.33	29.19
% between 31 and 20	1.09	16.21	4.76	14.10	0	17.06
% who are 30 and under	0	5.64	0	10.52	0	3.68
<b>% men</b>	<b>51.63</b>	<b>47.47</b>	<b>52.38</b>	<b>36.90</b>	<b>56.67</b>	<b>51.72</b>
<b>% women</b>	<b>48.37</b>	<b>52.53</b>	<b>47.62</b>	<b>63.10</b>	<b>43.33</b>	<b>48.28</b>
<b>% persons with disabilities</b>	<b>0.54</b>	<b>1.41</b>	<b>0</b>	<b>2.89</b>	<b>3.33</b>	<b>0.82</b>

\* These 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: OCI based on data from 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 than the UB workforce as a whole. Lastly, while there are fewer people with disabilities in the Senate than in the workforce as a whole, and among the heads of PAS than in the PAS group as a whole, the governing team bucks the trend because it has more people with disabilities than the PDI group as a whole.

### Contribution to ODS 10 and 16

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



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



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

## PAS AND PDI WHO NOTIFIED THE UB OF THEIR FUNCTIONAL DIVERSITY IN 2022


	BETWEEN 33% AND 64%				BETWEEN 64% WITH THIRD-PARTY HELP				MORE THAN 65%				TOTAL BY GROUP AND AGE	
	PAS		PDI		PAS		PDI		PAS		PDI		PAS	PDI
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN		
60 years old and above	5	10	7	4	0	0	1	1	0	5	1	1	20	15
51-60 years old	5	23	4	12	0	1		0	4	4	1	2	37	19
41-50 years old	6	7	2	3	0	0	1	0	0	1	2	2	14	10
31-40 years old	1	1	5	6	0	1	0	0	1	2		1	6	12
30 years old and below	2	0	1	0	0	0	0	0	1	0	0	0	3	1
<b>Total by gender and degree of functional diversity</b>	<b>19</b>	<b>41</b>	<b>19</b>	<b>25</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>6</b>	<b>80</b>	<b>57</b>
<b>Total by group and degree of functional diversity</b>	<b>60</b>		<b>44</b>		<b>2</b>		<b>3</b>		<b>18</b>		<b>10</b>		<b>137</b>	
<b>Total by degree of functional diversity</b>	<b>104</b>				<b>5</b>				<b>28</b>				<b>137</b>	

Source: Organization and Human Resources.

In 2022, **137** staff members have notified the UB of some form of functional diversity. Most of them are PAS (**58.39%**), women (**63.50%**), between 51 and 60 years of age (**40.88%**), and they indicated that their disability is between 33% and 64% (**75.91%**).

**Contribution to ODS 10**

The presence of PAS and PDI with functional diversity ...



**Target 10.2.** Contributes to empowering and promoting the social and economic inclusion of all.

**Target 10.3.** Seeks to ensure equal opportunity.

## 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 where 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 2022). Remuneration linked to seniority or to teaching/research merits is not included.

## ADMINISTRATIVE AND SERVICES STAFF (PAS)

CATEGORY	REMUNERATION BY PAY BANDS (IN EUROS)	MEN	WOMEN	% WOMEN
General Manager	114,874.72	0	1	100.00
Directors of area	83,558.44	12	9	42.86
Statutory PAS in group A1	52,374.47	12	30	71.43
Non-statutory PAS in group 1	41,486.16	129	151	53.93
Statutory PAS in group A2	37,338.64	56	179	76.17
Non-statutory PAS in group 2	32,958.97	112	96	46.15
Statutory PAS in group E	32,321.54	2	0	0
Statutory PAS in group C1	28,811.43	85	303	78.09
Non-statutory PAS in group 3	28,404.64	208	179	46.25
Statutory PAS in group C2	25,263.91	98	344	77.83
Non-statutory PAS in group 4	23,752.76	81	126	60.87

Source: Organization and Human Resources.

## TEACHING AND RESEARCH STAFF (PDI)

CATEGORY	REMUNERATION (IN EUROS)	MEN	WOMEN	% WOMEN
Statutory full professor	48,544.50	290	138	32.24
Non-statutory full professor	48,076.58	50	32	39.02
Associate professor ( <i>agregat</i> )	39,462.24	302	347	53.47
Associate professor ( <i>titular</i> )	38,576.22	337	286	45.91
University school full professor	38,576.22	3	4	57.14
Foreign adjunct lecturer	38,576.22	1	0	0
Assistant professor ( <i>lector</i> )	35,770.30	217	230	51.45
University school associate professor ( <i>titular</i> )	34,016.56	32	30	48.39
Collaborating lecturer on an open-ended contract (doctor)	32,694.08	17	24	58.54
Collaborating lecturer on an open-ended contract	30,231.90	3	8	72.73
SECTI postdoctoral researcher (own R&D&I)	26,866.00	10	13	56.52
Trainee research staff grants (APIF)	18,989.50	54	48	47.06

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 towards the achievement of equality. In the case of PAS, however, the tendency is not so clearly observable.

# Responsibility to students

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p. 12](#)



# Cost of studies, grants and financial aid

## COST OF STUDIES

It is important to bear in mind that the prices of university credits are fixed in [the Decree on prices](#) approved by the Government of Catalonia.

TUITION FEES (IN EUROS)	2018-2019	2019-2020	2020-2021	2021-2022
Average price per credit for bachelor's degrees	33.52	33.52	23.47	23.47
Average price per credit for university master's degrees*	43.98	43.98	37.47	27.67

\* This price reflects the application of a discount to the first 2 courses 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. From the academic year 2020-2021 onwards, given the fall in prices, the UB has not applied the discount.

Source: Office of the Vice-Rector for Students and Participation.

## GRANTS AND FINANCIAL AID

### Goals CS4 and CS6 of the UB's Agenda 2030

The grants and financial aid available to UB 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:

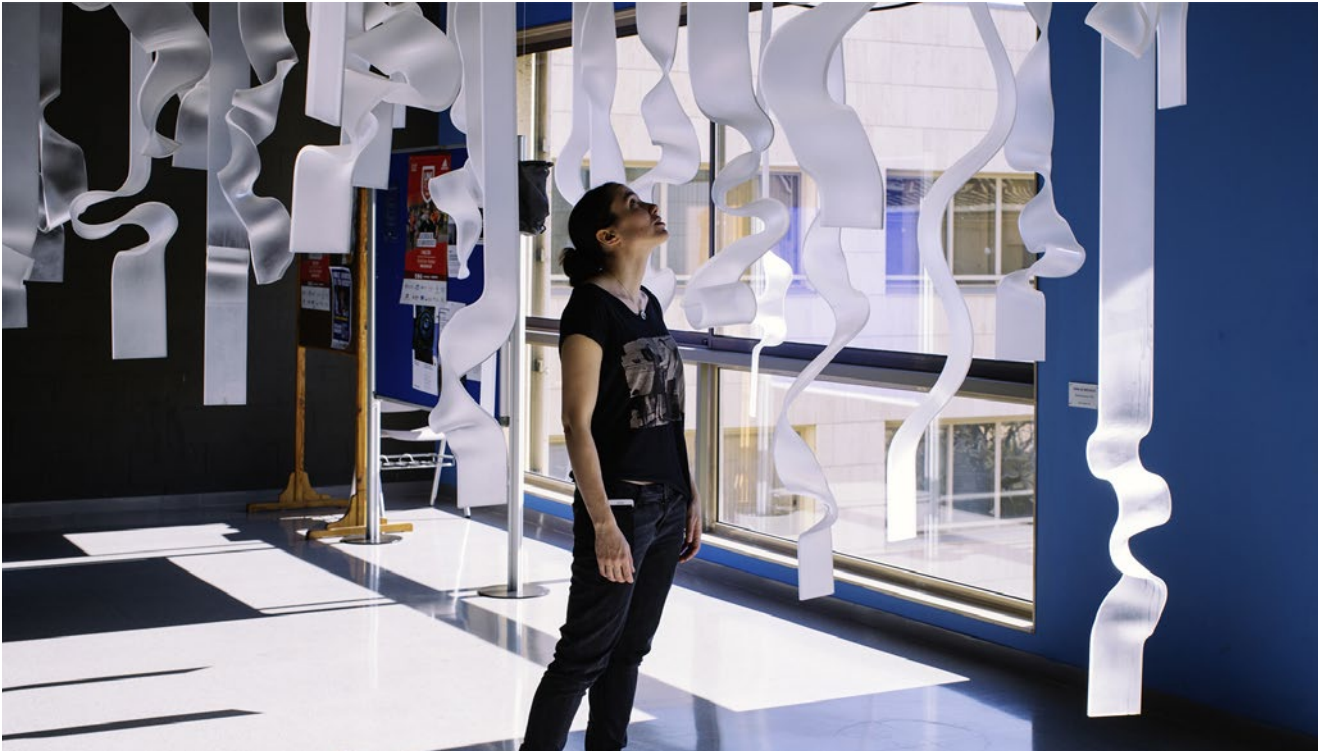
- [For bachelor's degree and university master's degree students.](#)
- [For doctoral studies.](#)

GRANTS AWARDED	2018–2019		2019–2020		2020–2021		2021–2022	
	NUMBER	TOTAL VALUE (€)	NUMBER	TOTAL VALUE (€)	NUMBER	TOTAL VALUE (€)	NUMBER	TOTAL VALUE (€)
General grants	11,660	27,899,919	11,369	26,963,815.68	11,661	30,088,156	11,153	30,197,503
Departmental collaboration	116	232,000	114	228,000	114	228,000	112	224,000
Collaboration with UB services	551	1,981,438	521	1,936,491	612	2,684,825	298	1,296,902
Collaboration with UB faculties/schools	209	646,489	273	720,556	117	356,585	136	424,242
<b>Grants awarded</b>								
DRAC programme	23	5,778	9	3,003	–	–	23	4,911
Mobility programme	465	110,600	555	220,600	465	176,900	462	110,000
Ibero-America grants (Banco Santander)	29	87,000	29	87,000	9	27,000		
Grants for Els Juliols	30	2,235	–	–	–	–	–	–
bkUB programme	361	–	336	152,905	427	123,296	422	132,190
Master+ UB grants	–	–	38	145,118	–*	–		
Connecta UB grants	–	–	317	–	228	–	184	–
Santander Progreso grants	–	–	31	31,000	23	23,000	23	23,000
Equity grants	10,356	–	10,484	–	10,086	–	9,660	–
Supplementary Master+ grants (first call)	–	–	–	–	–	–	19	63,304
Santander Tecnologia-Connecta grants	–	–	–	–	–	–	90	31,500
Santander grants for Erasmus studies	–	–	–	–	–	–	51	25,500
Santander Bank grants for NEE	–	–	–	–	–	–	2	4,000
Erasmus grants for language courses at the UB's School of Modern Languages	–	–	–	–	–	–	312	111,384

\* 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 2018-2019, 2019-2020, 2020-2021 and 2021-2022.

Lastly, the UB students' **bkUB** programme encompasses a series of measures aimed at ensuring that financial difficulties do not prevent anyone from studying at the University. Within the framework of this programme, over **13,000** bachelor's degree students took advantage of flexible payment options and **422** grants were awarded.



	2018-2019*	2019-2020	2020-2021	2021-2022
Study grants for extraordinary circumstances	23	57	86	57
Grants for repeat subject enrolment	106	147	136	161
University master's degree grants	24	27	9	53
Foreign-language study grants	172	105	196	151
Equitat grant supplement	36	-	-	-
<b>Total</b>	<b>361</b>	<b>336</b>	<b>427</b>	<b>422</b>

Source: UB Report on the academic years 2018-2019, 2019-2020, 2020-2021 and 2021-2022.

**Contribution to ODS 10**



**Targets 10.2, 10.3 and 10.4.** The grants and financial aid offered to students empower and promote social and economic inclusion, and guarantee equality of opportunity. They are also social protection policies that progressively achieve greater equality.

# Students with special educational needs

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

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 Fundación Gresol Projecte Home, the UB Connecta grant programme, and the grant and placements programmes of 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 within the UB community (**CS8**).

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<sup>20</sup>

	STUDENTS WITH A CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL NEEDS, BUT NOT A CERTIFICATE OF DISABILITY	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	284	394	138	273
Master's degree/postgraduate studies	40	63	8	20
Doctoral studies	29	22	3	1
<b>Total</b>	<b>353</b>	<b>479</b>	<b>149</b>	<b>294</b>
	<b>832</b>		<b>443</b>	

Source: SAE.

20. 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.


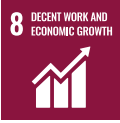

The UB meets the requirement to reserve **5%** of places in bachelor’s degrees for students with a recognized level of disability equal to or greater than 33% as established by Article 18.6 of Royal Decree 822/2021. The UB also complies with Decree 300/2021, which establishes that students with a disability equal to or greater than 33% are exempt from the payment of public fees and prices.

Also noteworthy is the [Futurs UB](#) unit, which disseminates the UB’s training offer to secondary-school students, publicizes support programmes for students with special educational needs, and directs any students who may need such programmes to people who can assess their needs and provide advice.

## 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:

<p><b>Fem Via</b></p> <p>Aimed at students with a certificate of disability equal to or greater than 33% who need support for their academic activity.</p>	<ul style="list-style-type: none"> <li>- <b>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:</b> a total of <b>7</b> training sessions on inclusiveness were held in the academic year, <b>5</b> for teaching staff and <b>2</b> for students.</li> <li>- <b>Hands-on, personalized attention:</b> the UB carried out <b>3,938</b> actions to provide advice and intervention (2,623 for students, 1,027 for PDI or PAS, and 281 externally). In addition, <b>242</b> new individual plans have been prepared.</li> <li>- <b>Advice on special resources and procedures; proposals for academic adaptations or adjustments; provision of resources such as</b></li> </ul> <p><b>support products:</b> Meetup UB offers an activity to support students on the autism spectrum, which is now in its third edition (with <b>21</b> participating students from a total of <b>17</b> different disciplines). The UB has also worked in collaboration with <b>9</b> support classmates, who have provided <b>182</b> hours of sign-language interpretation to <b>2</b> students with hearing difficulties, and there has been an increase to <b>€4,000</b> per student in the call for financial aid for students with reduced mobility who need help from third persons.</p> <ul style="list-style-type: none"> <li>- <b>Promotion of the employability of students with special educational needs in collaboration with entities working in the area of employability.</b></li> <li>- <b>Promotion of physical and digital accessibility.</b></li> </ul>
<p><b>Avança</b></p> <p>Aimed at students without a certificate of disability, but with special educational needs that have been medically accredited.</p>	

Contribution to ODS 4, 8 and 10	
	<p><b>Target 4.5.</b> The measures and assistance aimed at students with special educational needs help to ensure equal access to education for people with disabilities.</p>
	<p><b>Target 8.5.</b> The training and hiring of people with disabilities helps them to gain employment and ensures decent work.</p>
	<p><b>Target 10.2.</b> Providing assistance to students with special educational needs contributes to empowering the social inclusion of all, irrespective of their conditions or circumstances.</p>


## SPECIFIC PROGRAMMES AIMED AT HIGH-ACHIEVING STUDENTS

A description of 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<sup>21</sup>

In addition to the previously mentioned programmes, other student support actions have been carried out in the academic year 2021-2022. They are described below.

<b>Enhancing employability</b>
<p><b>UB outbound and inbound academic placement programmes.</b> 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. A total of <b>10,652</b> students have done <b>12,500</b> placements in companies and institutions.</p> <p>Grant and work placements programme of the <b>ONCE Foundation and CRUE.</b> The programme enables university students with a disability to complete external academic placements in companies (both within and outside the curriculum). The call in the academic year 2021-2022 drew on the participation of <b>5</b> students, who have carried out three-month work placements.</p> <p><b>Odiseu Programme for external academic work placements in rural organizations in Catalonia.</b> 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 areas. The aim is to promote business competitiveness and encourage young people to return to rural areas and settle there. In the present academic year, <b>20</b> UB students have taken part.</p> <p><b>Attendance at higher education fairs.</b> During the current academic year, the UB's participation has been limited to Catalonia in order to reduce the institution's carbon footprint.</p>

<b>Contribution to ODS 4</b>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Target 4.4.</b> Measures to improve student employability, especially external placements, help to increase the number of young people who acquire the skills and competences needed to obtain a decent job.</p> </div> </div>

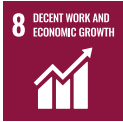
21. Nearly all of the programmes involve SAE organization or participation. The sole exception is the PSAU, which is run by the Faculty of Education in conjunction with the UB Solidarity Foundation.

**Contribution to ODS 4, 8 and 10**

The grant and work placement programme of Fundación ONCE and CRUE...



**Target 4.5.** Helps people with disabilities to gain access to higher education.



**Target 10.2** Empowers the social inclusion of all, irrespective of their conditions or circumstances.



**Target 8.5.** Helps them to achieve employment and ensures decent work.

**Contribution to ODS 11**



**Target 11.a.** The external placements in the Odisseu programme strengthen the positive economic, social and environmental links between urban, peri-urban and rural areas.

**Social Policy**

**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 provides internet connectivity and a temporary loan of laptops for students in financial difficulty.

The three types of grants available 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 **160** laptops on loan and **24** SIM cards have been provided to **194** students.

**Santander Tecnologia/Connecta grant programme.** The UB created the Tecnologia/Connecta grant programme in collaboration with Santander Bank to enable university students to acquire the IT materials needed to bridge the digital gap that exists in the education sector. The programme provided laptops on temporary loan and a grant of **€350** for students in financial difficulty to secure internet connectivity. During the academic year, the programme has benefited a total of **91** students.

**The Viure i Conviure Programme.** The programme, which is run by the Roure Foundation in collaboration with the Interuniversity Council of the Government of Catalonia and the Barcelona municipal government, helps university students to find accommodation in the homes of seniors and fosters intergenerational relations, exchange and solidarity. The entire process is supervised by a team of professionals who seek to ensure that the experience is profitable for everyone.

### Social Policy

**PSAU.** In operation since the academic year 2011-2012, PSAU is a volunteer programme that promotes access to university admissions among traditionally excluded groups.<sup>22</sup> Since its inception, it has given support to over 100 upper-secondary school students from highly complex backgrounds. In the academic year 2021-2022, the programme has worked to facilitate contact between the Prometheus programme and the UB's various faculties to find mentors for young people. The [Prometheus programme](#) is responsible for giving support to young people seeking admission to university. At present, PSAU is working on the creation of the Office of Equity, Inclusion and Access to University, in collaboration with the UB Solidarity Foundation, to act as the key point of contact for present and future students as well as PAS and PDI at the UB who find themselves in a vulnerable situation, whether for social, economic, political, family or personal reasons (including academic difficulties arising from physical, sensorial and/or psychological circumstances).

### Contribution to ODS 10



**Targets 10.2 and 10.3.** The PSAU programme, the Santander Tecnologia/Connecta grant programme and the Connecta UB grant programme promote social and economic inclusion and therefore help to ensure equality of opportunity.

### Prevention of addictive behaviours

**Collaboration agreement with the NGO Projecte Home.** The collaboration, which seeks to bring the NGO Projecte Home closer to the UB, focuses on the prevention and treatment of drug dependency. To this end, it involves the organization of an annual awareness day (75 people attended online in the current academic year), the encouragement of volunteerism, the provision of guidance and treatment to any UB students who seek it, scheduled tours of Projecte Home, and collaboration 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 materials on the El Teu Punt programme, which is aimed at encouraging processes of critical reflection on addictive behaviours and fostering preventive messages among peers.

### Contribution to ODS 3



**Target 3.5.** The two described actions linked to the prevention of addictive conduct contribute to strengthening the prevention and treatment of substance abuse and addiction.

22. PSAU is a programme linked to the UB's Faculty of Education, but the young people who receive mentoring do not enter only the Faculty of Education or even the UB.



### Emotional well-being

The Office of the Vice-Rector for Students and Participation has put in place [a support line for the emotional well-being](#) of students. The phone line, which is managed by the UB's Psychology Clinic, is operational from 5 am to 5 pm.

A professionally oriented course has been organized on the subject of **emotional competences and healthy lifestyles** to help participants identify and work on emotions and their impact on thinking, behaviour, interpersonal relations and well-being (**20** attendees).

**SAE counsellors hold personalized orientation meetings.** The counsellors give support and advice to students at different stages of university life: adaptation to university, academic failure, change of degree, transition into the labour market, etc. In the current academic year, **204** students have been recipients of the service.

### Contribution to ODS 3



The support telephone for the emotional well-being of students, the course on emotional competences and healthy lifestyles, and the guidance from SAE counsellors contribute to **SDG 3** broadly, since they contribute to psychological health.

### Training in skills and competences for students in secondary and obligatory upper-secondary school

**Secondary School and Obligatory 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. In the current academic year, the competition addressed the question "Is it necessary to put limits on science?" A total of **24** schools took part.

## Objectives for the academic year 2023-2024

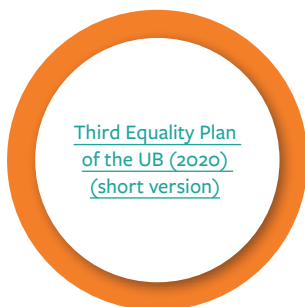
- To instigate a programme of paid external placements.
- To set up an external placements programme on women in leadership in order to enhance employability by increasing the number of women on leadership teams in companies and organizations.
- To develop a specific protocol for educational support aimed at students with special needs.
- To build partnerships with different external foundations and entities to improve the education and employability of students with disabilities.

## Goals D1 and CS9 of the UB's Agenda 2030

The Equality Unit and its actions in 2022, the Third Equality Plan, and the protocol against sexual harassment and sexist and anti-LGBTQI+ violence contribute to educating and raising awareness among the university community and society at large in relation to equal opportunities for women and men and in opposition to sexist violence (**CS9**).

The Clara Campoamor, Rosalind Franklin and Badia i Margarit prizes for best TFG, TFM and doctoral thesis, respectively, empower education for sustainable development and the SDGs in all bachelor's degrees, master's degrees and doctoral studies at the UB (**D1**).

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:



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

Prominent actions in 2022 include the following:

- The Equality Committee has approved [the regulations for the Equality Committee](#) and [the regulations for the monitoring committee that will oversee the Third Equality Plan](#).
- The UB has organized institutional events as part of the first pillar of the Third Equality Plan:
  - monthly publication of the [eFEMENISTèrides](#)
  - [events marking 11 February](#) (International Day of Women and Girls in Science)
  - [events marking 8 March](#) (International Women’s Day)
  - [events marking 26 April](#) (International Lesbian Visibility Day)
  - [events marking 25 November](#) (International Day for the Elimination of Violence against Women).
- Data on parity have been obtained for the report of the Vives University Network and for the future working document of the committee on women and science within the Interuniversity Council of Catalonia.
- Significant progress has been made in negotiations over the third key area of focus in the Equality Plan, which addresses equality in work and academic life, but it is not yet fully approved.
- Several actions have been taken in relation to mainstreaming gender in university teaching, research and transfer:
  - Recognizing the winners of the [Clara Campoamor, Rosalind Franklin and Badia i Margarit prizes for best TFG, TFM and doctoral thesis, respectively](#).
  - Holding the first workshop on mainstreaming gender in teaching.
  - Publishing the UB guide on how to identify yourself when you sign a scientific article and what steps can raise the visibility of work done by women.
- The UB has joined the [University Network for Diversity \(RUD\)](#).
- Specific [working groups](#) have been set up on caregivers, LGBTQI+, the Spanish national pact against gender-based violence, and mainstreaming gender in teaching, research and transfer.
- In May 2022, a new [protocol for the prevention, detection and action in situations of sexual or gender harassment or in response to other sexist or anti-LGBTQI+ behaviour \(now called simply the protocol against sexual harassment and sexist and anti-LGBTQI+ violence\)](#) was approved by the Governing Council. The new protocol replaces the [previous protocol](#), which was passed in 2019.

## CASES OF DISCRIMINATION

The UB’s tool to address cases of sexist or anti-LGBTQI+ violence is the new protocol against sexual harassment and sexist and anti-LGBTQI+ violence.<sup>24</sup> In 2022, the Equality Unit has assisted **42** people in the context of the current protocol or its previous version. Depending on the particular circumstances, a formal procedure has been opened in some cases, but not in others. Assistance can include advice and support, most notably from legal counsel provided by

24. In the early months of the year, the previous version of the protocol, which was known as the protocol against sexual harassment, was still in effect. In May 2022, the new version took effect.

UB Legal Services when statements are taken, psychological help provided by a psychologist with the Equality Unit, and additional outside psychological support services provided through collaboration agreements with the Equality Unit. Specifically, the **42** cases in 2022 are:

CASES		
Physical assaults (2 cases)	Other forms of harassment (2 cases)	Case shelved and support measures instigated (6 cases)
Assistance and advice (17 cases)	Sexist behaviour (3 cases)	Interpersonal conflict (1 case)
Referral to other units with authority to act (4 cases)	Disciplinary proceedings (1 case)	Criminal verdict and support measures instigated (3 cases)
Lack of applicability (1 case)	Resolution pending from the Technical Committee (2 cases)	


Of the **42** cases, the individuals have decided in **13** cases to submit a formal complaint in line with the protocol in effect at the time. The 13 cases can be broken down as follows:

- Case shelved and support measures instigated (**7** cases).
- Sexist behaviour (**2** cases).
- Disciplinary proceedings (**1** case).
- Criminal verdict and support measures instigated (**1** case).
- Resolution pending from the Technical Committee (**2** cases).


+ information available in the [report on equality](#)

**Contribution to ODS 5, 8 and 10**


The Equality Unit, the Third Equality Plan, and the protocol against sexual harassment and sexist and anti-LGBTQI+ violence...



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



**Target 8.8.** Foster a safe and secure working environment.



**Target 10.2.** Promote social inclusion.

### Fulfilment of objectives for the academic year 2021-2022

- In spite of significant progress in the negotiations over the third key area of the Equality Plan, there is not yet a final consensus as previously planned.

- The UB has successfully met the previous four objectives, since there is a new version of the protocol against sexual harassment that includes the actions to be taken to prevent anti-LGBTQI+ violence, the [website of the Equality Unit](#) has been overhauled, specific working groups have been set up as planned, and the monitoring committee for the Third Equality Plan is now in operation.

### Objectives for 2023

- To carry out actions to mainstream gender in teaching, research and transfer.
- To conduct specific training for PAS on the Third Equality Plan and the SDGs.
- To approve the new UB guide on caregiving, work-life balance and time management.
- To organize workshops on gender and health, in collaboration with the Office of the Vice-Rector for Heritage and Cultural Activities, to commemorate the sesquicentenary of the Historic Building and Elena Maseras Year.

### Objectives for 2024

- To organize workshops on women and work, which will feature the presentation of a report on informal economic activity and caregiving at the UB.
- To conduct a diagnostic analysis of equality at the UB and prepare the Fourth Equality Plan.

# Ombuds Offices<sup>25</sup>

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*	2018-2019	2019-2020	2020-2021**	2021-2022
<b>Total cases</b>	<b>127</b>	<b>110</b>	<b>142</b>	<b>102</b>
% cases resolved	89	90	98	94.2
% PDI	14.17	17.27	10.64	10.7
% PAS	8.66	2.73	7.09	3.9
% students	72.44	66.36	74.47	67
% other	4.72	13.64	7.80	18.4
% women	56.69	55.45	42.55	42.7
% men	40.16	37.27	47.52	49.5
% group cases	3.15	7.27	9.93	7.8

\* Any group cases are only categorized by gender if everyone involved is of the same gender. Similarly the cases are only categorized by group (PDI, PAS or students) if everyone involved belongs to the same group.

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

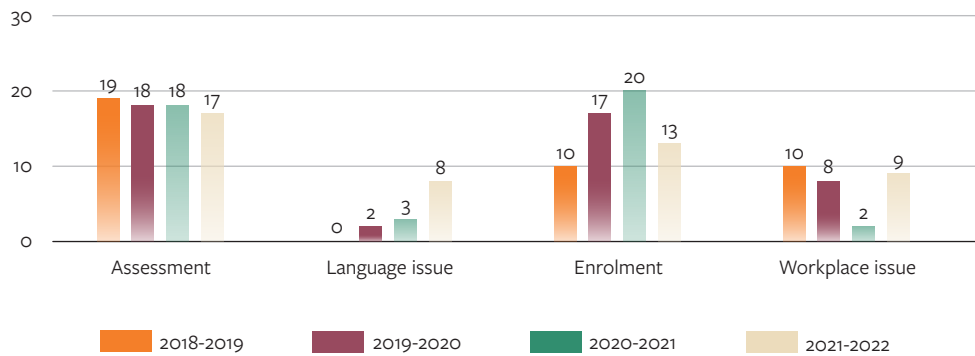
Source: *Ombuds Office*.

<sup>25</sup> 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 **103** total cases, the Ombuds Office has referred **43** 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 **17** of the cases addressed, the Ombuds Office ruled in favour of the individual filing the complaint.

### Types of dispute



Source: Ombuds Office.

During the academic year 2021-2022, the most prominent issues have involved assessment (**17**), enrolment (**13**) and workplace issues (**9**).

**Contribution to ODS 16**

**16** PEACE, JUSTICE AND STRONG INSTITUTIONS

**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 in all areas.

### Objective for the academic year 2022-2023

- To pay visits to UB centres during teaching periods in order to raise awareness about the Ombuds Office among the university community and offer an opportunity to raise queries and field complaints on the spot.

# Responsibility to the local community

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# University impact on the local community

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 take advantage of the 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. However, while members of the public do have access to all library services, the 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 in 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 ODS 11



**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 schools and faculties	10
Departments	60
The UB Library	16
Surface area	665,777 sq m
UB research institutes	16
Halls and residence and other university accommodation	4

Source: *UB Report on the academic year 2021-2022*.

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2018-2019	2019-2020	2020-2021	2021-2022
Places offered by the UB	836	1,331	1,227	1,239
Places filled	812	922	731	871
Occupancy (%)	97.13	69.27	59.58	70.30

Source: *Common Services and UB Group*.

The UB has **4** halls of residence and other university accommodation. They are Sant Jordi, Penyafort-Montserrat and Ramon Llull, which are run directly by the UB, and the Dolors Aleu Residence Hall, whose management was awarded to a private company as a concession. Looking ahead to the academic year 2022-2023, there will be major changes, since the building that housed the Sant Jordi hall of residence has been sold and will cease activity. Similarly, the Ramon Llull hall of residence has ceased operations because the UB's concession from the Barcelona provisional government has come to an end.

ASSETS (IN EUROS)	2019	2020	2021	2022
Income from sales	1,500.00	4,132.24	0	24,560,000.00
Spending on acquisitions	8,951,504.54	12,125,272.00	11,643,618.55	23,588,738.07*

\* Provisional data at 13 April 2023.

Source: *Finance*.

The income for 2022 corresponds to assets liquidated through the sale of the Sant Jordi hall of residence, while the spending primarily relates to research equipment purchased with EU Next Generation funds.

In addition to capital spending, there has also been a spending item of **11,900,642.16** euros on maintenance and modernization of UB infrastructure in 2022.

### Objective for the academic year 2023-2024

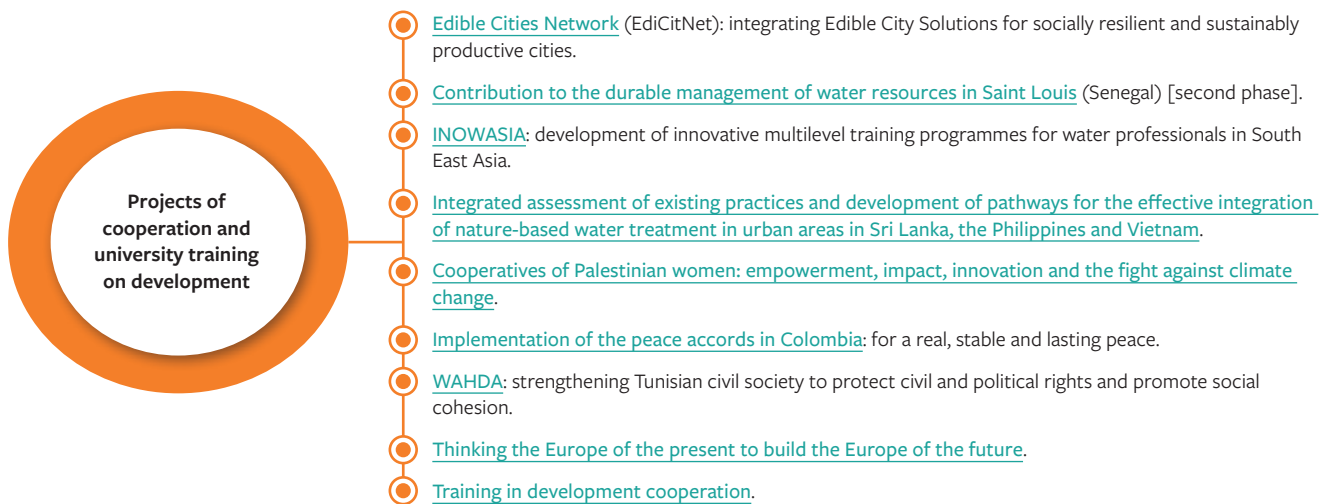
- To open a new hall of residence for students on the Bellvitge Health Sciences Campus on land that has been transferred to the UB as a public concession by the municipal government of L'Hospitalet de Llobregat.

# Solidarity and volunteering



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 ( <b>CS1</b> ); promotes education and increased awareness of sustainability, human rights, the culture of peace and global citizenship among the university community and society at large ( <b>CS2</b> ); facilitates the safe, orderly migration of people who are forced to flee their countries, seek asylum or face similar situations ( <b>CS3</b> ), and contributes to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty ( <b>CS4</b> ).

The [UB Solidarity Foundation](#) promotes solidarity and social action at the national and international levels, as well as volunteering activities among the university community. The activities in 2022 have been organized into **4** chief areas of work that are set out below.<sup>26</sup>



26. For a more detailed description, consult the [Report on activities for the year 2022](#).

**Contribution to ODS 4, 6, 16 and 17**

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



**Target 4.7.** Many development cooperation projects of the UB Solidarity Foundation involve training in human rights, the promotion of a culture of peace and non-violence, and an appreciation of cultural diversity, which contribute to learners acquiring the knowledge and skills needed to promote sustainable development.



**Target 6.a and 6.4.** The contribution to the durable management of water resources in Saint Louis involves the provision of support to development countries in the creation of capacity to carry out activities and programmes related to water and sanitation, with the ultimate objective of increasing the efficient use of water resources.



**Target 16.7.** The implementation of the peace accords in Colombia, the WAHDA project, and the project entitled "Thinking the Europe of the present to build the Europe of the future" contribute to ensuring the adoption in all areas of inclusive, participatory and representative decision-making in response to needs.



**Target 17.16.** Development cooperation in collaboration with a wide range of institutions (governments, organizations, universities, schools, cooperatives, etc.) enhances the global partnership for sustainable development.



- [Research for global citizenship](#) (Recercapau): programme to support research projects in upper-secondary schools that will involve education in human rights and global citizenship.
- ["Pandemic, migrations and climate change"](#): interdisciplinary research between the science and social studies-oriented upper-secondary school pathways to understand the structural factors that link today's major developments.
- [Seventeenth research prize in peace](#) for upper-secondary school research projects.
- [Third annual prize for posters on sustainability and human rights](#) for bachelor's degree, postgraduate and master's degree students at the UB.
- [Advanced university course in technology policy and rights in the digital era.](#)
- [UB Volunteering](#):\* fostering participation and collaboration of the university community in non-profit organizations.

\* 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.

The data for 2022 are as follows:

PARTICIPATION IN UB VOLUNTEERING IN 2022	
Organizations with which UB Volunteering has collaborated	25
Activities	57
Volunteers	56
Total social impact (people who benefit)	3,915

Source: UB Solidarity Foundation.

**Contribution to ODS 4, 10 and 17**



**Target 4.7.** The education project for global citizenship involves training in human rights, the promotion of a culture of peace and non-violence, global citizenship, and an appreciation of cultural diversity, which contribute to learners acquiring the knowledge and skills needed to promote sustainable development.



**Targets 10.2 and 10.3.** Volunteering activities in which the university community takes part help to empower and promote social and economic inclusion and reduce inequalities.



**Target 17.16.** The volunteering activities carried out in collaboration with a broad range of associations, foundations, etc. contribute to enhancing the global partnership for sustainable development.



- [European Observatory on Memories \(EUROM\).](#)
- Memories of Barcelona: projects on democratic memory in Barcelona, developed jointly with the Barcelona Institute of Culture (ICUB).
- [Murals of Bitàcola:](#) murals in public spaces designed to recover, vindicate and celebrate collective memory.
- [Route to Exile:](#) travelling educational project that seeks to introduce recent Spanish history to younger generations by means of itineraries through places of memory for Republican exiles as well as training and sociocultural activities.
- [Uncomfortable heritage:](#) public space and memory.
- [Online Memories:](#) analysis of Twitter data on specific European commemorations and emerging debates over commemorations.
- [Youth and Memory activism.](#)
- [Trans-Atlantic Racial Redress Network:](#) project dedicated to mapping and arguing for reparations for people and groups that suffer or have suffered historical injustice on the grounds of race.
- [MIGRAID:](#) migration and humanitarian aid in Europe (1919-1949).
- [Observatory on Human Rights and Conflicts.](#)

**Contribution to ODS 4 and 16**



**Target 4.7.** The UB Solidarity Foundation's projects to promote peace and democratic memory foster a culture of peace and non-violence, which contributes to learners acquiring the knowledge and skills needed to promote sustainable development.



**Targets 16.3 and 16.7.** These projects seek to promote the rule of law and equality of access to justice, as well as ensuring the adoption at all levels of inclusive, participatory and representative decisions that respond to needs.



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- [UB support programme for refugees and people fleeing conflict zones.](#)
- [Collaboration agreement with the municipal government of Viladecans](#) to give support and shelter to refugees and people fleeing conflict zones.
- [Project Prometheus](#): ensuring that young people in the city of Barcelona with a lower rate of university attendance than the city average can complete their university studies, regardless of economic or social circumstances.
- [Social and educational intervention in the northern part of the Nou Barris district.](#)
- [UNI\(di\)VERSITY](#): Socially Responsible University for Inclusive Societies in the Era of Migration.
- [IncludeMe](#): 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.

**Contribution to ODS 4, 10 and 11**



**Target 4.3.** The UB's support programme for refugees and people fleeing conflict zones and Project Prometheus help to ensure equal access to university education for vulnerable people.



**Targets 10.2 and 10.3.** The UB Solidarity Foundation's projects to promote and defend human rights, inclusion and refuge empower and promote social and economic inclusion, and help to ensure equal opportunities and reduce inequalities.



**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.

# Culture

## Goal CS10 of the UB's Agenda 2030

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

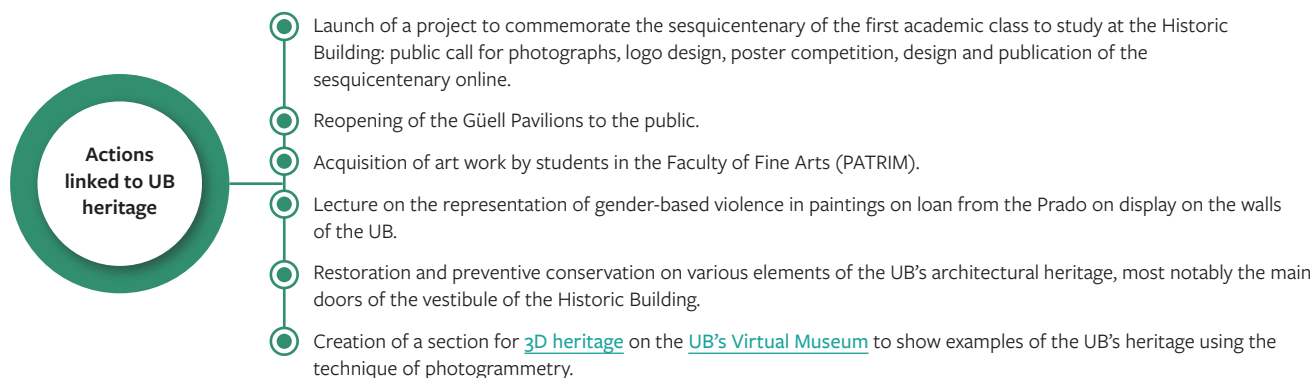
During the academic year 2021-2022, the Office of the Vice-Rector for Heritage and Cultural Activities has continued to pursue a policy of revitalizing and disseminating the UB's cultural heritage, taking part in a wide range of cultural activities either in an organizational capacity or in collaboration with others. The vast majority of the activities are free and open to the general public. Below are many examples.

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### Cultural activities

- The UB has held its Eleventh Contemporary Dance Season under the title "Choreographies of dance".
- The UB has resumed its usual programme of concerts with the organization of the 34th Cycle of Music.
- The UB has put on a variety of exhibitions, such as the interactive scientific module on Covid-19, which ran from 27 September to 2 November 2021; "It's a wonderful life", which ran from 30 September to 28 November 2021; and "35+1 Posters for Sant Jordi at the University of Barcelona", which ran from 20 April to 19 May 2022.
- A collaboration with the Office of the Vice-Rector for Equal Opportunities and Gender has led to a host of activities in the context of International Women's Day on 8 March. Examples include an exhibition on women of note, a reading of texts on the Montserrat Roig patio and the projection of the film entitled *Pioneres* in several faculties.
- A collaboration with the Faculty of Philology and Communication, the UB's Aula Poètica and Barcelona municipal government has led to an activity in the Barcelona poetry festival entitled "Vull subornar la joventut", which paid tribute to the life and work of Gabriel Ferrater.
- Over **90** news items on exhibitions, concerts, guided tours and other cultural activities have been posted on the culture website [Soc cultura](#).
- The UB has set up an Instagram account [@ubcultura](#) to share news and information about cultural activities.

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 own heritage. For example:



**Contribution to ODS 11**



**Target 11.4.** The cultural promotion and conservation activities carried out by the Office of the Vice-Rector for Heritage and Cultural Activities help to preserve and safeguard cultural heritage.

**Fulfilment of objectives for the academic year 2021-2022**

- In terms of the objectives that have been met, the UB has brought back the regular schedule of guided tours of the Historic Building, the Faculty of Medicine and Health Sciences (Clínica Campus), and the Pedro i Pons Estate, which have all seen increased demand. In addition, the UB's new Virtual Museum has enjoyed widespread dissemination through the usual channels (the UB's website and social media) and through the production of audiovisual materials focusing on a variety of heritage collections. The project to commemorate the sesquicentenary of the first academic class to study in the Historic Building (1872-1873) has been kicked off with a poster competition, the design of a logo, and the design and publication of the project website. In addition, the UB regulations on cultural heritage have been drafted and now await approval by the Governing Council.
- By contrast, the appearance in paper of the first volume of the UB's catalogue of paintings has been delayed on technical publishing grounds.

**Objectives for the academic year 2022-2023**

- To open the clock tower of the Historic Building to guided tours for the public.
- To celebrate the 150th anniversary of the admission of M. Elena Maseras to the UB as the first women entering university in all of Spain and to organize an institutional event to honour UB people who suffered reprisals at the hands of the Francoist dictatorship.
- To create a new blog section on the website of the UB Virtual Museum, which will periodically post content on current or important events regarding cultural heritage and enable users to take part through a comments section.
- To constitute the New UB Choir as a non-profit association.



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# Alumni and teaching staff

[UB Alumni](#) is an entity created to enable anyone 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<sup>27</sup> (featuring **50** members in 2022) works together with an administrative support unit to coordinate UB Alumni. Along with **12 clubs**<sup>28</sup> created by members, UB Alumni offers a variety of activities and services.

## ACTIVITIES

In 2022, UB Alumni organized **101** activities (down from **106** in 2021) representing two broad types. Activities organized as part of one of the subject clubs: film societies, cultural visits, lectures on topical issues, talks, etc. Activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information about job portals, talks, and activities connected to the job bank, such as the review of CVs, careers guidance and enhanced professional competences.

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27. 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.

28. 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.

	2019	2020	2021	2022
Group activities to enhance employability	20	8	22	30
Open positions advertised in the job bank	2,394	1,129	2,198	2,048
Individualized careers guidance	148	90	82	89

Source: UB Alumni.

## ATENEU UB

The Ateneu UB, which came into existence in 2020, is an institutional gathering place open to all retired members of the UB teaching staff. The aim is to create an opportunity for the UB to gain from their experience and knowledge in order to improve relationships and collaboration between the teaching staff, students and society at large. The Ateneu UB promotes activities aimed at the entire university community as well as the public at large, using online and face-to-face formats. A full list of the activities in 2022 is available [here](#).

### Contribution to ODS 8



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

### Contribution to ODS 10



**Target 10.2.** The Ateneu UB empowers and promotes the social inclusion of everyone, regardless of age.

## Objectives for 2024

- The UB will keep the objectives set for the year 2024 as they appear in the [Report on Sustainability 2019-2020](#).

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# University of Experience

Since the academic year 2010-2011, the [University of Experience](#) has offered a series of university courses aimed at learners aged **55 years** and older. They offer in-depth training that does not require any previous studies. The programmes are one, two or three academic years in length.

The University of Experience also offers an opportunity for part-time or retired UB teaching staff to stay involved in the institution's projects. In the academic year 2021-2022, the University of Experience has drawn on the participation of **348** members of the teaching staff (**51.43%** women and **48.57%** men).

NUMBER OF PROGRAMMES, COURSES AND STUDENTS				
	2018-2019	2019-2020	2020-2021	2021-2022
Programmes	13	14	14	14
Courses	33	32	38	41
Students	1,414	1,512	1,110	1,321

Source: University of Experience.


In the academic year 2021-2022, the total number of students was **1,321** (**62.67%** women and **37.33%** men), of which **585** (**59.87%**) have started a programme and **530** (**40.13%**) have embarked on the second or third year of a programme.

## COMPLEMENTARY ACTIVITIES

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. During the academic year 2021-2022, well-established activities from earlier years have continued (chorus, theatre, courses at the Liceu Conservatory,

library tours of CRAI with visits to the historical archives, qigong and creative writing), and a few new activities have been added:

- ENRAONEM! on Tuesdays.
- A critical history of early Christianity.
- Healthy movement and body awareness.
- Literature and philosophy: early German Romanticism.
- A theoretical and practical course in first aid.
- The world of fungi.
- The European bildungsroman.
- Debates about the universe.
- An introduction to the civilization of ancient Egypt.

Contribution to ODS 10	
	<p><b>Target 10.2.</b> The courses and activities of the University of Experience empower and promote the social inclusion of seniors.</p>

### Fulfilment of objectives for the academic year 2021-2022

- The UB has satisfactorily met the two objectives of creating a second course in the Humanities programme and offering new complementary activities.

### **Objectives for the academic year 2022-2023**

- To create advanced seminars in university programmes so that the training offer in the University of Experience has three blocks (university programmes, advanced seminars and complementary activities).
- To adjust all programmes so that they have the same academic structure (2 subjects in the first semester and 2 subjects in the second semester) and the same number of hours.
- To create a transversal programme in the scientific area (with material from different scientific disciplines), given the success of the transversal programme in the Humanities.

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# Suppliers

<b>Goal CA8 of the UB's Agenda 2030</b>
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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](#).

In the framework of the [Roadmap to sustainability](#), the UB has set up a working group to incorporate sustainability requirements in administrative procurement and in concessions and purchasing.

## 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 in 2022 (**52,937,813.44** euros) out of total spending (**81,438,698.98** euros) stands at **65%** (up from **63.15%** in 2021).

SPENDING ON SUPPLIERS (IN EUROS)*						
	€		%		TOTAL	
	2021	2022	2021	2022	2021	2022
Spanish suppliers	75,022,047.02	74,855,196.91	89.92	91.92	83,430,294.61	81,438,698.98
Suppliers outside Spain	8,408,247.59	6,583,502.07	10.08	8.08		
Catalan suppliers	56,046,236.20	56,191,226.56	74.71	75.07	75,022,047.02	74,855,196.91
Suppliers from the rest of Spain	18,975,810.82	18,663,970.35	25.29	24.93		
Suppliers from the province of Barcelona	52,687,875.93	52,937,813.44	94.01	94.21	56,046,236.20	56,191,226.56
Suppliers from the rest of Catalonia	3,358,360.27	3,253,413.12	5.99	5.79		

\* 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 **5,492,543.80** euros in 2021 and **5,171,114.61** euros in 2022, 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

The environmental criteria in tender documents take one of the following forms: (a) requirements for sound environmental management; (b) criteria for the evaluation of the bids, and (c) special performance conditions related expressly to social and/or environmental aspects.

The results of contracts awarded in 2022<sup>29</sup> appear in the table below.

TYPE	PROCEDURE	NUMBER OF CONTRACTS	% OF CONTRACTS THAT CONTAIN ENVIRONMENTAL ASPECTS	% OF NEW SUCCESSFUL BIDDERS (WITH NO PREVIOUS UB WORK)
Building works	Open	15	100	6.66
	PNSP*	0	-	-
<b>Total for building works</b>		<b>15</b>	<b>100</b>	<b>6.66</b>
Services	Open	43	41.19	46.51
	PNSP*	28	7.14	39.29
<b>Total for services</b>		<b>71</b>	<b>29.58</b>	<b>43.66</b>
Utilities	Open	49	24.49	34.69
	PNSP*	17	52.94	29.41
<b>Total for utilities</b>		<b>66</b>	<b>31.81</b>	<b>33.33</b>
<b>Total for all contracts</b>		<b>152</b>	<b>37.50</b>	<b>35.53</b>

\* PNSP refers to a negotiated procedure without a public call.

Source: Purchasing Unit.

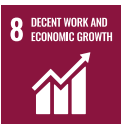
<sup>29</sup> The information in this section does not include contracts based on framework agreements, extensions or modifications to contracts awarded prior to 2022, or minor contracts, which are contracts lower than 40,000 euros in the case of building works and lower than 15,000 euros in the case of services and supplies.



As the table shows, **37.50%** of all contracts awarded in 2022 have included environmental criteria. It is also important to note that **35.53%** of all successful bidders are new (having not worked previously with the UB), which shows a growing ability to diversify the economic impact of working with the UB.

As for social aspects, they are taken into account in the form of tiebreakers between two bidding companies with the same score or through a statement of responsibility submitted by bidders in which they are required to have met the rules pertaining to the integration of individuals with disabilities and to have drafted and instituted an equality plan between women and men.

**Contribution to ODS 8 and 12**



**Target 8.4.** The high percentage of consumption of local products (**65%** of spending is done in the province of Barcelona) contributes to high global efficiency in the consumption of natural resources.



**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 2022**

- The UB has satisfactorily met the objective of incorporating social and/or environmental criteria in UB tenders. In this respect, it is necessary to mention the approval of the Roadmap to sustainability, which includes the objective of incorporating such criteria in UB tenders, as well as the working group that involves the rest of Catalonia’s public universities, which is preparing tender documents for concessions for bars, restaurants and vending machines that also include such criteria.
- It has not been possible to progressively incorporate social and environmental criteria in tenders awarded through the simplified shortened open procedure (POSA, in Catalan).

## Objectives for 2023

- To draft a new UB travel policy to improve the sustainability of institutional travel (giving preference to low-carbon means of transport, encouraging online meetings and avoiding flight stopovers).
- To provide training to UB units in order to explain the sustainability criteria that can be incorporated and raise awareness of the need to rationalize purchases.
- To make joint purchases more sustainable, adding sustainability requirements (especially in relation to the purchase of reagents, lab material and technical gases) for suppliers, who are required to verify compliance.
- To establish criteria and indicators that enable monitoring against mandatory sustainability criteria (such as types of materials, packaging and transport) and take action in the case of non-compliance, applying sanctions.
- To establish criteria in tender documents to enable the UB in the course of its activity to promote and contribute to economic and environmental sustainability.
- To prepare an action protocol or guide aimed at encouraging units to incorporate environmental or social criteria and help them in the procedures involved in awarding such contracts.
- To incorporate environmental criteria in the tender documents for building works.
- To include any labels (quality certifications, environmental certifications, etc.) in the conditions of tender documents as evaluation criteria, sound management criteria and/or special performance conditions.



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# COMMITMENT TO THE ENVIRONMENT

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# Key environmental actions taken by OSSMA

In 2022, the Environment Unit of [OSSMA](#) has taken action in a number of different projects, which are described below.

## COMMUNICATION AND AWARENESS RAISING

Goals CA1 and CA3 of the UB's Agenda 2030
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Some of OSSMA's communication and outreach activities described below align with the aim of taking steps to spread information and raise awareness among the university community in relation to energy consumption and efficiency ( <b>C3</b> ), specifically in relation to water consumption ( <b>CA1</b> ).
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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 providing a compilation of all the information on OSSMA's webpage. Throughout 2022, information has been disseminated on the [benefits of nature](#).

Also, **information on energy and water consumption** has continued to be generated from data facilitated by the Area for Infrastructure and General Services. There have been two waves of information, one corresponding to [consumption in 2021](#) and the other corresponding to the [first half of 2022](#).

**Contribution to ODS 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 sustainable development 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, CA9 and CA10 of the UB's Agenda 2030**

The UB's actions on selective waste collection contributes 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**).

The expansion of the network of water fountains is aligned with the aim of achieving spaces free of single-use plastic (**CA9**).

**Improving selective waste collection**

The UB has continued promoting the relocation of selective waste containers. The aim is to make it easy for everyone to separate waste correctly on UB premises. Putting more waste bins for paper, bottles, glass and organic matter within easy reach of everyone helps to improve selective waste collection. Actions have been carried out at the CRAI library on Mundet Campus, in the Faculty of Information and Audiovisual Media, and in the Historic Building on Plaça Universitat in the centre of Barcelona.

**Residu Zero: water fountains**

The UB is now expanding the network of water fountains available in campus buildings in order to give the entire university community easy access to hydration points and contribute to the reduction in waste from single-use plastic. In 2022, the UB has installed [new fountains in the Faculty of Medicine and Health Sciences on the Medicine Campus near Hospital Clínic](#), in [the Historic Building and the Josep Carner classroom building](#), and in the [Faculties of Physics and of Chemistry](#). Most of the new water fountains are adapted for use by people with reduced mobility.

**Contribution to ODS 12**



**Target 12.5.** The UB's actions to promote selective waste collection and the Residu Zero initiative contribute to substantially reducing waste generation through prevention, reduction, recycling and reuse.

## SUSTAINABLE MOBILITY

### Goals CA4 and CA7 of the UB's Agenda 2030

The UBici fleet of bicycles, the improvements in parking for personal mobility vehicles on UB premises, and the UB Punt Bici project promote sustainability among the entire UB community (CA7) and help to reduce the environmental impact of university activity (CA4).

### Mobility survey

From 15 February to 15 March 2022, the UB conducted a survey aimed at the entire university community (a total of **5,877** valid surveys were received in response) to learn more about how people travel to and around the UB's campuses in order to plan for more sustainable mobility.

Participating individuals were eligible to win one of four bicycles donated by the Biciclot project Rebiciclem. The 2022 survey marks the third edition of the UB mobility survey, which is administered every four years.

### UBici fleet of bicycles

In March 2022, [the first phase of the UBici fleet of bicycles](#) (numbering **10** bikes in total) involved the distribution of bikes around the Faculties of Biology and of Earth Sciences, CCiTUB facilities, UB Sports facilities, "La UB Divulga" programme offices, and the office of building works in the Area for Infrastructure and General Services. The aim is to offer a means of transport for work-related journeys (meetings, tours, etc.) that can be shared among any staff who wish to use the bikes.

The bikes are covered by the UB's general insurance plan, which includes basic civil liability coverage, provided that the bikes are used for work reasons.

In October 2022, the UB received [a second delivery of bikes for the UBici fleet](#) (totalling an additional 7 bikes) bound for the Faculty of Mathematics and Computer Science, Language Services, the Faculty of Law, the Faculty of Fine Arts, and the CRAI Technical Processing Unit.

### Improving the parking for personal mobility vehicles and the UB Punt Bici project

The UB has carried on the initiative, which was launched in 2021. As part of an effort to improve parking for skateboards, scooters and bikes on UB premises, lockers have been installed at the Faculties of Philosophy and of Geography and History, on the Medicine Campus at Hospital Clínic, and at the Florensa building of the Faculty of Fine Arts. All lockers can be used free of charge with a four-digit security code. Vehicles can only be kept in the lockers during the day and must be removed by the end of the day.

As part of the UB's actions to promote bicycle use under the UB Punt Bici project, there has been another edition of the mobile workshop, which offers free bicycle inspections, small urgent adjustments and basic maintenance information, as well as 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. The UB contracts Biciclot, SCCL, to carry out the actions listed above.

**Contribution to ODS 11 and 13**

The various initiatives to promote sustainable mobility...



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



**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 (**CA4**) and improving the energy efficiency of buildings and integrating renewable energies (**CA2**).

**Programme of voluntary agreements to reduce greenhouse gas (GHG) emissions**

OSSMA has coordinated an emissions inventory and an action plan to reduce greenhouse gas (GHG) emissions as a member of the programme of voluntary agreements to reduce GHG emissions, sponsored by the Catalan Office of Climate Change under the Government of Catalonia.

The inventory, which has been carried out in accordance with UNE-EN ISO 14064-1:2019, shows that the UB's total emissions of **24,755** equivalent tonnes of CO<sub>2</sub> in 2021 are up **38%** from 2020 as a result of the resumption of activity in the wake of the Covid-19 pandemic.

Direct emissions, which include the consumption of gas, the combustion of own vehicles and the fugitive emissions of refrigerants have amounted to **3,948** equivalent tonnes of CO<sub>2</sub> (up **17%** from 2020). Increased activity on UB premises has not affected fugitive emissions, which fell by **6%**. By contrast, the other two elements both went up, **26%** in the case of gas consumption and **52%** in the case of own vehicles.

Indirect emissions have totalled **20,807** equivalent tonnes of CO<sub>2</sub> (up **42%** from 2020). In this category, the emissions that have risen the most in absolute terms relate to the transport of the university community on their daily journeys to UB faculties and workplaces (up **8,000** tonnes from 2020), while in relative terms the emissions that have risen the most relate to waste (up **63%** from 2020), not only because of the increase in activity levels but also because new categories of previously uncounted waste have been added to the inventory.



**Contribution to ODS 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.

**OTHER ACTIONS**

**CONAMA 2022**

OSSMA has coordinated the participation of UB experts in technical committees at the recent CONAMA national conference on the environment, which took place in Madrid in November 2022. Thanks to an agreement reached between the UB and CONAMA, the UB enjoys a limited number of free subscriptions to current communications.

**Barcelona Citizen Council for Sustainability**

The UB, together with the Universitat Politècnica de Catalunya, has been named as a representative of the university sector in Barcelona’s Citizen Council for Sustainability. The council is a consultative, participatory body that acts in areas related to sustainability, and it seeks to promote new structures to engage citizens and encourage participation and joint responsibility.

# Environmental impact indicators

CONSUMPTION OF PAPER				
	2019	2020	2021	2022
Total consumption (kg)	120,925	42,408	55,687	57,418
% recycled paper	19.7	22.7	17.7	17.5
% totally chlorine-free paper	65.2	78.2	78.4	74.6
% paper with certification for sustainable forestry operations	63.7	66.9	72.1	59.9

Source: [Report on OSSMA activity 2022](#)

WATER CONSUMPTION				
	2019	2020	2021	2022
Total consumption (m <sup>3</sup> )	166,174	105,227	124,491	145,005
Consumption per surface area unit (litres/sq m)	290	184	219	255

Source: [Report on OSSMA activity 2022](#)

ENERGY CONSUMPTION				
	2019	2020	2021	2022
Electricity consumption (MWh)	38,049	29,453.6	33,681.7	36,015.3
Consumption per surface area unit (kWh/sq m)	66.5	51.4	58.9	62.9
Gas consumption (thousands of m <sup>3</sup> )	1,241.4	973.7	1,304.0	1,092.3
Gas consumption per surface area unit (m <sup>3</sup> /sq m)	2.17	1.70	2.29	1.91

Source: [Report on OSSMA activity 2022](#)



**GENERATION OF RENEWABLE ENERGY**

	2019	2020	2021	2022
Production of photovoltaic solar energy from solar atrium in the Faculties of Physics/Chemistry	28,682	27,609	23,607	22,796

Source: [Report on OSSMA activity 2022](#)

**MUNICIPAL WASTE**

	2019	2020	2021	2022
<b>Total amount of municipal waste generated daily in UB buildings (kg daily)</b>	<b>5,834</b>	<b>2,438</b>	<b>5,878</b>	<b>7,614</b>
General waste (kg daily)	2,436	1,043	2,552	3,665
Organic matter (kg daily)	973	328	600	979
Paper and card (kg daily)	1,476	641	1,741	1,903
Light packaging (kg daily)	257	109	250	278
Glass (kg daily)	692	317	734	789
<b>% municipal waste in selective collection</b>	<b>58.2</b>	<b>57.2</b>	<b>56.6</b>	<b>51.9</b>

Source: [Report on OSSMA activity 2022](#)



SPECIAL WASTE				
	2019	2020	2021	2022
<b>Total amount of special waste (kg)</b>	<b>88,262</b>	<b>54,930</b>	<b>81,608</b>	<b>73,725</b>
Chemical waste (kg)	52,287	32,954	53,488	51,969
Sanitary waste (kg)	28,461	14,989	18,610	15,374
Animal experimentation waste (kg)	7,514	6,987	9,711	6,382

Source: [Report on OSSMA activity 2022](#)

OTHER WASTE				
	2019	2020	2021	2022
Electronic equipment (kg)	9,421	10,923	19,483	15,155
Batteries (kg)	647	278	555	197
Fluorescents (kg)	1,993	1,233	1,502	1,424
Ink and toner cartridges (kg)	2,381	n.a.	341	807

Source: [Report on OSSMA activity 2022](#)

INVENTORY OF EMISSIONS (IN TONNES OF CO <sub>2</sub> )				
	2019	2020	2021	2022
<b>Total emissions</b>	<b>40,582.6</b>	<b>15,419.4</b>	<b>24,754.6</b>	<b>n.a.</b>
<b>Direct emissions</b>	<b>4,232.8</b>	<b>3,266.8</b>	<b>3,947.7</b>	<b>n.a.</b>
Combustion from fixed sources (gas)	2,662.9	2,038.4	2,769.1	n.a.
Combustion from mobile sources (own vehicles)	43.6	19.6	41.1	n.a.
Fugitive emissions (refrigerants)	1,526.4	1,208.8	1,137.5	n.a.
<b>Indirect emissions</b>	<b>36,349.8</b>	<b>12,152.5</b>	<b>20,806.9</b>	<b>n.a.</b>
Acquired energy (electricity)	0.0	0.0	130.4	n.a.
Transport for distribution	48.0	4.3	5.2	n.a.
Commuting to work (PAS and PDI)*	28,171.8	2,094.8	2,929.4	n.a.
Customer and visitor transport (students)	-	4,516.8	11,716.5	n.a.
Business trips	1,555.2	166.9	288.9	n.a.
Municipal waste treatment	470.4	140.8	327.0	n.a.
Treatment of other waste	n.a.	11.2	85.1	n.a.
Water consumption	63.8	42.9	49.6	n.a.
Purchase of materials and products (paper)	338.3	33.0	42.2	n.a.
Capital spending (building works, purchase of AEE)	5,702.3	5,142.3	5,232.7	n.a.

\* The figures for 2019 include transport emissions related to customers and visitors.

Source: [Report on OSSMA activity 2022](#)

+ information on the [UB's impact on the environment in the Report on OSSMA activity 2022](#).

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# ECONOMICS

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# 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
<a href="#">Bosch i Gimpera Foundation</a>	<a href="#">Agustí Pedro i Pons University Foundation</a>	UB Innovative and Scientific Culture	Consortium of the Observatory on Public Law (IDP), Barcelona
<a href="#">Josep Finestres Private Foundation</a>	R. Amigó Cuyàs Private Foundation		
<a href="#">Barcelona Science Park Foundation (PCB)</a>	<a href="#">UB Solidarity Private Foundation</a>		
<a href="#">UB Institute for Lifelong Learning Private Foundation</a>	Montcelimar Private Foundation		
	<a href="#">Guasch Coranty Private Foundation</a>		

Source: Finance.

In December 2022, the UB set up a new UB Group Foundation. Also, a UB foundation for the UB halls of residence went into operation in January 2023 as part of the UB Group.

The *Report on Sustainability* provides information exclusively about the UB, not about the entire UB Group. In some cases, however, the report mentions organizations in the UB Group. For example, the activities of the UB Solidarity Foundation appear throughout the section on solidarity. Similarly, aspects linked to the Bosch i Gimpera Foundation appear in the section on research.

# Monetary flows

MONETARY FLOWS BY 2022 (IN EUROS)	
<b>Income*</b>	
Income from public sector transfers**	398,975,583.06
Income from academic fees	83,238,675.29
Services rendered	32,315,194.14
Income from equity	4,064,814.02
Loans***	0
<b>Expenditure</b>	
Purchases of goods and services from third parties	66,035,539.92
Staff salaries before withholding taxes and social security contributions	344,377,119.02
Payments to public sector: taxes and social security contributions	126,271,336.16
Investment	66,035,539.92
Grants awarded	23,545,001.12
Other costs****	9.690.642.83

\* Does not include the sale of the Sant Jordi hall of residence for a sum of 24,560,000 euros.

\*\* Transfers from the Government of Catalonia, the Spanish state, territorial bodies, the UB Group, and other sources abroad.

\*\*\* Does not include a short-time financial transaction of **58** million euros either as income or as expenditure for the purposes of accounting.

\*\*\*\* Includes financial expenses, amortization of loans and expenses arising from financial assets. Does not include a short-time financial transaction of **58** million euros either as income or as expenditure for the purposes of accounting.

Source: Finance.

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# Direct and indirect economic impact

## CONCEPTUAL IMPACTS OF THE UB'S PUBLIC ACTIVITY

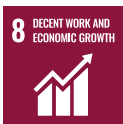
There have been no variations with respect to the information published in the [Report on Sustainability 2018-2019](#).

## STUDIES ON THE UB'S ECONOMIC IMPACT

Information relating to studies on the UB's economic impact appears in the [Report on Sustainability 2019-2020](#).

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### Contribution to ODS 8



**Targets 8.1 and 8.5.** The UB has an enormous direct and indirect impact on its local community that undoubtedly contributes 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.

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# CONTENT OF THE REPORT ON SUSTAINABILITY 2021-2022

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# References and process to define the content of this report

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## REFERENCES

The 3 references for the Sustainability Report are the [Adaptation of the GRI Standards for the Preparation of University Sustainability Reports](#), the [17 SDGs](#) and the [UB's Agenda 2030](#).

## PROCESS TO DEFINE THE CONTENT OF THE REPORT

The process to define the content of the Report is unchanged from previous editions.

- In 2018, a team from the UB and Pompeu Fabra University adapted the original version of the [Consolidated Set of GRI Sustainability Reporting Standards](#) to the reality of universities in the Catalan public sector. The adaptation established the basic content that should be included and is the principal reference for the preparation of the UB's Sustainability Report.
- The OCI, which is the unit responsible for preparing the reports, asked a representative of each of the main stakeholder groups at the UB (PDI, PAS, students and society) and the Delegate of the Rector for Sustainability to analyse the [Adaptation of the GRI Standards for the Preparation of University Sustainability Reports](#) from the perspective of their group or specific responsibilities and to review the previous edition of the Sustainability Report, corresponding to the academic year 2020-2021. This was used as the basis to decide which content would be included in the Report and what could be omitted, and to determine whether it was necessary to ask the units supplying information for the Report to provide details of any aspects not covered by the adaptation.
- The Sustainability Committee, made up of representatives of each stakeholder group, has approved the content of the Report on Sustainability 2021-2022. The Committee has the editorial authority to remove content from the finished report and to request the incorporation of new content if publication deadlines allow.

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## Contribution to ODS 16



**Target 16.7** The participation of UB's stakeholder groups in the process to define the content of the Report on Sustainability 2021-2022 has contributed to inclusive, participatory and representative decision-making.

## LIST OF REPORTED CONTENT

The content included in the Report is unchanged from [previous editions](#).

## GENERAL CHARACTERISTICS OF THE DOCUMENT

In order to substantiate the claim that the Report has been prepared *in compliance* with GRI standards, a series of basic sections must be included, indicated in column "OC" (compliance option) of the list of adapted GRI standards. Of the two possible compliance options, the UB has chosen to meet the requirements of the most demanding: "exhaustive".

Presented below are three lists. The first contains information on the content of the relevant GRI standards, identifying the page on which the corresponding content is provided or indicating that the reader should consult the [Notes](#) section when the content does not appear in the main body of the Report. The following symbols are used:

- ✓ Content provided
- NM** Non-material content<sup>30</sup>
- Disclosure reported in Notes section

The second list identifies any SDGs (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.

<sup>30</sup> 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 for this Report on Sustainability



STANDARD	OC	CODE	CONTENT	STATUS	PAGES	
<b>Series 100. Universal standards</b>						
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. They also explain the basic process for using the GRI Standards in sustainability reports. In this respect, they cannot be pinpointed to a specific disclosure, but rather pervade the entire document.			
102. General disclosures		<i>University profile</i>				
	*	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	✓	13	
	*	102-7	University size	✓	14-15	
	*	102-8	Information on staff and other workers	✓	65-69	
	*	102-9	Supply chain		<b>NM</b>	
	*	102-10	Significant changes	✓	16-17	
	*	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	✓	114	
*	102-New disclosure 2	Quality	✓	→		


STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102. General disclosures	*	102 New disclosure 3	University internationalization	✓	56-62
	*	102-New disclosure 4	University ownership	✓	→
	<i>Strategy</i>				
	*	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	✓	18-19
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	20-21
	<i>Ethics and integrity</i>				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	22-23
		102-17	Mechanisms for advice and ethical concerns	✓	23-24
	<i>Governance</i>				
	*	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	✓	25-26
		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	✓	76-77
		102-39	Percentage increase in annual total compensation ratio	✓	→
	<i>Stakeholder inclusiveness</i>				
	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	27-28

STANDARD	OC	CODE	CONTENT	STATUS	PAGES	
102. General disclosures	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→	
	<i>Practical work to elaborate sustainability reports</i>					
	*	102-45	Organizations included in the consolidated financial statements of the university	✓	139	
	*	102-46	Organization and processes used to define the contents of the report on sustainability and the coverages of the topic	✓	143-144	
	*	102-47	List of material topics in the report	✓	144	
	*	102-48	Restatements of information from previous reports	✓	→	
	*	102-49	Significant changes since previous reports	✓	144	
	*	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	✓	145-149	
	*	102-56	External assurance	✓	→	
103. Management approach		103-1	Explanation of the material topic and its boundary	✓	29-32	
		103-2	The management approach and its components	✓	29-32	
		103-3	Evaluation of the management approach	✓	32	
<b>Series 200. Economic standards</b>						
201. Accomplishment and direct economic impact		Comb. 201-1 and 201-4	Monetary flows and direct economic impact	✓	140-141	
		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	✓	141	
204. Procurement practices		204-1	Proportion of spending on local suppliers	✓	125-126	
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	✓	→	
<b>Series 300. Environmental standards</b>						
307. Environmental compliance		307-1	Non-compliance with environmental laws and regulations	✓	→	
Except for information on the UB's compliance with environmental laws and regulations, which has been furnished by UB 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 <i>Adaptation of GRI Standards for the Preparation of University Sustainability Reports</i> .				Environmental information pp. 129-137		

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
<b>Series 400. Social standards</b>					
401. Employment	401-1		Number of new employee hires, employee turnover and retirements	✓	70-72
	401-2		Social benefits provided to full-time, contracted employees that are not provided to other employees	✓	→
	401-3		Parental leave	✓	75
402. Employee/ university relations	402-1		Minimum notice periods regarding changes to working conditions	✓	76
	402 New disclosure 1		Fit of formal list of jobs with university reality	✓	76
	402 New disclosure 2		Temporary staff	✓	73
	402 New disclosure 3		Creation of a good working environment	✓	77-79
	402 New disclosure 4		Policies for better work-life balance	✓	73-74
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. 84-89
404. Staff training and education	404-1		Average hours training per staff member and annual economic cost	✓	81-83
	Comb. 404-2 and 412-2		Programmes for upgrading employee skills, employability and transition assistance	✓	80-81
	404-3		Assessment of teaching staff and professional development	✓	→
405. Diversity and equal opportunities	405-1		Diversity of governing bodies and employees	✓	92-94
	405-2		Ratio of basic salary, remuneration of women compared to men and glass ceilings	✓	94-95
	405 New disclosure 1		Cost of studies, grants and other inclusion measures	✓	97-99
	405 New disclosure 2		Employees and students with functional diversity, special educational needs and high levels of ability	✓	94, 100-102
	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	✓	106-111
413. Local community	Comb. 413-1 and 413-2		University impact on the local community	✓	113
	413-New disclosure 1		The local community	✓	→
	413 New disclosure 2		Role of university as an opinion and debate-generating space	✓	122
	413 New disclosure 3		University services offered to the general public	✓	113, 115-124
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	✓	126-128
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	✓	→



STANDARD	OC	CODE	CONTENT	STATUS	PAGES
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	✓	→
<b>Series 500. Teaching, research, transfer and innovation standards</b>					
501. Teaching		501 New disclosure 1	Main dimensions related to teaching	✓	34-38, 51, 62
		501 New disclosure 2	Other dimensions of teaching related to social responsibility	✓	52-55
502. Research, transfer and innovation		502 New disclosure 1	Main dimensions related to research	✓	39-42, 51
		502 New disclosure 2	Other dimensions of research related to social responsibility	✓	44-47
		502 New disclosure 3	RRI at the university	✓	43-44




CODE	NOTES
<a href="#">102-1</a>	University of Barcelona
<a href="#">102-3</a>	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
<a href="#">102-4</a>	The two main activities of the UB (teaching and research) are basically 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.
<a href="#">102-5</a>	Articles <a href="#">1 to 11</a> (title I) of the UB Statute
<a href="#">102-12</a>	<p>Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. In 2022, for example, the UB is a member of the Barcelona municipal government's Sustainability Council.</p> <p>Also important is the League of European Research Institutions (LERU), which is made up of major research-intensive universities across Europe. LERU has administered a survey and drafted a declaration in which it analyses how its members can contribute to the education of future generations in sustainable development, reviewing the strategies of different LERU member universities on education for sustainability and sharing best practices in the area. The final version of the declaration sets out recommendations that can be applied in higher education institutions and other types of organizations.</p>  <p><b>Target 17.16.</b> The sustainability principles and initiatives to which the UB has signed up contribute to enhancing the global partnership for sustainable development.</p>
<a href="#">102-13</a>	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 <a href="#">Report on Sustainability 2018-2019</a> , which nevertheless lacks strategic associations such as the Coalition for Advancing Research Assessment (CoARA), which the UB joined in 2022. While there is a project to update the list, the UB's efforts have halted temporarily because of a lack of resources.
<a href="#">102-New disclosure 4</a>	The UB is a public university within the Catalan university system. Based on provisional data for the calendar year 2022 as of 13 March 2023, <b>72.73%</b> of the funds received by the UB in 2019 were public in origin.
<a href="#">102-21</a>	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.

CODE	NOTES
102-23	<p>The Rector is the UB's highest academic authority and its legal representative. As a one-person governing body, the Rector is responsible for the direction and management of the University. The Rector also presides over the Senate, the Governing Council and the Advisory Board, sits on the Board of Trustees, and enforces all agreements. The Rector is also the ex-officio chair of the entities in the UB Group. The Rector's powers and duties are stipulated in <a href="#">articles 71 to 76 of the UB Statute</a>.</p>
102-24	<p>The appointment of members to the governing bodies is carried out in accordance with <a href="#">title III</a> (articles 54 to 83) of the UB Statute.</p> <p>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 individuals of proven trustworthiness and probity. The following may not be appointed as non-elected officers or senior officers of the University or to carry out any assignment:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Persons sanctioned as a result of disciplinary proceedings, depending on the provisions of the decision reached in those proceedings.</li> </ul> <p>No person can be nominated if they have been found to contravene the <a href="#">UB's Code of Ethics on Integrity and Best Practices</a> or any other regulations on integrity at the UB.</p>
102-25	<p>With the approval of the UB's <a href="#">anti-fraud policy</a> and its <a href="#">Code of Conduct for non-elected officers and senior officers (which have been explained elsewhere in the report)</a>, the institution has created a set of mechanisms to trigger notification of any conflicts 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:</p> <ol style="list-style-type: none"> <li>1. The obligation that non-elected officers and senior officers engaged 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, safeguarding 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.</li> <li>2. The obligation, established in the anti-fraud policy, that all formal requests for spending in excess of <b>15,000</b> euros (in the case of grants) plus VAT (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.</li> </ol> <p>In 2022, no cases of fraud or conflicts of interest have been identified.</p> <p>IDP has organized two sessions of a workshop linked to, but not specifically about, conflicts of interest. It was called "The role of people who work at universities in the fight against corruption: Basic training for the implementation of integrity plans in public universities", and it was delivered in collaboration with the Anti-Fraud Office of Catalonia. In total, <b>58</b> members of PDI attended the two sessions. In addition, the UB's anti-fraud policy and the Code of Conduct for non-elected officers and senior officers set out a requirement for UB staff and officers to be informed on the matters involved.</p> <p><b>Contribution to SDG 16</b></p> <p>The training sessions on the fight against corruption, the anti-fraud policy, and the Code of Conduct for non-elected officers and senior officers...</p> <div data-bbox="325 1653 421 1749"> </div> <p><b>Targets 16.5 and 16.6.</b> 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 in all areas.</p> <p><b>Fulfilment of objectives 2022</b></p> <p>The UB has not been able to meet either the target of training officers and senior officers on ethical principles and potential conflicts of interest or the target of offering continuous training to all staff on the subject of fraud and integrity, since these sessions have been offered only to PDI (<b>58</b> attendees).</p> <p><b>Objectives for 2023</b></p> <ul style="list-style-type: none"> <li>• To provide training courses on conflicts of interest jointly with the Anti-Fraud Office of Catalonia.</li> <li>• To collaborate with OCI in the development of activities in the area of conflicts of interest.</li> <li>• To offer training sessions (<b>2</b> for PAS and <b>1</b> for PDI) on transparency, good governance and institutional integrity.</li> </ul>

CODE	NOTES
<p><a href="#">102-26</a></p>	<p>The UB's Executive Council is the body responsible for the approval in 2022, after feedback from the General Manager's team and the Conference of Deans, of the <a href="#">Governance Plan 2022-2024</a>, which is the strategic document that will orient the UB's action over the three-year period in question. In 2022, the document has been presented both to the Governing Council and to the Senate to inform them and obtain feedback.</p> <p>The UB's values, mission and vision are set out in articles <a href="#">3 and 4 of the UB Statute</a>. 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.</p>
<p><a href="#">102-27</a></p>	<p>There have not been any changes with respect to the information provided in the most recent <a href="#">Report on Sustainability</a> regarding the collective knowledge of members of the UB's governing bodies on the economic, social and environmental reality of the university.</p> <p><b>Objective for 2023</b></p> <p>The energy savings plan that will take effect in 2023 gives energy-saving tips to the university community and therefore to members of the UB's various governing bodies.</p>
<p><a href="#">102-28</a></p>	<p>The UB's actions through 2024 will be based fundamentally on the <a href="#">UB Plan 2022-2024</a>, which includes a system of indicators that enable the Technical Bureau at the Rector's Office to monitor the execution of the plan and measure the impact of its actions. The strategic lines of the Plan serve as the foundation for a quality strategic plan for the institution as a whole, which can then also serve as a framework for the UB's various faculties and centres to develop their own strategic and management plans.</p> <p>It is also important to note that the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU). 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 in order to evaluate the quality of education. 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.</p>
<p><a href="#">Comb. 102-29 and 102-31</a></p>	<p>In the case of risk monitoring, it is necessary to distinguish between the efforts of the UB's units and the efforts of its governing bodies, which address the issue from two different perspectives, the former from the viewpoint of administrative competence and the latter from the viewpoint of good governance.</p> <p>In the case of administrative competence, it is important to note the final approval of a risk map focused on the prevention of fraud, corruption and conflicts of interest. This new focus on risk management is a direct consequence of legislative requirements at the European level. The management of risks oriented towards prevention has not only economic impacts, by anticipating a whole set of risks and thereby avoiding the misuse of public resources, but also social impacts, as a result of introducing, empowering and sensitizing the entire community that interacts with the UB to build a culture of combating fraud. This aspect contributes to societal advancement in the management of public resources, greater transparency and heightened confidence in institutions.</p> <p>Additional highlights include the creation of an Anti-Fraud Committee and a public mailbox to communicate any instances or suspicions of fraud. These items are described in <a href="#">other parts of the report</a>. Daily management of the risk map corresponds to OCI, which provides regular updates to the Anti-Fraud Committee, the Governing Council and the Board of Trustees.</p> <p>The two units that specialize in risk monitoring are:</p> <ul style="list-style-type: none"> <li>• the OCI, which prepares an updated risk map;</li> <li>• the executive team, which is centralized and coordinated by the Head of Cabinet at the Rector's Office.</li> </ul> <p>Based on conclusions set forth by the General Manager's Office and OCI, the UB takes any corrective or palliative measures that may be deemed appropriate.</p> <p>In the case of the governing bodies:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Committee for Sustainability Development monitors environmental and social sustainability.</li> <li>• The Board of Trustees is the body responsible for the economic sustainability and financial sufficiency of the UB and the UB Group.</li> </ul> <p>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.</p> <p>Lastly, the UB's governing team is divided into various areas (academic, research, transparency, social responsibility and staff). In the context of regular meetings among the vice-rectors in each area, risks and opportunities of an environmental, social and economic nature typically come up.</p>

CODE	NOTES
<a href="#">Comb. 102-29 and 102-31</a>	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.
<a href="#">102-30</a>	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 <a href="#">Precaution, impacts, opportunities, risks</a> .
<a href="#">102-32</a>	The Report on Sustainability is assessed and approved by the Committee for Sustainability.
<a href="#">Comb. 102-33 and 102-34</a>	<p>The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. That is, stakeholder groups convey their concerns to the UB through the activity of their representatives on the governing bodies.</p> <p>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> <li>• <a href="#">institutional website</a>;</li> <li>• managers of administrative units (through any contact or channelling of concerns, complaints, etc.);</li> <li>• communication channels offered by the PDI, PAS and student intranets;</li> <li>• a complaint system established at the UB centres within the SAIQU of different departments;</li> <li>• <a href="#">ethical, integrity and anti-fraud mailboxes</a>;</li> <li>• <a href="#">protocol against sexual harassment and sexist and anti-LGBTQI+ violence</a>.</li> </ul> <p>There are also indirect mechanisms, such as the <a href="#">Observatory on Students and Studies</a>, the <a href="#">satisfaction surveys</a> (for teaching staff, PAS, bachelor's degree and master's degree students, and graduates) and the <a href="#">Ombuds Office</a> (for the entire university community).</p> <p>In addition, the UB has a <a href="#">Transparency portal</a> that is accessible to the public. On a permanent basis, the Transparency Portal hosts a great deal of information that may be of interest. In addition, any member of the public can request information that does not appear there.</p>
<a href="#">102-35</a>	There is no specific remuneration policy for the governing bodies.
<a href="#">102-36</a>	PDI and PAS remuneration is established by the national and regional regulations on public bodies, the list of employment posts (for PAS) and the corresponding collective bargaining agreement.
<a href="#">102-37</a>	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.
<a href="#">102-39</a>	In 2022, the pay increase for PDI and PAS is 3,5% with effect from 1 January, as established by Law 22/2021, on the general budgets of the State for 2022, and by Royal Decree Law 18/2022, approving reinforcement measures to protect energy consumers and help to lower the consumption of natural gas.
<a href="#">102-41</a>	<p>The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%.</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p><b>Targets 8.5 and 8.8.</b> 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.</p> </div> </div> <div style="margin-top: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p><b>Target 16.7.</b> The agreement between staff or their representatives and the UB ensures inclusive, participatory and representative decision-making.</p> </div> </div> </div>
<a href="#">102-48</a>	Information is only changed when the figures from previous reports are provisional.
<a href="#">102-50</a>	From the calendar years 2019 to 2022 or from the academic years 2018-2019 to 2021-2022 (data are available on four calendar or academic years). In the case of contents for which there are figures only until 2021 (that is, when the figures for 2022 are not yet available), the figures for 2018 are provided in order to continue reporting a period of four years.
<a href="#">102-51</a>	The <a href="#">Report on Sustainability 2020-2021</a> was published in Catalan on <a href="#">5 October 2022</a> . The versions in Spanish and English were published prior to the close of 2022.
<a href="#">102-52</a>	Annual
<a href="#">102-53</a>	Office for Internal Control, Risks and Corporate Social Responsibility (email address: <a href="mailto:responsabilitatsocial@ub.edu">responsabilitatsocial@ub.edu</a>   tel.: 934 031 388)



CODE	NOTES
<a href="#">102-54</a>	This report has been prepared in accordance with the GRI standards (comprehensive option). <sup>31</sup>
<a href="#">102-56</a>	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.
<a href="#">201-2</a>	<p>The risks of climate change relate not only to the economic consequences (e.g. the rising cost of ordinary operations because of more extreme conditions) 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 aligned with Agenda 2030 to mitigate such negative effects and it is at work 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). The UB is also putting into effect a number of actions in this regard, such as the <a href="#">roadmap to implement sustainability actions at the UB</a>, <a href="#">measures to promote responsible ecological conduct</a> and the <a href="#">energy savings plan</a>, which will go into effect in early 2023.</p> <p>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 make the links between UB 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.</p>
<a href="#">Comb. 205-1 and 205-3</a>	<p>The UB does not carry out a specific analysis of risks associated with corruption. The UB works with a scenario of overall risks associated with management. The management of the UB as a public institution is characterized by being wholly governed 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. One recent highlight is the creation an anti-fraud mailbox, which is a tool to submit anonymous reports that can help in the review of any potential cases of fraud or any shortcomings in oversight that could increase the UB's vulnerability to fraud.</p> <p>No cases of corruption have been detected at the UB in 2022 nor have any reports been submitted to the anti-fraud mailbox.</p>
<a href="#">205-2</a>	<p>In 2022, the UB has carried out <b>2</b> training activities related to combating fraud. On one hand, the Anti-Fraud Office of Catalonia has organized one (<b>4</b> hours in length) aimed at everyone working in Catalan public universities. Two sessions took place. On the other hand, Corporate Training at the UB has organized a training day for PAS and PDI, which was delivered by staff in the Anti-Fraud Office of Catalonia (<b>4</b> hours in length).</p> <p><b>Contribution to SDG 16</b></p> <p>The training activities related to anti-fraud efforts...</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p><b>Targets 16.5 and 16.6.</b> 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.</p> </div> </div> <p><b>Fulfilment of objectives 2022</b></p> <p>As noted above, the Anti-Fraud Office of Catalonia has offered training to PAS and PDI.</p> <p><b>Objectives for 2023</b></p> <p>In collaboration with OCI, to organize internal training on anti-fraud policy.</p>
<a href="#">206-1</a>	In 2022, the UB has faced no legal actions for possible violations of unfair competition or violations of the legislation on competitive behaviour, anti-trust and monopoly practices.
<a href="#">307-1</a>	In 2022, there has been no fine or non-monetary sanction for non-compliance with environmental regulations.

31. As noted in the section [Reference documents and process for determining the content of this report](#), the report is prepared using the GRI standards adapted for universities, not the original version of the GRI standards.






CODE	NOTES
<a href="#">401-2</a>	<p>The budgetary legislation of the Government of Catalonia for 2022 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.</p>
<a href="#">404-3</a>	<p>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 effectively (e.g. tailored courses on SAP).</p> <p>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.</p>
<a href="#">413-New disclosure 1</a>	<p>In terms of available studies into the UB's economic impact, all relevant information is laid out in detail in the section <a href="#">Studies on the UB's economic impact</a>.</p> <p>No specific studies address the UB's social impact on its local community, but the present report does contain some descriptive accounts of its social impact in the section <a href="#">Commitment to society</a>.</p> <p>Information on the UB's local impact is available primarily at the <a href="#">OSSMA website</a> and in the <a href="#">OSSMA report on activity 2020</a>.</p>
<a href="#">Comb. 417-1 and 417-2</a>	<p>All regulations on the transparency of information relating to the UB's academic offering is contained in the <a href="#">Regulations on assessment and course plans</a> and in the <a href="#">decree on fees</a>. The regulations define compliance and any corresponding sanctions. The academic organization in the UB's departments uses the GR@D application to input information (during the academic year, the percentage of subjects in each bachelor's and master's degree correctly scheduled in GR@D has reached <b>70.25%</b>), which greatly helps in complying with the rules.</p> <p>In addition, SAIQU includes a standard on the pertinence of public information that specifies the following: "The institution must adequately inform all stakeholder groups of the characteristics of the programme and the management processes that ensure its quality". All UB centres have established a SAIQU to ensure compliance with quality standards, including the quality standard on the transparency of information on the studies offered.</p> <p><b>Objective for the academic year 2022-2023</b></p> <p>The UB continues to pursue the objective that was set in the <a href="#">previous report on sustainability</a>.</p>
<a href="#">417-3</a>	<p>In 2022, 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.</p>
<a href="#">418-1</a>	<p>In the academic year 2021-2022, the Catalan Data Protection Authority has not initiated any sanction procedures against the UB.</p> <p>However, the UB has received complaints from <b>3</b> people who consider that their right to personal data protection has been infringed. Similarly, <b>12</b> individuals have requested to exercise their rights as recognized in the regulations on data protection (access, rectification, deletion, objection, restriction and portability).</p> <p>In terms of security violations involving personal data, the UB has logged <b>4</b> cases internally but none has been notified to the Catalan Data Protection Agency.</p> <p>In 2022, the UB has conducted a variety of training activities on data protection. Early in the year, <b>2</b> strategic sessions were delivered by Ricard Martínez, the first aimed at the Rector's team and Conference of Deans and the second aimed at the general manager's team and the administrative teams of UB centres.</p> <p>Subsequently, the UB implemented an online course on personal data aimed at PAS and PDI. The first edition of the course for PAS was only for managers (<b>89</b> attendees). The course was then offered to all PAS (<b>180</b> attendees). Lastly, the course for all PDI drew <b>53</b> people.</p> <p>The UB has also put a manual on data protection in scientific research on the <a href="#">website of the Data Protection Office</a> entitled <a href="#">Guia sobre la protecció de dades en la recerca científica</a>, which is aimed at PDI and is accompanied by a set of document templates to help PDI in the fulfilment of some of the obligations established by the legislation on personal data protection.</p> <p><b>Fulfilment of objectives for the academic year 2021-2022</b></p> <ul style="list-style-type: none"> <li>• The UB has organized <b>2</b> training workshops and <b>1</b> online course on data protection as planned. Also, a contact person in charge of data protection has been designated at each UB faculty for researchers to work with.</li> <li>• The UB has not met the target of publishing a protocol to complement the regulations on data protection in the organization of seminars and other analogous activities, but the protocol will be published in the academic year 2022-2023.</li> </ul>









CODE	NOTES
<p><a href="#">418-1</a></p>	<p><b>Objectives for the academic year 2022-2023</b></p> <ul style="list-style-type: none"> <li>• To offer in-person training courses with specific content in the areas of research management, academic management and human resources management.</li> <li>• To prepare and circulate an informational note to comply with the regulations on data protection in the organization of graduations.</li> <li>• To prepare and circulate a new policy on information security.</li> <li>• To ensure participation of the data protection delegate on the UB's Bioethics Commission.</li> <li>• To update the UB's website on personal data protection to incorporate information that is more useful for the university community.</li> </ul>
<p><a href="#">419-1</a></p>	<p>In 2022, there have been no fines or non-monetary sanctions because of non-compliance with legislation.</p>

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32. The list only shows Agenda 2030 targets to which the UB has made some contribution in the academic year 2021-2022.

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