REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2012–2013

Universitat de Barcelona

Table of contents

Introduction by the Rector of the University of Barcelona

Amid the current social and economic crisis, the social responsibility of public institutions as agents visibly engaged in their communities has become an even greater priority. As a leading social agent with strong roots in the country, the University of Barcelona has a commitment to its people: students, teaching and research staff, administrative and service staff, and members of the general public as well. The UB's goal is not merely to meet these commitments, but to redouble its efforts, since social responsibility is an intrinsic part of what we do. The UB is taking action across all three dimensions of social responsibility: economic, social and environmental.

On the economic front, the UB has allocated six hundred thousand euros to a financial assistance programme called bkUB. This is, without doubt, the single most significant step taken by a Catalan university in response to the constraints facing the public grants system. This year the programme will partially or completely cover the enrolment fees of students confronted with an unexpected change in the financial stability of their family.

Our commitment to our community is also reflected in other actions. Keeping permanent staff, renewing contracts, holding calls for as many new positions as we can, running internal programmes for the retention of talent and providing accommodation at subsidized prices: these are but a few examples of our efforts. Indeed, social impact is the most valuable and most significant area of all, because the economic sustainability of the University of Barcelona relies on everyone striving to maintain a balanced budget in times of financial adversity and cutbacks.

With respect to the environment, we continue to make progress on the Sustainability Plan approved by the UB Senate. We are tackling waste management and energy consumption with measures that drive indicators up each year. In this respect, the UB is perfoming well in comparison to other universities.

Although we still have some way to go, we should nevertheless take pride in the results we have achieved in the area of social responsibility and accountability. These results reflect the UB's consolidation as a provider of knowledge and as a social agent deeply involved in the life of the wider community. A detailed and comparative look at these results can be found in this latest issue of our annual Report on Social Responsibility. I invite you to read carefully through the document, which reflects our commitment to the value of transparency and public scrutiny.

As the Nobel laureate José Saramago said: "We are the memory that we have and the responsibility that we assume. Without memory we don't exist; without responsibility maybe we don't deserve to exist." This existence informs the spirit of an institution founded on the engagement of its people and is captured in this report in the activities carried out over the academic year 2012-2013.

Introduction by the President of the Board of Trustees

2

In our society, universities are one of the principal driving forces behind social, economic and cultural change, and the University of Barcelona is committed to playing its part in supporting social progress. As such, social responsibility must be threaded through each of the areas of university activity, bringing with it the concern and commitment needed to ensure a positive impact on society, the economy and the environment.

Social responsibility plays a crucial role at the UB, and the chief virtue of this report is to provide information on the UB's policies and actions in the economic, social and environmental areas, making our efforts visible in a comprehensive manner. At the same time, it is a useful tool through which to give account of our actions to wider society, the university community and all our stakeholders, setting out our commitments and detailing the objectives and outcomes of activities undertaken in the various areas of the UB. Offering an implicit evaluation of the actions carried out over the course of the academic year, it can also serve as a basis for ongoing improvement.

The Board of Trustees wishes to underscore its commitment to the University of Barcelona in the enhancement and development of our social responsibility, continuing to take an active role just as it has done this academic year with its participation in the preparation of the Code of Social Responsibility.

I also wish to place on record my acknowledgement of the efforts of the entire UB community in pursuing a commitment to the construction of a university that is socially responsible in its teaching, research and management.

SOCIAL RESPONSIBILITY AND GOVERNANCE AT THE UNIVERSITY OF BARCELONA

3

Social responsibility and governance at the University of Barcelona

3

3.1 EVOLUTION OF SOCIAL RESPONSIBILITY

In 2008, the present rector Dídac Ramírez and his leadership team came to office and the UB took the decision to make social responsibility a central pillar of its management approach. Since then, a culture of social responsibility has gradually taken hold throughout the university community, including the student body, the UB's governing bodies, and members of the teaching and research staff and administrative and service staff.

In line with this progress, the UB's activities have expanded from simply preparing an annual report on social responsibility to approving a dedicated Sustainability Plan, taking part in an initiative to obtain the Unesco Chair in Economics for the Common Good, working on the inclusion of socially responsible terms and conditions in public tenders, and preparing a code of social responsibility. The fact that the UB continues to view social responsibility as crucial can be seen in the UB Management Plan 2013-2016, which has an explicit objective to strengthen social responsibility.

Because social responsibility cuts across all of the UB's activities, the entire university community takes part in its development. However, two specific bodies have been set up to focus on the issue: the Committee for Social Responsibility and the Office for Internal Control, Risks and Corporate Social Responsibility.

The Committee is formed by members of the various stakeholder groups and is chaired by the rector. Its mission is to set the course that must be followed in the area of social responsibility and to approve the annual report and any other project or initiative for which support is sought.

The Office promotes the values of social responsibility, proposing mechanisms to achieve a more socially responsible university. In addition, it prepares this report and leads other projects and initiatives on the subject of social responsibility.

3.2 SIGNIFICANT CHANGES DURING THE PERIOD 2012-2013

- Election for rector, with the re-election of the presiding rector. The distribution of the stakeholder groups in the UB's governing bodies is as follows:

MEMBERS OF THE UB SENATE BY STAKEHOLDER GROUP

STAKEHOLDER GROUPS	%	REAL NUMBER
Civil-service postdoctoral academic staff	51	153
Non-postdoctoral or UB-contracted academic staff	9	27
Administrative and service staff	10	30
Students	30	90
Total members	**300**	
Men	58.6	176
Women	41.3	124

Source: Office for Internal Control, Risks and Corporate Social Responsibility

MEMBERS OF THE GOVERNING COUNCIL BY STAKEHOLDER GROUP

STAKEHOLDER GROUPS	%	REAL NUMBER
Teaching and research staff	80.9	51
Administrative and service staff	7.9	5
Students	7.9	5
Representatives of society	3.17	2
Total members	**63**	
Men	71.4	45
Women	28.5	18

Source: Office for Internal Control, Risks and Corporate Social Responsibility

MEMBERS OF THE EXECUTIVE COUNCIL BY STAKEHOLDER GROUP

STAKEHOLDER GROUPS	%	REAL NUMBER
Teaching and research staff	95.4	21
Administrative and service staff	4.5	1
Total members	**22**	
Men	59	13
Women	40.9	9

Source: Office for Internal Control, Risks and Corporate Social Responsibility

Members of the Board of Trustees by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
Representatives of the university community*	40	6
Representatives of society	60	9
Total members	**15**	
Men	73.3	11
Women	26.7	4

* The representatives of the university community are the rector, the general manager, the general secretary, a student, a member of the teaching and research staff, and a member of the administrative and service staff.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

- Continuation and deepening of cutbacks from the academic year 2011-2012.

- Increase in tuition fees.

- Creation of an additional fund (totalling 600,000 euros) to give financial assistance to students in vulnerable financial circumstances.

Fulfilment of objectives for 2012-2013

- The objective to begin reform of the UB Statute has been met: a first draft is ready. The UB Senate will now discuss and amend it and approve a final version.

- The objective to begin reform of the UB's organization and structure in order to modernize the institution has been met: the process leading to modernization is underway and is set for roll-out in the academic year 2014-2015.

Objectives for the academic year 2013-2014

- To continue to provide support and assistance to the UB's most vulnerable groups, whether because of their socioeconomic situation or their special needs or illnesses:

  – Subsidized accommodation for UB students and staff.

  – Financial assistance for staff that have children with disabilities.

- To take new measures to promote employability and help students and staff find jobs inside and outside the UB.

CREATING VALUE
FOR SOCIETY

4

Creating value for society

4

4.1 QUALITY EDUCATION

The University of Barcelona provides quality training through an extensive course offering, fully adapted to the EHEA, using innovative methods of teaching and assessment. Our course offering is designed to meet students' lifelong education needs and is capable of interacting with and anticipating social demands to effectively train citizens and professionals.

4.1.1 Course offering and students

COURSE OFFERING (NUMBER OF COURSES)	2009-2010	2010-2011	2011-2012	2012-2013
Bachelor's degrees	49	64	65	64
Pre-EHEA degrees/diplomas	20	6	6	1
University master's degrees	130	146	150	138
Doctoral programmes	68	71	71	71
Doctoral programmes with Pathway to Excellence award	30	30	31	31
Postgraduate courses	338	440	306	367
University extension courses	71	56	53	49
Corporate training and open courses*	728	566	470	408

* Corporate training and open courses are offered by the Institute for Lifelong Learning IL3.

Source: Technical Cabinet at the Rector's Office

The table shows pre-EHEA degrees (*llicenciatures*) and diplomas (*diplomatures*) as part of the course offerings for 2012-2013. These courses are being phased out, as the UB has completed the transition to the new EHEA bachelor's degrees.

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2012-2013)*	Arts and humanities	% of total	Legal and social sciences	% of total	Experimental sciences and engineering	% of total	Health sciences	% of total	Education sciences	% of total	Total
Bachelor's degrees	20	33.9	11	18.6	14	23.7	9	15.3	5	8.5	**59**
Pre-EHEA degrees/diplomas**	0	0	1	100	0	0	0	0	0	0	**1**
University master's degrees	30	22.6	27	20.3	34	25.6	26	19.5	16	12	**133**
Doctoral programmes	23	32.4	8	11.3	20	28.2	15	21.1	5	7	**71**

* This does not include courses of study taught at UB-affiliated centres.

** These are second-cycle courses of study under the former Spanish higher education system.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

STUDENTS	2009-2010	% WOMEN	2010-2011	% WOMEN	2011-2012	% WOMEN	2012-2013	% WOMEN
Bachelor's degree and pre-EHEA degree/diploma students	48,835	62.5	48,555	61.9	47,446	61.1	46,449	61.6
New pre-EHEA degree/diploma students	11,930	62.1	11,715	60.1	11,739	61.2	10,730	61.3
Bachelor's degree and pre-EHEA degree/diploma graduates	7,510	68.8	8,016	68.2	6,382	64.6	7,439	65.4
Full-time bachelor's degree and pre-EHEA degree/diploma students	38,536	63.5	39,814	62.1	39,471	61.9	38,807	62.5
University master's degree students	4,993	65	5,235	64	5,484	64.6	4,878	63.9
New university master's degree students	3,101	64.2	3,366	63.1	3,240	64.5	3,117	63
University master's degree graduates	2,136	64.4	2,115	63.5	2,765	65	2,661	64.6
Doctoral students	3,627	58	4,229	58.2	4,681	58	5,240	57.9
Postgraduate students (UB-specific courses)	9,520	74.1	10,175	73.51	8,577	72	7,783	71.2
University extension students	1,304		1,229		925		1,146	50.7
Lifelong learning students (Institute for Lifelong Learning, IL3)	28,535	59.2	24,019	71.4	17,371	69	11,610	70
Students at affiliated centres (pre-EHEA degrees/diplomas, bachelor's degrees and university master's degrees)	3,376	58.2	3,219	59.2	3,046	57	3,241	58.1
Students at the School of Modern Languages	4,204	65	4,315	64.4	5,284	64	5,627	62.9
Students enrolled in Hispanic Studies courses	2,544	65.8	2,471	67.6	2,239	67.9	1,933	72.7
Students at the University of Experience	No data (start)	No data	169	64	283	64	468	69

Students enrolled in Catalan courses	3,471	66.9	3,027	68.9	1,540	69.2	1,746	68.9
Students enrolled in summer courses	2,234	66.2	1,624	61.1	1,169	61.1	1,303	65
Students at the Institute of Education Sciences	10,708	63.5	8,032	66	9,314	69	10,334	63.5
Students at the courses for senior citizens (AUGG)	4,000	78	3,685	78	3,663	78	3,617	78

Source: Technical Cabinet at the Rector's Office

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (2012-2013)*										
	Arts and humanities	% of total	Legal and social sciences	% of total	Experimental sciences and engineering	% of total	Health sciences	% of total	Education sciences	% of total	Total
Bachelor's degrees and pre-EHEA degrees/diplomas	8,834	19	16,245	35	6,547	14.1	8,966	19.3	5,857	12.6	**46,449**
University master's degrees	1,261	25.9	763	15.6	909	18.6	1,094	22.4	851	17.4	**4,878**
Doctoral programmes	1,404	26.8	543	10.4	1,293	24.7	1,606	30.6	394	7.5	**5,240**

* This does not include students at UB-affiliated centres.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

NEW STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2012-2013)*										
	Arts and humanities	% of total	Legal and social sciences	% of total	Experimental sciences and engineering	% of total	Health sciences	% of total	Education sciences	% of total	Total
Bachelor's degrees and pre-EHEA degrees/diplomas	2,453	22.9	3,142	29.3	1,690	15.8	1,921	17.9	1,524	14.2	**10,730**
University master's degrees	679	21.8	532	17.1	636	20.4	664	21.3	606	19.4	**3,117**

* This does not include students at UB-affiliated centres.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

4.1.2 Academic performance of students

Improvement in the academic performance of students has always been —and will continue to be— an actively pursued goal at the UB.

ACADEMIC PERFORMANCE OF STUDENTS		2009-2010	2010-2011	2011-2012	2012-2013
Standard credits completed / standard credits enrolled in		73.90%	75.20%	77.9%	83.5%
Percentage efficiency rate for graduates (credits passed / credits taken)	Official degrees	80.8%	79.4%	78.7%	–
	UB-specific degrees	84.6%	82.6%	78.6%	–
Withdrawals / enrolment		11.95%	11.24%	9.1%	–
		(5,650/47,283)	(5,291/47,063)	(4,304/47,229)	
Withdrawal in year 1 of bachelor's degree				20.1%	19.0%

Source: Technical Cabinet at the Rector's Office

As the above table shows, the UB stopped giving figures for student withdrawals in the academic year 2012-2013: the focus is now on the percentage of students withdrawing in the first year of their bachelor's degree. This information is particularly significant, because most withdrawals occur in the first year.

Fulfilment of objectives for 2012-2013

The objectives set in last year's report relate to the Management Plan 2013-2016. As a result, it will not be possible to confirm fulfilment and set new objectives until the end of that period. From 2014, however, short-term objectives will be set on an annual basis so that we can verify whether we are on track to meet the long-term objectives in the Management Plan.

→Current objectives

4.1.3 Professional placements

The UB seeks to ensure that students and graduates are prepared as well as possible to enter the labour market after university.

The Feina UB programme is set up to do this and works in two distinct areas: labour insertion and careers guidance. It has a team of guidance professionals and access to in-company work placement offerings and job listings.

STUDENT EMPLOYABILITY	2009-2010	2010-2011	2011-2012	2012-2013
Students and graduates in work placements	25.3%	22.8%	32.0%	37.2%
	(1,898/7,510)	(1,831/8,016)	(2,043/6,382)	2,769/7,439
Orientation courses offered (vocational and professional, real number)	3,793	3,805	3,287	–

Source: Technical Cabinet at the Rector's Office

Fulfilment of objectives for 2012-2013

The objectives set in last year's report relate to the Management Plan 2013-2016. As a result, it will not be possible to confirm fulfilment and set new objectives until the end of that period. From 2014, however, short-term objectives will be set on an annual basis so that we can verify whether we are on track to meet the long-term objectives in the Management Plan.

→Current objectives

4.1.4 Languages at the UB

In 2013, the UB approved its Plan for Languages 2013-2015 with the aim of establishing and developing the UB's language policy over the coming years. The plan underscores the UB's commitment to multilingualism as part of the European Higher Education Area and it reiterates the UB's commitment to Catalan society to protect, use and promote the Catalan language.

In the academic year 2012-2013, the UB also took the first steps in a process aimed at determining which subjects in the faculties and schools are making use of English, French, German or Italian as the language of instruction.

The programme for language transparency also continues. This involves ensuring that students have accurate information on the language of instruction before enrolment. For bachelor's degrees, instruction has typically been given in the language stated in the relevant announcements. For master's degrees, however, several inconsistencies have been observed.

The UB has approved new regulations for the Language Policy Committee, appointed by the Governing Council. The new regulations introduce a change in the committee's membership to bring responsibility for language issues closer to the teams in the dean's offices.

Objectives for the academic years 2013-2014 and 2014-2015

- The UB will lead a Catalan-wide project to identify the extent of students' knowledge of third languages and design measures to increase their knowledge so that on completion of their studies they will have obtained level B2, which is the minimum level required from the academic year 2014-2015 onwards. Students will take part in a survey to determine their level of knowledge in the language they choose and will then complete a level test.
- The UB will organize an exhibition to raise awareness of its language policy and future prospects.
- A series of talks will be organized, addressing issues relating to language.

4.1.5 Promotion and support for the use of Catalan

The University of Barcelona actively promotes the use of Catalan and is firmly of the view that this promotion helps us to foster a sense of involvement, improve our services and, ultimately, create value for all members of the university community.

The Catalan language promotion network XDL (*Xarxa de Dinamitzacio Lingüística*), comprising team members from governing bodies of each of the UB's faculties and schools, organizes activities and promotional initiatives to achieve this goal.

USE OF CATALAN	ACADEMIC YEAR			
	2009-2010	2010-2011	2011-2012	2012-2013
% teaching carried out in Catalan	62.60%	70.2%	73.0%	71.6%

Source: Technical Cabinet at the Rector's Office

Fulfilment of objectives for 2012-2013

The objectives set in last year's report relate to the Management Plan 2013-2016. As a result, it will not be possible to confirm fulfilment and set new objectives until the end of that period. From 2014, however, short-term objectives will be set on an annual basis so that we can verify whether we are on track to meet the long-term objectives in the Management Plan.

→Current objectives

4.1.6 Internationalization

The full-fledged incorporation of the international perspective and dimension at the UB has never been more critical than it is today. University education and research are global arenas in which different countries and their universities compete to attract the best teaching and research staff, students and management personnel.

There are three key objectives guiding the UB's international policy: expanding the reach of the UB's international activity; giving UB students the greatest possible international experience and making the UB more attractive to international students; and building an international perspective into the UB's internal and external processes.

In the academic year 2012-2013 the UB applied to renew its Erasmus Charter, which is needed for participation in the Erasmus programme, and received approval to continue in the programme from 2014 to 2020.

Current figures on internationalization

The UB welcomes a large number of international students each year, who are drawn to the quality of the courses on offer.

INTERNATIONAL STUDENTS AT THE UB	2009-2010	% INTERNATIONAL STUDENTS	2010-2011	% INTERNATIONAL STUDENTS	2011-2012	% INTERNATIONAL STUDENTS	2012-2013	% INTERNATIONAL STUDENTS
Pre-EHEA degree/diplomas	1,909	4.8	1,232	4.5	802	4.9	418	5.1
Bachelor's degrees	783	6.5	1,482	6.1	2,040	6.0	2,353	5.7
University master's degrees	1,525	29.5	1,434	26.5	1,620	28.3	1,408	27.4
UB-specific master's degrees	1,203	23.2	1,257	23.1	1,198	23.6	1,141	25.2
Doctoral programmes (EHEA doctorates and thesis tutorials)	1,064	29.3	1,341	31.7	1,572	33.9	1,688	32.2
Postgraduate courses	434	10.0	460	9.7	444	12.7	659	20.2
University extension courses	116	8.9	167	13.6	157	17.0	314	27.4
Total	**7,034**	**9.8**	**7,373**	**10.1**	**7,833**	**11.1**	**7,981**	**11.6**

Source: Mobility and International Programmes

The UB's internationalization is also reflected in an increase in the number of international agreements signed, the number of international teaching staff and the number of double degrees and Erasmus Mundus master's degrees offered jointly with international universities.

INTERNATIONALIZATION	2010-2011	2011-2012	2012-2013
Number of international agreements	1,630	1,730	1,787
Number of international students*	9,202	9,759	9,910
International teaching and research staff	173	187	179

* This figure includes international students and international exchange students.

Source: Mobility and International Programmes

Double degrees are bachelor's degree courses with a syllabus approved jointly by the UB and a foreign university: graduating students receive an official degree from both participating universities.

Erasmus Mundus master's degrees and doctorates are taught by two or more universities in two or more countries. Students receive part of their training in at least two of the participating universities (which must be in different countries).

INTERNATIONAL ACADEMIC OFFERING	2009-2010	2010-2011	2011-2012	2012-2013
Double degrees	2	2	2	2
Inter-university master's degrees: Erasmus Mundus	2	4	5	5
Inter-university doctorates: Erasmus Mundus	1	1	1	1

Source: Mobility and International Programmes

Mobility

The UB promotes exchanges with foreign and Spanish universities for our students, our teaching and research staff, and our administrative and service staff.

Student mobility in exchange programmes with Spanish universities

MOBILITY OF STUDENTS IN SPANISH EXCHANGE PROGRAMMES	2009-2010	2010-2011	2011-2012	2012-2013
UB students on exchange programmes at other Spanish universities	181	164	153	140
Students from other Spanish universities on placements at the UB	447	513	451	482

Source: Mobility and International Programmes

Student mobility in exchange programmes with foreign universities

The table below shows the destinations of UB students going abroad to complete their training and the origin of international students coming to study temporarily at the UB. The figures include students taking part in exchange programmes, students in the Study Abroad programme and US students taking advantage of specific agreements for individual courses. In the latter two cases, the programmes are not exchange programmes, so no UB student goes in the opposite direction.

GEOGRAPHIC AREA	2009-2010		2010-2011		2011-2012		2012-2013	
	STUDENTS							
	UB	INTERNATIONAL STUDENTS	UB	INTERNATIONAL STUDENTS	UB	INTERNATIONAL STUDENTS	UB	INTERNATIONAL STUDENTS
Europe (Erasmus)	741	1,042	922	1,090	903	1,122	1,172	1,185
Europe (EU, excluding Erasmus)	81	14	18	46	0	0	11	87
Europe (non-EU)	0	7	16	21	58	43	12	28
United States and Canada	16	301	34	312	38	360	45	309
Latin America	44	193	69	303	69	317	66	287
The Mediterranean (including Arab countries and Sub-Saharan Africa)	0	19	0	25	0	12	0	6
Asia and Oceania	12	23	11	33	17	18	16	24
Africa, the Caribbean and the Pacific region	0	0	0	0	0	0	0	3
Total	894	1,599	1,070	1,829	1,187	1,926	1,322	1,929

Source: Mobility and International Programmes

Mobility of UB staff

Members of the UB's workforce are also offered the chance to take up placements abroad to encourage greater exchange of knowledge. Administrative and service staff complete shorter placements than lecturers and researchers, in most cases lasting just one week (such as the staff week initiatives organized by the UB to welcome administrative and service staff from other universities).

GEOGRAPHIC AREA	2009-2010				2010-2011				2011-2012				2012-2013			
	UB		INTERNATIONAL		UB		INTERNATIONAL		UB		INTERNATIONAL		UB		INTERNATIONAL	
	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS
Europe (Erasmus)	67	8	0	10	64	10	0	22	53	15	39	27	42	24	–	33
Europe (EU, excluding Erasmus)	0	0	3	0	0	0	1	0	0	0	1	0	–	–	–	–
Europe (non-EU)	0	0	0	0	2	0	0	0	0	0	0	0	1	–	5	–
United States and Canada	5	0	0	0	6	0	3	0	1	0	0	0	1	–	-	–
Latin America	203	0	100	0	105	0	99	0	98	11	120	1	–	–	–	–
The Mediterranean (including Arab countries)	33	0	31	0	26	0	22	0	13	0	22	0	–	–	2	–
Sub-Saharan Africa	6	0	4	0	14	0	12	0	5	0	5	0	–	–	–	–
Africa, the Caribbean and the Pacific region	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–
Asia and Oceania	0	0	0	0	3	0	0	0	0	0	0	0	–	–	–	–
Total	314	8	138	10	220	10	137	22	170	26	187	28	44	24	8	33

Source: Mobility and International Programmes

Most of these mobility flows occurred as part of the inter-university cooperation and scientific research programme of the Spanish Agency for International Development Cooperation (AECID). Given the deep cutbacks made by Spain's Ministry of Foreign Affairs and Cooperation in assistance directed at development cooperation, this call was discontinued. As a result, the figures for 2012-2013 are significantly lower than earlier years.

Fulfilment of objectives for 2012-2013

In line with the objectives set in last year's report on social responsibility, the UB achieved:

- An increase in the international mobility of UB students despite the decline in financial assistance.
- The promotion of new student mobility programmes.
- New student exchange agreements with several countries.
- An increase in the number of mobility places for Erasmus teaching and research staff and the consolidation of the UB's Staff Week.

In addition, the UB set a series of objectives in the Management Plan 2013-2016 that remain in force. Progress towards these objectives includes:

- Up-to-date systematic information on the research agreements between UB staff and other international institutions.
- Steps to gain a stronger foothold in countries with a high demand for higher education.
- More summer courses in English as part of the Summer School.
- Expansion of international partners and collaborations both in education and in research.

Objectives for the academic year 2013-2014

- To create programmes to attract international students (especially from the US and Asia).

- To consolidate the Erasmus mobility programme for administrative and service staff, especially encouraging UB staff members to spend a period at a university abroad.

- To stabilize the UB's participation in the new scenario created by the new Erasmus+ programme and by the policies of the Ministry of Education, Culture and Sport with respect to mobility through the Erasmus programme.

- To take advantage of the opportunities offered by the Erasmus+ programme to expand mobility flows with institutions in non-EU countries.

- To systematize and strengthen mobility through the Erasmus Placement programme.

- To develop regulations and procedures to welcome international teaching and research staff by enhancing the current welcome programme.

- To take part in the Erasmus+ call for joint master's degrees to consolidate an international academic offering (objective for 2014-2015).

In addition, work continues on the objectives set in the Management Plan 2013-2016.

4.1.7 Infrastructure and improvements

UB INFRASTRUCTURE	2010	2011	2012
Faculties and university schools	19	19	19
UB-affiliated centres	5	5	5
Departments	106	106	106
UB research institutes and centres	23	24	25
Research institutes and observatories in which the UB participates	13	7	8
Inter-university institutes	2	2	2
Documentation centres	3	3	3
Observatories	10	10	11
The UB Library	18	18	18
Sports facilities	100,000 sq m	100,000 sq m	100,000 sq m

Source: Technical Cabinet at the Rector's Office

UB INFRASTRUCTURE	2010	2011	2012	2013
Investment in maintenance and modernization of facilities	9,815,814.64	4,353,470.83	9,131,490.55	8,653,065.94

Source: Finance

ASSETS	2010	2011	2012	2013
Income from sales	0	0	0	0
Spending on acquisitions	12,333,715.01	15,804,753.50	12,172,405.87	12,786,345.33

Source: Finance

A limited number of places in halls of residence are available to students from outside Barcelona.

HALLS OF RESIDENCE	2010-2011	2011-2012	2012-2013
Places offered by the UB	880	880	880
Places filled	880	879	868
% occupancy	100	99.88	98.64

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

Fulfilment of objectives for 2012-2013

The objective was to achieve maximum occupancy of the UB's halls of residence. As the figure stands at 98.64%, this objective can be viewed as satisfactorily met.

Objectives for the academic year 2013-2014

Although occupancy of the halls of residence is close to 100%, new services need to be offered to make the accommodation more attractive to students who have completed their first two years, the time at which they typically leave for private accommodation.

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

The UB's committee on teaching assessment offers assessment to teaching staff who voluntarily apply to participate through teaching assessment calls. Teaching staff can only take part every five years. If they receive a positive assessment, they receive a financial supplement until they retire.

In the table below, the figure for *favourably assessed or prospective teaching and research staff in teaching assessment* reflects the ratio of teaching staff that took part and received a positive assessment over the total number of staff eligible to take part in the call. The percentage, therefore, does not reflect the total number of teaching and research staff who took part, but rather the total number of these employees eligible to take part. This gives rise to two different kinds of unfavourable cases: teaching staff who did not apply and teaching staff who applied and received a negative assessment.

The drop in the ratio for the academic year 2012-2013 can be explained by the number of teaching and research staff taking part and not by lower assessments. Indeed, over 90% of participating teaching staff received a positive assessment, a figure that closely resembles previous years.

The fall in the number of teaching and research staff taking part is likely the result of new elements in the self-assessment report and the substantiation of the data, which gave rise to a number of problems.

	RESULTS				FULFILMENT OF OBJECTIVES	
FAVOURABLY ASSESSED / PROSPECTIVE TEACHING AND RESEARCH STAFF IN TEACHING ASSESSMENT STANDARD CALLS	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2012-2013**	
	65.3%	73.0%	73.3%	60.4%	75%	x
	(322/493)	(340/466)	(321/438)	(fall in applications for assessment by teaching and research staff)		
	2009 call	2010 call	2011 call	2012 call		

Source: Technical Cabinet at the Rector's Office

The data in the table below were obtained from questionnaires completed by students at the end of a subject to assess the teaching staff's performance as well as the quality of the subject itself. The questionnaires have ten items on teaching staff and ten items on the subject. The table shows the overall average ratings for bachelor's degrees and master's degrees.

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

Source: Technical Cabinet at the Rector's Office

Questionnaires are also regularly given out to collect students' opinions and level of satisfaction. Because they are voluntary, the response rates are much lower than in the case above. The table below shows the results of a survey on the UB's services, activities and facilities.

RATING OF UB'S SERVICES, ACTIVITIES AND FACILITIES (IN RELATION TO STUDENT SUPPORT SERVICES, THE FACILITIES OF FACULTIES AND UNIVERSITY SCHOOLS, AND THE UB'S GENERAL SERVICES) (RATED ON A SCALE OF 1 TO 4)		
2011	**2012**	**2013**
2.60	2.66	2.66

Source: Technical Cabinet at the Rector's Office

The Virtual Campus also administers a satisfaction questionnaire to student users. The response rate is quite low, because it is administered when the student enters the Virtual Campus at the end of the academic year. The scores, which appear in the table below, refer to the average across the entire UB for all subjects in the Virtual Campus.

	2011-2012	**2012-2013**
Number of documents opened	8,900	14,252
Rating from satisfaction questionnaires completed by student users of the Virtual Campus	7.5/10	7.5/10

Source: Technical Cabinet at the Rector's Office

4.3 PARTICIPATION, COMMUNICATION AND STUDENT SUPPORT

4.3.1 Student participation in decision-making

The role of the student at the UB is twofold: students are not only the recipient of training and a series of additional benefits such as sport, accommodation, libraries, financial assistance and more, but they are also key actors in the UB's governance, taking part in the decision-making process thanks to the representation granted to students in the UB Statute.

Students are represented in various governing bodies as follows:

- UB's Senate: 30% are students (elected every two years). As a group, the student representatives from the Student Council.
- Faculty and university school boards: 30% are students (elected every two years).
- Academic councils: 50% are students (elected every two years).

In addition, student representatives to the department councils are selected from among the students sitting on the academic councils, and the delegate committees of the Governing Council and the faculty and university school boards are selected from the Senate and the Advisory Board, respectively.

Student participation in the election of representatives in 2012 filled nearly all of the seats available in the UB Senate, faculty and university school boards, and academic councils. Although participation was relatively low, it was much higher than in previous elections.

4.3.2 Communication and dialogue with students

Below are brief descriptions of three projects created to foster communication with students.

Observatory on Students and Studies

At the end of the academic year 2011-2012, the UB started work on the creation of the Observatory on Students and Studies, which promotes and carries out studies and analyses of various aspects of university life. The studies, which examine subjects chosen by a group of UB students, provide the entire university community with valuable information that is made available online, and they help to improve policies aimed at students as a consequence of greater knowledge about students.

In the academic year 2012-2013, the Observatory, which is made up of 68 students and 11 active working groups, completed its initial research. The highlights include a study on the reform of the UB Statute and another on the accreditation of teaching staff. The Observatory now has a LinkedIn profile and has created and made available a database of publications that treat the student as their object of study. In addition, a conference was organized to address the social dimension of the European Higher Education Area.

+ information

Involucra't

In the academic year 2012-2013 the Office of the Vice-Rector for Students and Language Policy launched the "Involucra't" project. The project is led by a student who provides support services and training to student representatives.

The following actions were taken:

- Preparation of material for the initial project launch and communication.

- Training for student representatives:
  – Course on public speaking.
  – Course on graphic design.
  – Course on university regulations.
  – Course on communications 2.0.

- Creation of a delegate network:
  – A web application was created for delegates to register, providing a database of delegates in their respective faculties.
  – A new document addressed all aspects relating to delegates and the election process.
  – A guide was prepared for elected delegates.

- Direct support to representatives in faculties and university schools.

- Establishment of a formal procedure that specifies how to recall student representatives who, for various reasons, cease to attend the areas they represent.

+ information

El Teu Company Respon

In the academic year 2012-2013 the Office of the Vice-Rector for Students and Language Policy also launched the "El Teu Company Respon" project, to provide a point of reference for students, helping them clarify where and how to send their complaints and suggestions. A law student does all the necessary work. The project offers the following services:

● Complaints handling by telephone and telematically.

● Advice when making a complaint or suggestion.

● Mediation between students and other groups in the university community (and within the student community).

● Organized activities to promote contact between different representatives and facilitate joint action.

● Advice to delegates, helping them to gain a clear understanding of their functions and opportunities.

The project also envisages a committee devoted to creating greater harmony. To date, a draft has been created. The aim is for a joint committee to manage conflicts among students and between students and other members of the university community. In this respect, a guidebook has been created for complaints, grievances and suggestions to help students grasp the appropriate procedures to follow in each of these situations.

In addition to the three projects described above, the UB has undertaken other initiatives in recent years to improvement communication and dialogue with students. These were set out in

→Report on Social Responsibility 2011-2012

Fulfilment of objectives for 2012-2013

● In last year's report, the objective was to create the programmes "Involucra't" and "El Teu Company Respon", both of which are now in operation.

● The first reports and studies have been completed by the students in the Observatory on Students and Studies, satisfying another objective.

● There was a desire to prepare a report on student concerns and requirements for inclusion in the UB Statute, and this has been done.

4.3.3 Student Support Service

The Student Support Service (SAE) was created as a channel to provide specialized personal attention to prospective students, current students, and students with special, temporary or cross-cultural needs. The service aims to offer the information, guidance, advice, support and assistance they need throughout their time at the UB, and also to ensure that all students have the opportunity to learn the general guidelines relating to university policy.

+ information

The guidance provided by the SAE can be grouped in four phases:

- **Prior to entering the UB**: help with the selection of the most appropriate degree in light of the student's interests, expectations, academic pathway, etc.

- **At the start of studies**: help in adaptation to a new social environment and to learning methodology and university work.

- **During life at the university**: help to design each student's academic and professional project and to develop students' competences in work and personal skills.

- **At the end of studies**: advice in job-search and lifelong-learning techniques.

Unfortunately, the decrease in available financial resources —as a consequence of the current economic difficulties— has jeopardized the sustainability of services that have been offered for years, such as guides and sign language interpreters, follow-up with students who need it, and students providing additional support in the classroom.

Improvements in the accessibility and adequacy of spaces have also been limited by funding shortfalls.

The SAE operates a number of integration programmes:

- **The Fem Via Programme**: this programme addresses the special requirements of UB students with any kind of disability (who currently number 584). The aim is to promote equal opportunities and to fully include disabled students in academic life, as well as to raise awareness among other members of the university community.
  + information

- **The Diversity Support Programme**: this programme aims to facilitate the incorporation and social and educational inclusion of all students, to foster a climate of co-existence and respect, and to make the most of the advantages that cultural diversity brings to the UB. This initiative is especially important because the number of newcomers to Catalonia is increasing each year.
  + information

- **The Temporary Support Programme**: this programme provides temporary support to students experiencing personal difficulties (e.g., illness, accidents, family situations) that may affect their performance and prevent them from carrying out normal academic activities.
  + information

- **The Viure i Conviure Programme**: this initiative, which is sponsored by the Obra Social arm of Catalunya Caixa, gives university students the opportunity to lodge in the home of an elderly person, encouraging intergenerational contact and solidarity. The intention is twofold:

to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

+ information

- **The Lloguer Solidari Programme**: this programme, which is sponsored by the Fundació Catalunya—La Pedrera, helps to provide student accommodation at affordable prices. It brings together individuals or families that have a spare room in their homes and wish to earn extra income from renting it and young people (with preference given to university students) who seek an affordable solution in order to move away from home.

   The rental prices are set below the market value and, in return, the landlord can request help from the tenant (e.g., carrying groceries home, doing household tasks, giving private classes, etc.).

   + information

In addition, the UB maintains two agreements of note:

- **Collaboration agreement with the Hospital Clínic and the Catalan Institute of Oncology**: the agreement is aimed at helping UB students who, for medical reasons, are undergoing long-term hospitalization. The agreement involves the provision of academic support and tutoring seminars during hospitalization, minimizing the loss of contact between students and their university studies and ensuring their continued education. The academic support is given by a network of participating collaborators who receive financial aid in return for their services. This aid does not entail any kind of employment contract, nor does it entail any cost for the Catalan Institute of Oncology or the Hospital Clínic.

   + information

- **Agreement with the NGO Projecte Home**: in collaboration with Projecte Home, the UB organizes workshops aimed at giving UB students a comprehensive view of the realities of drug addiction and other addictions. Although the initiative is mainly intended for UB students, it is also open to secondary school teachers and parents associations.

   + information

Objectives for the academic years 2013-2014 and 2014-2015

2013-2014

- To sign an agreement with the Fundación Once and the Fundación Inserta (the Once human resources venture) to offer external academic placements to students with disabilities.

- To organize workshops for the university community to raise awareness about disability.

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

- To establish mechanisms to identify the member of the administrative and service staff or teaching and research staff in each faculty or school who is responsible for handling the needs of students with disabilities.

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

- To acquire new technical aids and expand the number of items available for the support of students with disabilities.

- To offer new activities focused on raising awareness and delivering training, such as talks, courses and workshops.

2014-2015

- To prepare the internal regulations for the UB's integration programmes.

4.3.4 Libraries

Through the Learning and Research Resources Centre (CRAI), the UB provides the university community with a network of nineteen libraries located on the various campuses and in its faculties and university schools.

ONLINE MATERIAL AVAILABLE	ACADEMIC YEAR		
	2009-2010	**2010-2011**	**2011-2012**
Books	20,683	21,803	30,899
Journals and periodicals	21,502	20,702	20,713
Databases	373	370	389
Total	**42,558**	**42,875**	**52,001**

Source: Technical Cabinet at the Rector's Office

Fulfilment of objectives for 2012-2013

The objectives set in last year's report relate to the Management Plan 2013-2016. As a result, it will not be possible to confirm fulfilment and set new objectives until the end of that period. From 2014, however, short-term objectives will be set on an annual basis so that we can verify whether we are on track to meet the long-term objectives in the Management Plan.

→Current objectives

4.4 COST OF STUDIES AND GRANTS

4.4.1 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. The UB has minimal input in this matter.

TUITION FEES	ACADEMIC YEAR 2009-2010	ACADEMIC YEAR 2010-2011	ACADEMIC YEAR 2011-2012	ACADEMIC YEAR 2012-2013
Average price per credit for bachelor's degrees	17.41 €	18.68 €	20.11 €	35.52 €
Average price per credit for university master's degrees	24.15 €	26.76 €	27.72 €	52.0 €

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

4.4.2 Grants and financial aid

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

→For bachelor's degrees

→For university master's degrees

→For UB-specific master's degrees and postgraduate courses

→For doctoral studies

GENERAL AND MOBILITY GRANTS FOR STUDENTS ENROLLING IN PRE-EHEA DEGREES, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES	2009-2010	2010-2011	2011-2012	2012-2013
Applications	12,671	14,811	17,153	18,588
Grants awarded	6,983	8,463	9,696	10,448
Percentage of successful applications	55.11%	57.14%	56.50%	56.2%

Source: Technical Cabinet at the Rector's Office

In last year's report on social responsibility, the UB announced a series of measures to be implemented in the academic year 2012-2013 in order to ensure that students did not have to abandon their studies for purely financial reasons. The four points below highlight some of the figures associated with these steps:

- **80% of students in university master's degree programmes** were able to take advantage of the 28.69% discount in the price per credit for first-time enrolment in university master's degrees not leading to the practice of regulated professions.

- Financial aid was provided to compensate for the rise in enrolment fees. One of the groups benefitting from this aid is first-year students who meet the financial criteria for a grant but are excluded because of the increased stringency of the academic criteria. **Of the 54 applicants, 17 received financial assistance**.

- Another group that is eligible for financial aid to alleviate the rise in fees is students who have to repeat a subject for the first time: they can pay the standard fee for the subject without the surcharge for repeat enrolment (covering up to 18 credits). **Of the 351 applicants, 140 received financial assistance**.

- Financial aid was also designed for cases of special economic hardship. Based on a case-by-case analysis of each student, the full payment of fees can be delayed for up to two years, enabling students to continue their studies. **Of the 85 applicants, 19 received permission to pay late and in instalments**.

Objectives for the academic year 2013-2014

The current types of financial aid will continue being offered and the UB will add:

- An option to increase the possible number of annual instalments to seven and to extend the annual payment deadlines at no additional cost.

- An option to increase the possible number of semester instalments to four and to extend the semester payment deadlines at no additional cost.

- A reduction of the minimum instalment amount for tuition fees from 600 to 300 euros.

4.5 UNIVERSITY AND RESEARCH

The University of Barcelona is internationally renowned for the quality and the innovative nature of its research in all areas of knowledge, and as a university that promotes entrepreneurial projects and effective in evaluating and transferring the results of research activities to society.

4.5.1 Research and knowledge and technology transfer

INCOME FROM RESEARCH AND KNOWLEDGE AND TECHNOLOGY TRANSFER (IN THOUSANDS OF EUROS)	2010	2011	2012
Total	81,206	76,339	58,393
Research projects*	55,887	52,107	41,964
Research projects: FBG contracts	9,642	6,850	9,262
Infrastructure projects	–	1,659	–
Other grants	11,632	11,217	3,134
UB Agreements	2,390	2,503	2,471
FBG agreements	1,655	2,002	1,561

* This includes income generated by the University of Barcelona, the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), the Bellvitge Institute for Biomedical Research (IDIBELL), the Institute for Bioengineering of Catalonia (IBEC), the Catalonia Institute of Energy Research (IREC), the Institute of Biomedical Research (IRB) and the Barcelona Science Park Foundation (PCB).

Source: Technical Cabinet at the Rector's Office

RESEARCH ACTIVITY	2010	2011	2012
Doctoral theses read	593	566	589
Scientific publications (collated by the Instituted for Scientific Information, ISI)	3,723	4,068	4,606
Teaching staff involved in research and development	69%	75.50%	65.90%
Research fellows	989	907	890
Consolidated research groups (as recognized by the Government of Catalonia)	243	243	243
Active research projects	657	720	677
Priority claims	28	18	22
New technology-based spin-offs	2	3	7
UB research institutes and centres	23	24	25
Research institutes and observatories in which the UB participates	13	7	8
Inter-university institutes	2	2	2
Documentation centres	3	3	3
Observatories	10	10	11
Contracted research doctors	164	231	262
Research support administrative and service staff	276	316	296
International patent extensions	17	22	15

Source: Technical Cabinet at the Rector's Office

PROJECTS, OTHER ASSISTANCE AND INFRASTRUCTURE	2010		2011		2012	
	NO.	AMOUNT (EUROS)	NO.	AMOUNT (EUROS)	NO.	AMOUNT (EUROS)
	INCOME FROM RESEARCH (COMPETITIVE PROJECTS)					
Regional government	140	3,694,594.91	93	1,265,750.32	79	907,019.54
Central government	303	21,002,846.07	451	26,313,235.47	238	14,631,286.00
Others	129	2,648,582.76	49	4,776,661.42	73	3,528,716.00
European Union	17	6,664,287.79	25	5,422,884.79	29	7,299,738.00
Projects, other assistance and infrastructure involving the private sector	0	0	7	12,750.00	1	15,000.00
Research projects of institutes (competitive funding)	–	23,109,521.93	–	17,094,485.00	–	13,078,512.65
	INCOME FROM RESEARCH (NON-COMPETITIVE PROJECTS)					
Research projects of institutes	–	10,399,479.07	7	10,097,439.00	–	5,637,699.32
Agreements with institutions, universities and the private sector	105	2,389,919.18	102	2,503,420.00	95	2,471,345.64
FBG contracts	–	9,642,316.61	–	6,849,682.00	–	9,262,424.26
Collaboration agreements with FBG	221	1,654,872.09	241	2,002,422.00	190	1,560,973.88
Total income from research and technology transfer	–	81,206,420	–	76,338,730	–	58,392,715

Source: Technical Cabinet at the Rector's Office

As the above table clearly shows, there has been a dramatic fall in public-sector funding. This can doubtless be attributed to the current economic situation, which has resulted in across-the-board cuts in funding allocated through calls.

RESULTS OF RESEARCH	2010	2011	2012
Patent applications	47	47	52
Priority claims	28	18	22
New technology-based spin-offs	2	3	7

Source: Technical Cabinet at the Rector's Office

4.5.2 Science and Technology Centres

The University of Barcelona creates value for society through 36 highly specialized units that make use of 12,000 sq m of facilities to provide services and advice to some 1,200 different users, including 900 researchers (50% are UB researchers) and 300 clients from the private sector or other institutions.

SCIENCE AND TECHNOLOGY CENTRES	2010	2011	2012
Internal users (principal investigators)	453	453	438
External invoicing (in thousands of euros)	4,250	4,848	4,748
Value of scientific equipment (in thousands of euros)	41,110	41,110	41,110

Source: Technical Cabinet at the Rector's Office

4.6 SOCIAL RESPONSIBILITY IN TEACHING AND RESEARCH ACTIVITY AT THE UB[1]

The UB offers bachelor's degrees, university master's degrees and UB-specific degrees in which students are able to study subjects with content that is closely related to social responsibility, ethics or the environment and sustainability. In some cases, special sessions are devoted to these issues.

SOCIAL RESPONSIBILITY IN TEACHING AT THE UB			
	BACHELOR'S DEGREES	UNIVERSITY MASTER'S DEGREES	UB-SPECIFIC MASTER'S DEGREES
Subjects linked to social responsibility, ethics or the environment and sustainability	– Materials Recycling, Reuse and Revalorization (bachelor's degree in Materials Engineering)* – Materials and the Environment (bachelor's degree in Chemistry and Materials Engineering) – Bioethics and Legislation in Podiatry (bachelor's degree in Podiatry) – Introduction to Ethics (bachelor's degree in Philosophy) – Ethics (bachelor's degree in Philosophy) – Ethics, Values and Social Education (bachelor's degree in Social Education) – Ethics, Preventive Medicine and Public Health (bachelor's degree in Basic Medical Sciences) – Ethics and Social Responsibility of Business (bachelor's degree in Administration and Business Management) – Environmental Psychology (bachelor's degree in Psychology) – Corporate Social Responsibility (bachelor's degree in Advertising and Public Relations of the School of Public Relations, UB-affiliated centre) – Communication for Equality: Ethics and Deontology (bachelor's degree in Advertising and Public Relations of the School of Public Relations, UB-affiliated centre)	– Bioethics and Law (master's degree in Leadership and Management in Nursing) – Value-Based Management (master's degree in Management of Nursing Services) – Corporate Social Responsibility (master's degree in People and Teams Management and Development in Organizations) – Ethical, Legal and Management Issues in Research and Development and Entrepreneurship in Biotechnology (master's degree in Molecular Biotechnology) – Quality and the Environment (inter-university master's degree in Health and Safety in the Workplace: Prevention of Occupational Risks, together with the UPC and UPF)	– Bioethics and Law (master's degree in Management of Nursing Services, offered by the Institute for Lifelong Learning) – Value-Based Management (master's degree in Management of Nursing Services, offered by the Institute for Lifelong Learning)

* This is a fourth-year subject in the bachelor's degree. It was not taught in 2012-2013 because the first intake of students had only reached the third year of the degree course.

[1] This section has been prepared using information provided by the UB's deans and heads of study. The Office for Internal Control, Risks and Corporate Social Responsibility has made no assessment of the information received.

| Subjects with sessions devoted to social responsibility, ethics or the environment and sustainability | – Medical Statistics (inter-university bachelor's degree in Statistics, jointly with the UPC)
– Statistics for Biosciences (inter-university bachelor's degree in Statistics, jointly with the UPC)
– Introduction to Information and Documentation Systems (bachelor's degree in Information and Documentation)
– Information Retrieval and Use (bachelor's degree in Information and Documentation)
– Legal Aspects of Information (bachelor's degree in Information and Documentation)
– Intellectual Property (bachelor's degree in Information and Documentation)
– Preservation and Conservation (bachelor's degree in Information and Documentation)
– Ecological Anthropology (bachelor's degree in Anthropology)
– Archaeology and Professional Practice (bachelor's degree in Archaeology)*
– Sociology of Professions, Employment and Work (bachelor's degree in Sociology)
– Sociology of Organizations (bachelor's degree in Sociology)
– Political and Social Intervention (bachelor's degree in Sociology)
– Sociology of Global Processes (bachelor's degree in Sociology)
– Organization Management (bachelor's degree in Administration and Business Management)
– Strategic Management (bachelor's degree in Administration and Business Management) | – Business Analysis and Negotiation; Entrepreneurship (master's degree in Sport Business Management)
– Evaluation of Mineral Deposits (master's degree in Mineral Resources and Geological Hazards)
– Experience Management (master's degree in Hotel and Restaurant Management of the University School of Hotel Management and Tourism-CETT, UB-affiliated centre)
– Business Management Systems (master's degree in Business Research)
– Globalization and Society (master's degree in Business Law) | – Management. Executive MBA
– Operations. Executive MBA
– Innovative Management of Immigration (inter-university master's degree in Contemporary Migrations, jointly with the UAB) |

* This is a fourth-year subject in the bachelor's degree. It was not taught in 2012-2013 because the first intake of students had only reached the third year of the degree course.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

The UB also offers eight master's degrees with subject matter that is inextricably linked to social responsibility:

- Bioethics and Law: Problems of Health and Biotechnology (UB-specific master's degree).

- Corporate Social Responsibility: Social Accounting and Auditing (UB-specific degree offered by the Institute for Lifelong Learning).

- Social Economy and Management of Non-Profit Organizations (UB-specific master's degree offered by the Institute for Lifelong Learning).

- Renewable and Sustainable Energy (university master's degree).

- Animal-Assisted Educational and Therapeutic Care (UB-specific master's degree).

- Systemic Pedagogic Intervention with Systemic Coaching (UB-specific master's degree).

- Interpretation and Intervention in Communication and Sign Language (UB-specific master's degree).

- Ecological Agriculture (UB-specific master's degree).

Also noteworthy are the learning-service projects[2] carried out at the Faculty of Law (called Dret al Dret) and at the Faculties of Education and of Teacher Training (described in section 7.7 of this report).

Lastly, it should also be noted that the Faculty of Economics and Business began organizing a three-week series of lectures and debates in the academic year 2011-2012. Participants include experts in social economy and third-sector enterprises, giving students first-hand knowledge of what the social economy and the third sector are and what they represent in an economic climate such as the current one.

4.7 COLLABORATION WITH THE LOCAL ENVIRONMENT

The UB encourages cooperation with organizations in the local environment. Our aim is to be socially engaged and to collaborate with local government in order to foster the development of these areas. In this respect, two collaborations in the Raval neighbourhood are particularly noteworthy.

4.7.1 Tot Raval

Not only does the UB foster close relationships with major cultural institutions in the neighbourhood (MACBA, CCCB, Library of Catalonia, Blanquerna, etc.), but it also plays an active role in the activities of the Tot Raval Foundation and even has a seat on the foundation's board of trustees.

The Tot Raval Foundation, which brings together 60 associations, institutions, individuals and enterprises with links to the Raval, was created in 2002 with the shared aim of enhancing the quality of life in the neighbourhood through the coordination and networking of local agents in social, cultural, economic and commercial areas.

+ information

---

[2] Learning-service projects are an educational methodology that combines academic learning with service to the community in unique projects in which students receive training through work on real needs in their environment in order to improve that environment.

4.7.2 Xicra

The UB is also an active contributor to Xicra, a network of cultural institutions in the Raval. Xicra's founding protocol has now received approval and its functions and objectives have been defined.

4.8 HOW THE UB COMPARES TO OTHER UNIVERSITIES

4.8.1 Rankings

The UB continues to be one of the leading universities in Spain, according to the most prestigious international rankings and classifications.

THE TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS*	2009-2010
UB position worldwide	171
Peer review	77
Employer review	53
Lecturer/student	17
Citations/lecturer	66
International teaching staff	24
International students	37
Overall score	57.2
UB position in Spain	1

* An explanation of this ranking is given in the Report on Social Responsibility 2010-2011.

Source: Technical Cabinet at the Rector's Office

THE TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS	2010-2011	2011-2012	2012-2013
UB position worldwide	142	201-225	201-225
Evaluation scores			
Teaching	34.1	24.5	32.5
Research	33.7	22.2	33.4
Citations	91.9	71.9	71.4
Revenue	30.0	29.5	30.9
Internationalization	22.3	44.1	46
Overall score	52.1	–	–
UB position in Spain	1	2-3	1-3

Source: Technical Cabinet at the Rector's Office

ACADEMIC RANKING OF WORLD UNIVERSITIES (SHANGHAI JIAO TONG UNIVERSITY)*	2010	2011	2012	2013
UB position worldwide	201-300	201-300	201-300	201-300
Evaluation scores				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	7.2	10.2	10.2	10.2
N&S	14.0	13.8	10.6	11.1
PUB	51.4	49.8	50.4	50.5
PCP	15.9	15.3	15.7	16.8
UB position in Europe	75-123	76-123	76-123	76-126
UB position in Spain	1-4	1-4	1-3	1-4

* An explanation of this ranking is given in the Report on Social Responsibility 2010-2011.

Source: Technical Cabinet at the Rector's Office

QS WORLD UNIVERSITY RANKINGS*	2010	2011	2012	2013
UB position worldwide	148	176	187	178
Ranking by subject areas				
Social sciences and management	118	143	149	111
Natural sciences	54	87	84	74
Life sciences and medicine	68	74	86	87
Engineering and technology	139	175	162	87
Arts and humanities	72	89	98	58
Overall score	54.28	50.29	50.9	55.4
UB position in Spain	1	1	2	2

* An explanation of this ranking is given in the Report on Social Responsibility 2010-2011.

Source: Technical Cabinet at the Rector's Office

4.8.2 Campus of International Excellence

In 2009, the UB received the Campus of International Excellence (*Campus de Excelencia Internacional*, CEI) distinction from the Spanish Ministry of Education for its Barcelona Knowledge Campus (BKC) project, which was presented jointly with the UPC. Additional funding was secured under the 2010 call to strengthen the actions of the BKC.

In the 2010 call, a new campus was granted CEI status: the HUBc health sciences campus.

Barcelona Knowledge Campus

The BKC is the outcome of a strategic alliance which brings together the training, research and innovation potential of the UB and the UPC on a single site located on one of Barcelona's main thoroughfares, Avinguda Diagonal.

HUBc health campus

The HUBc health campus project is devoted to training, research and knowledge transfer, and it brings together two faculties, two university schools and six hospitals working in all fields of health science.

4.9 UB IMPACT

IMPACT, RISKS AND MAIN OPPORTUNITIES					
ACTIVITY	**PRIORITY OBJECTIVE**	**IMPACT**	**RISK**	**OPPORTUNITY**	**INDICATOR**
Teaching	Consolidate an offering adapted to the European Higher Education Area	Development of competences and mobility required by students and the public	Failure to meet initial goals as a result of economic shortfalls and legal changes	Increase in student employability and academic performance	Demand for places in bachelor's degrees relative to places offered
Research	Position among the top 150 universities worldwide	Greater attraction of resources and talent, and positive impact on scientific activity as a result of being an intensive research university	Financial difficulties of adding personnel and infrastructure	Greater scientific output and international projection	Position in rankings
Transfer activities	Increased scientific output and improved transfer results	Higher self-generated income and external valuation of the UB's activities	Excessive market-orientation of a public service like higher education	Increased level of self-finance and greater autonomy in research and teaching	Income from patents and transfer activities
Management	Balanced accounts	Improved solvency	Cessation of growth projects	General improvement to financial position of the institution	Budget outcome

Source: Technical Cabinet at the Rector's Office

UNIVERSITY
OF BARCELONA
STAFF

5

University of Barcelona staff

5

5.1 STAFF REMUNERATION

Cutbacks in remuneration have remained in place across the whole of the UB's workforce. The reductions were dictated by the governments of Spain and Catalonia as part of wider spending cuts in the public sector. The table below also shows an additional drop in total staff costs arising from the legal obligation not to pay retirement benefits in full.

STAFF COSTS RELATIVE TO TOTAL EXPENDITURE (IN MILLIONS OF EUROS)	2010	2011	2012	2013
Staff costs	285.29	282.57	267.07	264.45
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	437.15	415.59	405.52	385.199
Total expenditure (including only operating costs)	370.88	366.51	354.60	341.900
Staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	65.26	67.99	65.86	68.65
Staff costs over total costs (including only operating costs)	76.92	77.10	75.32	77.35

Source: Finance

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

SALARIES (IN EUROS)*		2010	2011	2012	2013
Teaching and research staff	Maximum salary	44,740.84	43,391.64	40,681.62	40,681.62
	Minimum salary	21,407.94	20,935.74	19,440.33	19,440.33
Administrative and service staff	Maximum salary	86,550.48	90,000.12	83,571.54	83,571.54
	Minimum salary	20,814.32	20,433.16	19,020.56	19,020.56
General Manager's salary		118,927.40	110,000.10	102,142.95	102,142.95
Salary of temporary staff in group IV		21,243.35	20,894.85	19,402.36	19,402.36

* The figures do not include three-yearly increments or performance-related bonuses.

Source: Human resources

RATIO BETWEEN HIGHEST AND LOWEST SALARIES*	2010	2011	2012	2013
Teaching and research staff	5.60	5.26	5.26	5.26

* Ratio calculated from salary tables. Three-yearly increments and performance-related bonuses are not included.

Source: Human resources

5.2 SOCIAL SECURITY AND HEALTH BENEFITS

Other social benefits recognized in UB regulations for employees

The 2013 legislation on budgets passed by the Government of Catalonia extends the prohibition or restriction on social benefits shown in the table below:

SOCIAL BENEFITS AWARDED TO UB STAFF (NUMBER OF RECIPIENTS)	2010	2011	2012*	2013
Pension Plans	7,632	0	0	0
Social action fund**	2,407	2,496	2,285	0
Financial assistance for enrolments	1,068	1,177	1,061	0
Maternity/paternity leave	136	166	147	131
Disability compensation	4	5	1	0
Survivor's benefits	2	4	0	0

* In 2012, applications for Social Action Funds, financial aid for enrolment, disability compensation and survivor's benefits were only processed prior to the entry of the new regulations into force.

** While the data for the other benefits refer to number of recipients, the data for Social Action Funds refer to the number of awards of financial assistance.

Source: Human resources

MATERNITY/PATERNITY LEAVE	2010	2011	2012	2013
Women	100	112	117	95
Men	36	54	30	36

Source: Human resources

+ information

5.3 SAFETY AND OCCUPATIONAL RISK PREVENTION[1]

5.3.1 Associations to which the UB belongs

The primary associations on safety and occupational risk prevention to which the UB belongs are:

- European Agency for Safety and Health at Work (1998)

- Committee for Environmental Quality, Sustainable Development and Risk Prevention of the Conference of Rectors of Spanish Universities (CRUE) (2003).

5.3.2 Staff represented on health and safety committees

All employees are represented on the Committee in accordance with obligations established under articles 34 and 35 of Law 31/95 of 8 November on the prevention of occupational risks, with which the UB fully complies. Management representatives, who are chosen by the rector, represent all groups.

	STAFF REPRESENTATIVES	INSTITUTIONAL REPRESENTATIVES	EMPLOYEES (APPROXIMATE)*	% OF GROUP REPRESENTATION ON COMMITTEE
Teaching and research staff (civil servants)	7	–	2,124	44
Teaching and research staff (university-contracted)	1	–	3,189	6
Administrative and service staff (civil servants)	4	–	1,040	25
Administrative and service staff (university-contracted)	4	–	1,372	25
Total	**16**	**16**	**7,725**	**100**

* Data taken from the Report on the Academic Year 2012-2013, which reports the total number of UB employees as 7,724 (5,312 teaching and research staff and 2,412 administrative and service staff). The total number of teaching and research staff is equivalent to 3,887 FTE staff.

Article 35 of the Law on the Prevention of Occupational Risks stipulates that the number of employee representatives (prevention delegates) on the Health and Safety Committee in any company with more than 4,000 employees must be 8, which can be interpreted according to specific regulations. The regulations that govern how the Committee operates were approved on 19 October 2004 and established the figure as 16 representatives as shown in the table above. The regulations also stipulate the required number of representatives by group.

5.3.3 Rates of absenteeism, work-related illness, lost days and total number of work-related fatalities

UB employees have two different schemes for the management of work-related accidents and illness. Civil-service teaching and research staff are covered by Muface, which provides occupational and general health insurance, including benefits in the case of common accidents or illness and in the case of work-related accidents or illness. The remaining employees (university-contracted teaching and research staff, all administrative and service staff and some

---

[1] The source of all data in section 5.3 is OSSMA.

grant-holders) are affiliated to the Social Security Administration for non-work-related accidents and illness and to Mutua Universal for work-related accidents and illness.

The table below provides a summary of work-related accidents and illness at the UB in 2013 only for the staff affiliated to Mutua Universal. No data appear from Muface, which does not provide information on a periodic basis.

			DEGREE OF SEVERITY			
	CASES OF ACCIDENT OR ILLNESS	LEAVE GRANTED IN DAYS*	MILD	SEVERE	VERY SEVERE	FATAL
In transit	21	610	21	0	0	0
In the workplace	26	817	26	0	0	0
Work-related illness	1	150	1	0	0	0
Total	48	1,577	48	0	0	0

* In the information presented the number of days leave granted is measured in calendar days, and as the number of "lost days" in each case is not known these figures are considered to be equivalent. Lost days are counted from the date a doctor approves sick leave until the date of discharge. There are no specific figures on absenteeism. To calculate absenteeism, the total number of sick days granted for work-related incidents must be increased by the total number of sick days taken for general illness or accidents not related to work. However the latter figure is not available to OSSMA.

For the information on accident rates, we use formulas that have been recommended by the International Labour Organization and are currently in use in Spain. These are:[2]

- **Incidence**: Represents the number of accidents during working hours resulting in sick leave per thousand workers exposed to risk.
  In = (total no. accidents / average no. people exposed to risk) $\times 10^3$

- **Frequency**: Represents the total number of accidents per million hours worked.
  If = (total no. accidents / total no. hours worked) $\times 10^6$

- **Severity**: Represents the total number of days lost due to work-related accidents per thousand hours worked.
  Sv = (no days lost / total no. hours worked) $\times 10^3$

	2013
Incidence	7.71
Frequency	7.17
Severity	0.24

The UB and Mutua Universal send notification of all work-related accidents and illness resulting in leave to the local office of the Catalan Ministry for Business and Labour, which is the competent authority. They use the software program Cat365 in accordance with articles 2, 3 and 6 of the Order of the Ministry for Labour and Social Affairs, of 16 December 1987, establishing new models for the notification of work-related accidents and providing instructions for their completion and processing, and Order TAS/2926/2002, of 19 November, establishing new models for the notification of work-related accidents and providing for their transmission by electronic procedure.

---

[2] The formulas proposed in the document have not been evaluated, because they are official in Spain at present. In addition, the number of hours worked and of working weeks clearly do not correspond to the indicated formulas in the case of the UB. However, the figures can easily be converted, if necessary.

5.3.4 Health and safety issues covered in formal agreements with trade unions

SUBJECT	CONTENT
Formal agreements with trade unions regarding health and safety	– Art. 18 of the law on the prevention of occupational risks establishes the obligation to inform, consult and enlist the participation of employees on all questions of workplace health and safety through employee representation. This is done through the Health and Safety Committee, which has equal representation from institutional and employee groups. – Whether or not it is required by law, any subject relating to workplace health and safety that needs to be addressed is referred to the Health and Safety Committee and, if necessary, an agreement on action is reached. By way of example, the UB Prevention Plan envisages that OSSMA establishes a plan with annual objectives that is to be approved by the Committee. The plan includes items relating to self-protection plans, risk assessments, training, health surveillance, follow-up in cases relating to the protocol for managing psychosocial risks, etc.
Health and Safety Committee meetings	– The Health and Safety Committee meets every three months, as stipulated by the legislation on the prevention of occupational risks. Four meetings were held in 2013. – Specific meetings of special subcommittees of the Health and Safety Committee may be called, as established in the rules of operation approved by the Committee itself, although such meetings are not customary.
Participation of employee representatives in action carried out by the Prevention Service	– Prevention delegates take an active part throughout the assessment process for psychosocial risks, joining working groups and discussion groups dealing with data interpretation and proposing preventive measures. – Prevention delegates can take part in all other risk assessments addressing safety, industrial hygiene, ergonomics and psycho-sociology. While participation in assessments can occur on specific occasions, the involvement of prevention delegates is not customary. – OSSMA is in permanent contact with safety representatives. – Prevention delegates can legally halt the activity of employees affected by a serious and imminent risk, if the UB has not adopted the appropriate preventive measures. – OSSMA conducts periodic inspections (safety-related visits and various reports on bio-safety for research projects, safety advice and coordination of preventive activities).
Personal protective equipment	– The UB provides all staff with the necessary equipment for personal protection. In the course of risk assessments, OSSMA proposes, where needed, the type of PPE required and provides the equipment, which is charged to the existing budget item. If the request is made by an employee or the head of a unit, OSSMA verifies the need and, where deemed necessary, provides the employee with the requested PPE. – For 2013, the annual cost of PPE provided by OSSMA was approximately ¤6,000, which is in addition to the costs assumed by the corresponding units.
Information and complaints mechanisms	– A document called *Communication of Risks* (CR) is available to all members of the university community for use in informing OSSMA of the possible presence of a risk. When OSSMA receives a CR, the unit investigates the problem. – OSSMA has a website where it provides a variety of information on the prevention of occupational risks. The Health and Safety Committee has an intranet to share specific information among its members. – A document called *Notification of Accidents* (NA) is available to all members of the university community for use in informing OSSMA of any incident or accident. When OSSMA receives an NA, the unit investigates the problem and, where deemed necessary, preventive measures are taken and/or the occupational accident is managed. Employees do not always use this document when there is an accident. – There is no formal complaints document for complaints against OSSMA relating to the prevention of occupational risks. In general, when steps have not been implemented, complaints go directly to prevention delegates, to superiors within OSSMA or to the Labour Inspectorate.
Other actions for the university community	– Guidance is given to students on a variety of subjects: chemical safety cards, process safety, safety in cultural activities. – Each term, training workshops are provided for postgraduate students in the experimental centres who use the research laboratories. – Training courses on safety are also provided for undergraduate students.
Agreements and structures for the resolution of problems	– Protocol for the management of psychosocial risks – Protocol for the management of cases requiring special sensitivity

5.4 LEVEL OF OFFICIAL STUDIES OF EMPLOYEES[3]

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2011	2012	2013
Doctoral graduates	3,812	3,853	3,776
Holders of pre-EHEA degrees	2,929	3,209	2,848
Total	**7,855**	**8,025**	**7,724**

Source: Human resources

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF	2011	2012	2013
Doctoral graduates	3,704	3,738	3,673
Holders of pre-EHEA degrees/diplomas	1,855	2,026	1,639
Ratio of teaching and research staff holding PhDs to total staff	0.67	0.65	0.69
Total	**5,559**	**5,761**	**5,312**

Source: Human resources

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF	2011	2012	2013
Doctoral graduates	108	115	103
Holders of pre-EHEA degrees/diplomas	1,066	1,183	1,209
Upper secondary school education	607	454	536
Vocational training	40	235	250
Obligatory secondary school	475	274	314
Total	**2,296**	**2,261**	**2,412**

Source: Human resources

[3] Data for the years 2011 and 2012 in this sub-section have been collected at a different point in time than the data in the three previous sub-sections. From 2013, however, the figures correspond in all cases to the same point in time.

5.5 EMPLOYEES WITH RECOGNIZED DISABILITIES

	2010	2011	2012	2013
% administrative and service staff	2.19	2.34	2.34	2.36
% teaching and research staff	0.72	0.71	0.73	1.88
Total	**1.17**	**1.20**	**1.18**	**2.03**

Source: Human resources

The UB has employees with various kinds of recognized disabilities. Data for this indicator have been obtained by the UB through voluntary self-report declarations by employees for the purposes of applying tax deductions to their pay, as provided for in the pertinent fiscal legislation.

5.6 TRAINING

5.6.1 Training for teaching and research staff

The UB grants permissions (PPD) to teaching and research staff to allow them to improve their qualifications through additional training. Applicants are required to be full-time employees. The length of this permission is one semester per academic year (from 01/09 to 28/02 or from 01/03 to 31/08) and it is for short stays at other institutions.

PPD PERMISSIONS	2010	2011	2012	2013
Women	14	10	6	9
Men	6	7	3	3

Source: Human resources

The purpose of the UB's Institute of Education Sciences (ICE) is to provide intellectual and cultural training to university teaching and research staff. In order to fulfil this aim, the ICE takes the responsibility for establishing mechanisms to uncover and address the needs of this group and it provides a specific response to any concerns that are raised.

In response to the demand from society to increase the internationalization of the university system, the ICE is currently implementing a training plan in languages to equip the teaching staff with basic tools and competences to deliver instruction in English.

Research and management activities carried out by the teaching staff also require adequate training. As a result, the ICE is proposing a training plan in management techniques for a university setting. The plan, which is a response to the need to achieve the highest quality in university management, has four modules: introduction, research, management tools and strategic management.

+ information

TRAINING FOR TEACHING AND RESEARCH STAFF		2009-2010	2010-2011	2011-2012	2012-2013
Employees registered for training activities	Women	1,322	1,396	1,516	1,841
	Men	850	1,059	1,059	1,159
	Total	**2,172**	**2,455**	**2,575**	**3,000**
Hours of training	Women	27,534.5	34,548	31,942.75	29,480
	Men	18,016.5	22,823	19,510.25	18,558.5
	Total	**45,551**	**57,371**	**51,453**	**48,038.5**
Mean total training hours per employee per academic year	Women	20.83	24.75	21.04	16.01
	Men	21.20	21.55	19.15	16.01
	Total	**20.97**	**23.37**	**20.28**	**16**

Source: Institute of Education Sciences

The costs of training for teaching and research staff can be broken down as follows:

COSTS OF TRAINING FOR TEACHING AND RESEARCH STAFF	2010	2011	2012	2013
	DIRECT COSTS			
Training costs covered by the UB	154,431.94	125,309.25	188,880.03	143,553.68
Training costs covered by subsidies	13,508.00	19,242.20	45,942.24	57,285.61
Total direct costs	**167,939.94**	**144,551.45**	**234,822.27**	**200,839.29**
	INDIRECT COSTS			
Staff costs	484,540.74	459,549.03	487,063.37	483,369.58
Costs related to hiring classroom space	4,982.00	3,920.00	5,040.00	9,760.00
Total indirect costs	**489,522.74**	**463,469.03**	**492,103.37**	**493,129.58**
Total training costs for teaching and research staff	**657,462.68**	**608,020.48**	**726,925.64**	**693,968.87**

Source: Institute of Education Sciences

5.6.2 Training for administrative and service staff

The UB's Corporate Training Unit provides training to support the personal and professional development of administrative and service staff. The unit runs an annual training programme that includes a variety of face-to-face and blended courses in response to the training needs that have been identified. In addition, the unit organizes courses jointly with other UB units (for example, OSSMA and Language Services) and in collaboration with public institutions, such as the School of Public Administration of Catalonia and the Catalan Data Protection Agency. Tuition assistance is available, for example, to administrative and service staff studying official European Union languages at the School of Modern Languages (EIM) or the Escola Oficial d'Idiomes. Self-access learning resources are also available (e.g., training guides for computer science or for Catalan).

+ information

Below, more detail is provided on the following items:

- Courses on occupational health and safety.

- Anti-corruption training programmes.

- New training activities related to structural changes at the UB.

- Administrative and service staff, hours of training by professional category.

- Administration and service staff training budget.

- Evaluation of courses taken by administrative and service staff.

Training courses on occupational health and safety

A basic course on occupational health and safety is run annually for all staff. In addition, staff have the opportunity to enrol in a variety of non-compulsory courses.

NON-COMPULSORY HEALTH AND SAFETY COURSES FOR ADMINISTRATIVE AND SERVICE STAFF			
2009-2010	**2010-2011**	**2011-2012**	**2012-2013**
– Basic nutrition and dietetics course – Psychosocial risks and stress – Prevention of musculoskeletal disorders: back pain	– Basic nutrition and dietetics course – Psychosocial risks and stress	– Physical activity for those over 55 – Psychosocial risks and stress – Refresher workshop on Monitoring health (first aid course)	– Psychosocial risks and stress – Refresher workshop on Monitoring health (first aid course) – Psychological first aid: psychological intervention guidelines for emergency situations

Source: Corporate Training

Anti-corruption training programmes

The UB, together with the Anti-Fraud Office, has organized two anti-corruption courses for management. The first course, "Managing the risks of corruption: a management responsibility", was attended by thirteen people. The second, "Analysing risks of corruption and designing prevention plans", was attended by eleven people.

New training activities related to structural changes at the UB

The Office of the Vice-Rector for Administration and Organization has launched a new area of training activities to help staff adapt to the organizational changes that will be implemented at the University over the coming years. As part of the initiative, 2013 saw the full implementation of Communities of Practice (CoP).[4]

---

[4] Communities of Practice is the name of a new working methodology in which professionals from the same areas of practice meet to share knowledge and acquire products or services.

Administrative and service staff, hours of training by professional category

The following tables show breakdowns of administrative and service staff registered for training courses offered by Corporate Training.

Although Corporate Training organizes courses for administrative and service staff, teaching and research staff sometimes also request to attend. This occurs through a cooperation agreement reached between the ICE and Corporate Training, which allows for any unfilled places to be offered to teaching and research staff.

In 2013, the ICE and Corporate Training ran joint courses with 50% of the places for administrative and service staff and 50% for teaching and research staff. As a result, teaching and research staff numbers rose sharply in comparison to previous years (99 registrations).

PROFESSIONAL CATEGORY	ADMINISTRATIVE AND SERVICE STAFF, HOURS OF TRAINING BY PROFESSIONAL CATEGORY							
	2012				2013			
	WOMEN		MEN		WOMEN		MEN	
	REGISTRATIONS	TOTAL HOURS	REGISTRATIONS	TOTAL HOURS	REGISTRATIONS	TOTAL HOURS	REGISTRATIONS	TOTAL HOURS
(Teaching and research staff)	1	100	0	0	55	2,168	44	1,807
Other positions	13	82	7	42	38	432	15	83
Civil servants, group A	85	1,179.5	9	79.5	133	1,637	19	193
Civil servants, group B	194	3,344	34	380	247	4,005	66	1,024
Civil servants, group C	477	8,156	98	2,107.5	582	8,110	114	1,708
Civil servants, group D	0	0	3	22	3	37	7	86
Civil servants, group E	152	3,092	34	543	229	3,763	40	649
Interim civil servants, group B	13	394	14	264	30	690	8	243
Interim civil servants, group D	130	2979	14	381	234	3,969	30	555
Interim civil servants, group E	5	86	0	0	1	4	0	0
University-contracted staff, group 1	62	1,004.5	37	844	100	1,923.5	53	830
University-contracted staff, group 2	35	671	27	654	42	559	48	954
University-contracted staff, group 3	75	1,597	43	1,149	73	1,229	91	1,710
University-contracted staff, group 4	39	1,073	20	377	47	1,037	29	640
Temporary university-contracted staff, group 1	24	836	3	265	38	922	13	448
Temporary university-contracted staff, group 2	26	572	8	964	45	712	15	432
Temporary university-contracted staff, group 3	60	1,630.5	32	714.5	95	2,210	43	996
Temporary university-contracted staff, group 4	16	308	8	344	27	391	15	516
Total	1,407	27,104.5	391	9,130.5	2,019	3,3798.5	650	12,874

Source: Corporate Training

ADMINISTRATIVE AND SERVICE STAFF, HOURS OF TRAINING BY CONTRACT TYPE								
	2010		2011		2012		2013	
	TOTAL HOURS	AVERAGE HOURS	TOTAL HOURS	AVERAGE HOURS	TOTAL HOURS	AVERAGE HOURS	TOTAL HOURS	AVERAGE HOURS
Civil servants	38,927.50	36.90	60,999	57.71	23,231.5	22.43	30,648	30.04
University-contracted staff	26,189.50	20.25	25,803	19.96	13,003.5	10.47	16,024.5	12.03
Total	**65,117**	**27.73**	**86,802**	**36.94**	**36,235**	**15.02**	**46,672.5**	**19.84**

Source: Corporate Training

ADMINISTRATIVE AND SERVICE STAFF, HOURS OF TRAINING BY GENDER*	2011		2012				2013			
	TOTAL HOURS	AVERAGE HOURS	TOTAL HOURS	AVERAGE HOURS	TOTAL REGISTRATIONS	TOTAL EMPLOYEES TO RECEIVE TRAINING	TOTAL HOURS	AVERAGE HOURS	TOTAL REGISTRATIONS	TOTAL EMPLOYEES TO RECEIVE TRAINING
Women	67,511	43.63	27,104.5	17.36	1,407	650	33,798.5	22.25	2,019	845
Men	19,291	23.41	9,130.5	10.72	391	206	12,874	15.45	650	319
Total	**86,802**	**36.60**	**36,235**	**15.02**	**1,798**	**856**	**46,672.5**	**19.84**	**2,669**	**1,164**

* Average hours are calculated by dividing the total hours of training by the total number of administrative and service staff (it should be noted that the total staff figure was recorded at a different point in the year to the corresponding figure in other sections of the report and therefore differs slightly).

Source: Corporate Training

The two indicators *Total registrations* and *Total employees* are different, because staff can register for more than one course.

Administrative and service staff training budget, per employee

The table below shows the training budget for administrative and service staff on a per-employee basis. The figures reflect only the costs of trainers.

	2010	2011	2012	2013
Cost of trainers (euros)	260,729	271,213	134,807	176,987.40
Average cost per employee	111.04	114.39	55.89	75.24

Source: Corporate Training

Evaluation of courses taken by administrative and service staff

The table below shows the evaluations given by administrative and service staff attending Corporate Training courses. The scores are on a scale of 1 to 8, where 8 is the highest possible score.

AREA	2010		2011		2012		2013	
	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION
Computer science	6.98	7.44	7.15	7.63	6.75	7.42	6.77	7.45
Written communication	–	–	7.26	7.51	6.97	7.4	6.19	7.01
Organizational techniques	6.79	7.49	6.85	7.43	7.1	7.7	6.86	7.5
Communication (techniques and interpersonal communication)	6.92	7.45	6.81	7.46	6.97	7.4	6.86	7.28
Occupational risk prevention and the environment	–	–	7.06	7.34	7.07	7.41	6.69	7.37
Languages	6.87	7.42	6.88	7.54	7.13	7.75	6.94	7.64
Laboratories	6.34	6.47	–	–	–	–	6.85	7.45
Management skills and personnel management	6.93	7.56	7.20	7.70	–	–	7.03	7.5
Financial management	6.2	7	6.9	7.34	7.25	7.77	6.39	7.24
Research management	6.65	7.17	–	–	6.4	6.75	6.7	6.98
Legal environment	6.78	7.12	7.05	7.13	7.16	7.3	6.82	7.58
Personal development	–	–	6.81	7.61	–	–	–	–
Various	–	–	6.7	7.9	–	–	6.53	7.37
Library	7.23	7.53	7.1	7.58	7.1	7.3	6.82	7.58
Academic management and performance assessment (SED)	6.65	7.5	6.43	7	6.75	7.45	7.19	7.77
Knowledge management	–	–	–	–	–	–	6.76	7.18
HR management	–	–	–	–	–	–	6.65	7.25
Electronic Administration	–	–	–	–	–	–	5.99	6.43

Source: Corporate Training

Fulfilment of objectives for 2012-2013

● The subsidy from the Lifelong Learning Fund rose sharply. As a consequence, the objective to increase the investment in administrative and service staff training per employee was achieved. However, the increased subsidy had a greater impact among teaching and research staff than among administrative and service staff. This is because the distribution was made according to staff numbers. The ICE (as the unit in charge of organizing training for teaching and research staff) has allocated part of its resources to the provision of training to both groups.

● The UB fulfilled three objectives set in last year's report in the area of training courses on occupational health and safety. These included maintaining the basic course in occupational

risk prevention, the course on psychosocial risks and stress, and the refresher workshop on monitoring health (first aid).

● The aim was to continue running anti-corruption courses with the Anti-Fraud Office and this was achieved.

Objectives for the academic year 2013-2014

● To increase the resources for training.

● To increase English courses.

● To maintain the courses offered in the previous year on occupational health and safety.

5.7 COMMITMENT TO EQUAL OPPORTUNITIES

The UB unit dedicated to equality seeks to achieve equality for everyone in the university community. The Second Equality Plan was prepared to make this goal a reality in the period from 2011 through the preparation of the Third Equality Plan.

+ information

Based on its commitment to **establish a policy to prevent and eradicate violence against women** (a commitment corresponding to the tenth pillar of the Second Equality Plan) and in accordance with the actions proposed as part of that pillar, the Equality unit carried out the following actions:

● **Action: the development of resources aimed at the prevention and early detection of discrimination and violence against women**
  – **A support service dedicated to helping** members of the university community who wish to report cases of sexual harassment. While approval of a uniform institution-wide protocol for action is pending, specific protocols for action and prevention have been put into effect in a number of faculties with the approval of their respective leadership teams. In the case of faculties that do not have specific protocols, situations of sexual harassment have been addressed with preventive measures until a solution can be found. The advice and support provided by OSSMA to some of the support services have been significant.

● **Action: the development of protocols for action in case of gender violence or sexual harassment**
  – Organization of initial meetings in the development process of the **UB Protocol for prevention, detection and action against situations of sexual or gender harassment, including cases of sexual orientation**. The following steps have been taken at the meetings:
    > Identifying potential situations of violence and harassment.
    > Setting criteria to initiate disciplinary measures and take adequate legal action.
    > Clarifying the remit and model action steps for individuals or bodies vested with the responsibility to manage cases of sexual or gender violence or harassment.

- **Action: raising the visibility of approaches and resources offered by the UB to the university community (teaching and research staff, administrative and service staff and students) for the prevention and early detection of situations involving gender-based discrimination or violence**
  – Raising awareness on the prevention of harassment and on the equality of opportunities between women and men, by means of:
    > **Presentation of the equality committees** in each faculty to the students and an explanation of the committees' purposes.
    > Inclusion of **information on the Equality Unit's support services and on student rights in the calendar** provided to students each year.

- **Action: commemoration of the International Day for the Elimination of Violence against Women**
  – **Bibliographic exhibition on non-sexist language**, organized by the Equality Committee of the Faculty of Philology.
  – Publication of the third edition of the **2013 Calendar of Researchers in Nuclear Physics** on the website of the Faculty of Physics (organized by the Equality Committee of the Faculty of Physics with the collaboration of the National Centre for Particle, Astroparticle and Nuclear Physics).
  – Roundtable **"What do we do about gender-based violence? Responses from society and institutions"** (organized by the Equality Committee of the Faculty of Economics and Business).
  – Talk on the subject of **"Psychological violence against women: from influence to domination"**, with the involvement of the UB research group studying the psychology of influence, harassment and violence (organized by the Equality Committee of the Faculty of Pharmacy).
  – Talk on the subject of **"Gender-based violence in the law courts: myths and legends"** (organized by the Equality Committee of the Faculty of Medicine, together with the Committee on Intrafamily and Gender-Based Violence, of the Hospital Clínic).
  – Formal UB support for the **unified institutional manifesto against sexist violence**, undertaken by the Government of Catalonia; the provincial councils of Barcelona, Girona, Lleida and Tarragona; the federation of municipalities in Catalonia, and the Associació Catalana de Municipis i Comarques.

- **Action: organization of specific training activities to raise awareness about gender-based violence**
  – Participation in the planning of gender-specific courses and seminars, and of courses in the Women's Summer University. These activities are aimed at raising awareness and providing training on gender issues for staff in the university community and for the wider public.

- **Action: establishment of ties with local, regional, national and international public and private bodies committed to action against gender-based violence**
  – Participation of the chair of the UB's Equality Committee, as a representative of the Inter-University Council of Catalonia, in the ordinary meeting of the National Committee for Coordinated Intervention against Male Violence against Women, a body of the Government of Catalonia. The meeting included the presentation of the Comprehensive Intervention Programme against Male Violence against Women for 2012-2015 and the main developments and initiatives of the government to address male violence against women in the year 2013.

Objectives for the academic year 2013-2014

- To create the **UB Protocol for prevention, detection and action against situations of sexual or gender harassment, including cases of sexual orientation**.
- To prepare **indicators to measure the effectiveness** of actions taken and to optimize the mechanisms established to meet the UB's objectives for the prevention and eradication of sexual and gender-based harassment.
- To establish **complaints procedures and procedures for the coordination** of support structures assisting victims.
- To create **victim support structures** and give them the financial and human resources needed for implementation.
- To organize **training activities for teaching and research staff, administrative and service staff and students** aimed at preventing and detecting situations of discrimination and gender-based violence.
- To prepare the **Third Equality Plan of the University of Barcelona**.

5.8 WORK-LIFE BALANCE

Because the UB is committed to giving staff every opportunity to maintain a healthy work-life balance, two projects have been implemented for administrative and service staff.

- In the first project, staff were given a pool of 56 hours for the year to improve their work-life balance. Participation in the project was voluntary. A subsequent study among participants showed that 73% of requests were made to deal with personal duties and errands, while 18% were for taking care of children, 6% were for taking care of parents and 3% were for taking care of other relatives.
- The second project focused on time management. Participation was again voluntary. All participants had to complete a compulsory online questionnaire to identify how they use their time at work and they immediately saw how the time needed to complete compulsory work could be reduced by fifteen minutes. Based on the information received, the aim was to offer training for staff to make better use of their time at work. Participation in the project was 87.77%. Among civil servants, the participation was 95.12%, while it was 81.79% for university-contracted staff.

Objectives for the academic year 2013-2014

The two projects will be repeated in 2014. As part of the time management project, a training course will be offered to help staff make better use of their time at work.

5.9 SUPPORT FOR ADMINISTRATIVE AND SERVICE STAFF WITH SPECIAL REQUIREMENTS

In 2013, the Office of the Vice-Rector for Administration and Organization set up the Committee for the Surveillance and Prevention of Psychosocial Problems, which has a twofold mandate: to intervene directly in coordinating the institutional response to complex difficulties encountered by individual members of the administrative and service staff, and to work with other UB services and structures to determine optimum solutions to the cases reported.

The Committee is also intended to be a forum for reflection on the psychosocial problems identified, with a view to designing and implementing effective prevention mechanisms. The outcomes of each case will be filtered into a series of general recommendations to build a comprehensive body of knowledge from which to analyse and address future problems.

The Committee is formed by the vice-rector for Administration and Organization (who acts as Chair), the Commissioner for Social Development and Ageing, the president of the Gender Equality Committee, the director and assistant director of the Area of Organization and Human Resources, the manager of the Office for Conflict Resolution and Mediation, the head of the Health, Safety and Environmental Issues office, the presidents of the representative committees for administrative and service staff (civil servants, on the one hand, and university-contracted staff, on the other), and delegates from the various unions representing administrative and service staff at the UB.

5.10 OFFICE FOR CONFLICT RESOLUTION AND MEDIATION

The aim of the Office for Conflict Resolution and Mediation is to create permanent and fluid mechanisms of communication for any members of the teaching and research staff or administrative and service staff who are experiencing an interpersonal conflict that is affecting their job performance or personal integrity.

+ information

Users by group

Students (4%)
Teaching and research staff (14%)
Administrative and service staff (82%)

5.10.1 Cases addressed

CASES ADDRESSED	2010	2011	2012	2013
Total cases	30	24	23	28***
Cases resolved	70%	71%	89%	93%
Teaching and research staff	7	6	2	4
Administrative and service staff	23	18	19	23
Students	–	–	2**	1**
Women	18	19*	17	21
Men	12	8*	6	7
Teaching and research staff: Women	4	5	2	2
Administrative and service staff: Women	14	14	14	18
Students: Women	–	–	1	1
Teaching and research staff: Men	3	3	0	2
Administrative and service staff: Men	9	5	5	5
Students: Men	–	–	1	–

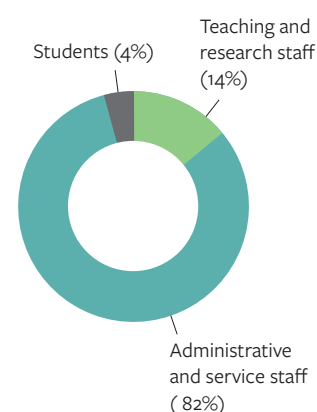**Users by gender**

Men (26%)
Women (74%)

* The total number of users requesting intervention (men and women) was 27. This is not the same as the total number of cases (24) because some cases involved more than one person.

** These cases have always been referred to the Office of the Vice-Rector for Students, because the Office for Conflict Resolution and Mediation does not deal with student issues.
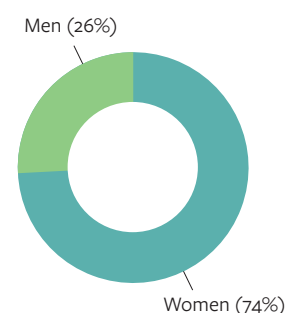
*** Total cases for 2013 include new cases and unresolved cases from earlier years. For the other years, the figure for total cases only reflects new cases.

Source: Office for Conflict Resolution and Mediation

The Office for Conflict Resolution and Mediation responded to 28 requests for assistance in 2013. Of this total, 26 were new cases and two related to older cases.

As the table below shows, the group that made the greatest number of requests to the Office for Conflict Resolution and Mediation was the administrative and service staff, accounting for 82% of users.

A breakdown of the data by gender shows the majority of users in 2013 were women (74%).

5.10.2 Sources of consultation

The figure on the right shows the units or other sources of cases received by the Office for Conflict Resolution and Mediation.

The chart continues to reflect a high percentage of cases reaching the Office for Conflict Resolution and Mediation directly from the affected person on the advice of colleagues. These cases, which are identified in the chart under the category *Colleagues*, represented 37% of total cases in 2013.

Sources of consultation
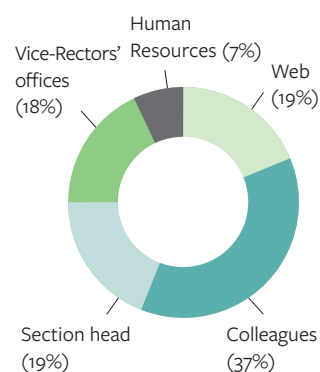
5.10.3 Stages of conflict

- **Personal Attention.** The first step is to work with the user to analyse the conflict. As a result of this activity, four alternatives are possible. The user may decide to stop at this point, taking the institutional support as a positive stimulus to try to change his or her relationship with the environment. The other three alternatives are: mediation, inter-mediation and referral of the case to another unit. The Office takes a decision regarding which of these options is most appropriate based on the type of conflict.

- **Mediation.** After identifying and working on the conflict separately with the involved parties, the parties agree to meet and find a joint solution in the presence of mediator(s). In this case, there are individual sessions and joint sessions involving the parties in conflict.

- **Inter-mediation.** When mediation is not possible because of any hierarchical relationship among the involved parties, the Office works separately with the parties involved in the conflict and the parties do not sit down together to agree a solution. In these cases, mediators manage the process to reach a solution.

- **Referral.** When the cause of the conflict is not interpersonal or mediation is not possible, the Office refers the situation to the corresponding unit.

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

Case management*
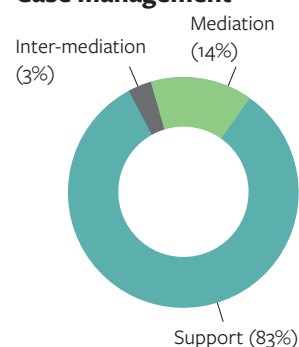
* Cases referred to other units are counted within the category *Support*.

5.10.4 Other activities

In addition to routine activities as the body responsible for managing conflicts among UB staff, the Office for Conflict Resolution and Mediation carried out other activities in 2013. Highlights include participation in the 13th Conference on Inspection Services at Universities, at which the Office was unveiled to the other participating universities of Spain. Another positive experience was the Office's participation in the Committee for the Surveillance and Prevention of Psychosocial Problems, led by the Office of the Vice-Rector for Administration and Organization.

Fulfilment of objectives for 2012-2013

- Last year's report set the objective of organizing a meeting with UB managers and supervisors, in collaboration with the offices of the vice-rectors responsible for administrative and service staff, teaching and research staff, and Human Resources to spread a culture of mediation. In the end, however, the meeting did not take place.

- There was also an objective to run a course for administrative and service staff and teaching and research staff managers and supervisors on conflict resolution through mediation. However, budget constraints limited the offering to a course for administrative and service staff managers and supervisors.

- Lastly, there was an objective to provide the Office with the basic staff needed, but the current economic situation prevented this from happening.

Objectives for the academic year 2013-2014

- **Diffusion.** To spread and strengthen a culture of mediation, a series of specific actions is envisaged:
  – Presentation of the Office to the Conference of Deans.
  – Organization of a meeting with UB managers and supervisors to raise awareness about mediation, drawing on the direct collaboration of the offices of the vice-rectors responsible for administrative and service staff, teaching and research staff, and Human Resources.
  – Awareness-raising sessions for faculties and schools.
  – Training on mediation for teaching and research staff (pending the ICE programme for the academic year 2014-2015).
  – Design and printing of postcards to help publicize the Office.
  – Development of a project to expand the scope of the Office's action to students in addition to teaching and research staff and administrative and service staff.

- **Staffing.** The Office was created without any staff. After completion of what could be called a "pilot" period and the consolidation of the Office as a tool for conflict resolution, it is still necessary to provide the basic staff needed to do the task.

5.11 OMBUDS OFFICE

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

In the academic year 2012-2013 (specifically, from 1 September 2012 to 31 August 2013), the Ombuds Office initiated proceedings in 141 cases involving issues presented by members of the university community. Of these proceedings, 108 are closed and 33 are still under analysis because of their special complexity.

+ information

RESPONSIBILITY
TO THE ENVIRONMENT

6

Responsibility to the environment[1]

6

6.1 THE UB SUSTAINABILITY PLAN AND A REVIEW OF ITS DEVELOPMENT

In July 2012 the UB Senate approved a Sustainability Plan, which sets out ten strategic lines for specific subjects or areas of work. For each strategic line, a set of operational objectives were defined and a series of specific actions were established to meet each objective. In total, 128 actions were established, in addition to 16 that did not appear on the original list and remain contingent on the availability of resources or on implementation opportunities.

The Sustainability Plan Monitoring Report 2013 provides a review of the first steps, which cover the academic year 2012-2013 and the first half of 2012.

+ information: Sustainability Plan and OSSMA

6.2 THE UB'S ENVIRONMENTAL INDICATORS

This section shows the UB's performance against the set of environmental indicators requested in the guide provided by the Global Reporting Initiative (GRI).

---

[1] The source for all information in this section is OSSMA.

Main associations to which the UB belongs (such as industry associations) and national and international organizations it supports

- European Agency for Safety and Health at Work (1998)

- Committee for Environmental Quality, Sustainable Development and Risk Prevention of the Conference of Rectors of Spanish Universities (CRUE) (2003)

- Waste return network Xarxa Retorna (2011)

Externally developed social, environmental and economic principles or programmes, and other initiatives to which the organization subscribes or endorses

- CRE Copernicus Charter (University Charter for Sustainable Development) (1993)

- Citizen Commitment to Sustainability 2002-2012, part of Barcelona's Agenda 21 initiative (2002)

- The Catalan Strategy for Sustainable Development (2010)

- The Catalan Zero Waste Strategy Residu Zero (ECRZ) (2011)

- Commitment to the Higher Education Sustainability Initiative of the Unesco Rio+20 Summit (2012)

- The People's Sustainability Treaty on Higher Education (2012)

Direct energy consumption by primary source

This indicator is not applicable to the UB, because the UB does not consume primary energy. However, it should be noted that the UB does produce a small amount of this energy, which it then sells.

RESULTS 2010-2013	COMMENTS (TREND, OBJECTIVES, ETC.)	EXAMPLE OF PROJECT / INITIATIVE	SOURCE
0 GJ	– The UB does not consume primary energy; it acquires and consumes intermediate energy from external sources. As such, only direct solar energy is applicable for this indicator. However, as the energy produced is viewed comprehensively, the end result for this indicator is always zero.	– Photovoltaic installations in the Atrium of the Faculties of Physics and Chemistry, in operation since 2004.	– Administration at Physics and Chemistry

	2010	2011	2012	2013
Direct primary energy acquired	0 MWh	0 MWh	0 MWh	0 MWh
Direct primary energy produced	46.0 MWh	34.9 MWh	38.2 MWh	27.6 MWh
Direct primary energy sold	46.0 MWh	34.9 MWh	38.2 MWh	27.6 MWh

Indirect energy consumption by primary source

	RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	SOURCE
	2010	2011	2012	2013		
Electricity (GJ)	183,560	173,327	171,225	163,152	As the UB does not consume fossil fuels in order to generate intermediate energy, the only available data relates to the acquisition and consumption of intermediate energy.	Building Works and Maintenance, from supplier invoices
Natural gas (GJ)	70,338	50,631	57,914	52,558		

Initiatives carried out in 2013 for the provision of energy-efficient or renewable energy-based products and services, and reductions in energy consumption as a result of these initiatives

ACTION	DESCRIPTION	PROJECTED ENERGY SAVING	PROJECTED COST SAVING
Replacement of fluorescent lighting with LED lighting in common areas of the Historic Building	– 34 fluorescent lights powered by electromagnetic ballasts were replaced by 34 LED tubes, a more efficient lighting system that lowers energy consumption.	5,930.5 kWh per annum	830 € per annum
Efficiency improvements to the lighting of the Historic Building car park	– Replacement of 12 existing floodlights that offer vertical lighting and no reflectors (160 W) with a similar style of mercury vapour lamps that are positioned horizontally and have aluminium reflectors (70 W). The new model not only improves the colour of the light and the degree of luminosity, but also reduces the loss of light upward and thereby contributes to lowering the light pollution. – Optimization of the hours the lighting is in use by installing a twilight switch instead of a clock and leaving only one circuit with four points of permanent light and another circuit for the remaining lighting, which goes off each day at 11 pm.	6,326 kWh per annum	885 € per annum
Replacement of conventional fluorescent lighting by LED lighting at the Faculty of Economics and Business (Diagonal, 690).	– The building of the Faculty of Economics and Business has a large expanse of hallways and vestibules on the ground floor. Bearing in mind the large number of lights installed to illumine this area, Building Works and Maintenance has conducted a study with the aim of lowering the consumption of electricity and improving energy efficiency without affecting the degree of illumination. – Given the difficulty of carrying out work across the entire ground floor, activity was limited to an initial stage focusing on replacing 200 convention fluorescent bulbs (36 W), which had an installed capacity of 7.36 kW, with LED lamps. The total power used dropped by 56%.	15,475 kWh per annum	2,166.53 € per annum

Turning to water, consumption was reduced in the two fishponds on the Finca Pedro i Pons. Previously, oxygenation was achieved through constant renewal, so action was needed to lower water consumption.

By installing a pump-driven water circuit in each pond to recirculate the water, it has been possible to power a vertical jet of water to oxygenate the ponds. This system reduces the water consumption per annum by more than 99%, because it is necessary now only to maintain the level of the ponds by counteracting water lost through evaporation and to renew the water periodically.

Total water withdrawal by source

	RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	SOURCE
	2010	2011	2012	2013		
m³/year	300,441	278,569	289,110	298,979	Total water consumption is equivalent to the quantity provided by our supplier.	Building Works and Maintenance, from supplier invoices

Total direct and indirect greenhouse gas emissions, by weight

RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	SOURCE
2010	2011	2012	2013		
14,701	15,869	17,726	14,383	These figures, expressed in tons of CO_2 per year, correspond exclusively to indirect electricity and gas consumption, since the UB does not consume direct energy. Although UB energy consumption fell over the past three years, emissions vary because the mix of energy production changes and this alters the emission factor.	Calculated by applying the emission factors associated with energy published annually by the Climate Change Office (OCC) of Catalonia to the UB's electricity and gas consumption.

NOx, SO$_2$ and other significant gaseous emissions, by type and weight

Values for NOx and SO$_2$ emissions associated with electricity consumption, calculated by applying the emission factors for electrical energy production published each year by the WWF Electricity Observatory.

	RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	SOURCE
	2010	2011	2012	2013		
SO$_2$	12,951	20,029	24,495	17,539	These figures, expressed in kilograms per year, relate exclusively to electricity consumption. Although UB energy consumption fell over the past three years, emissions vary because the mix of energy production changes and this alters the emission factor.	Calculated by applying the emission factors of electrical energy production published annually by the WWF Electricity Observatory.
NO$_x$	11,064	15,166	17,360	12,282		

Total weight of waste generated, by type and treatment method[2]

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
200301	General waste	870,034	754,938	756,944	–	Estimates based on information provided by cleaning and catering contractors on volumes of waste collected at UB faculties and schools.
200108	Organic material	810,563	223,200	414,773	–	
150101 -200101	Paper and cardboard	556,070	863,228	842,070	–	
150102 -150104	Light packaging	60,032	93,225	86,196	–	
150107	Glass	73,448	137,118	100,659	–	
200121	Fluorescents	2,626	1,527	1,824	1,582	Ambilamp
161604	Batteries	347	794	493	–	Pilagest
080318	Ink and toner cartridges	1,645	2,167	1,687	2,256	Dr Trueta Humanitarian Foundation for the 3rd and 4th Worlds
200135 -200136	Electric and electrical equipment	6,770	7,180	5,025	5,168	Barcelona City Council, Ecocat
140602	Halogenated compounds	11,689	12,122	11,203	10,444	Ecocat, GRS
140603	Non-halogenated compounds	13,845	12,553	10,507	11,556	Ecocat, GRS
0601XX	Inorganic acids	7,663	4,854	5,923	8,246	Ecocat, GRS
0602XX	Inorganic bases	2,113	4,563	2,937	2,196	Ecocat, GRS
160508	Organic solutions or solutions with high chemical oxygen demand	1,018	1,408	1,517	1,862	Ecocat, GRS
160507	Inorganic compounds	1,711	2,489	2,944	2,761	Ecocat, GRS
1302XX	Oils	57	415	160	637	Ecocat, GRS
160403 - 160509 - 1609XX	Hazardous waste	2,953	2,128	852	311	Ecocat, GRS

[2] All values are expressed as kg per annum. At the time of preparing this report, the data corresponding to battery waste had not yet been received. In the case of municipal waste, the waste is managed through a system of municipal collection. For other categories of waste, collection and treatment are carried out by operators authorized by the Catalan Waste Agency, ARC (see the information in the "Source" column above).

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
160506	Expired reagents	774	1,079	3,446	1,895	Ecocat, GRS
150202 - 090199	Contaminated solids	1,882	2,203	2,052	3,836	Ecocat, GRS
150110	Contaminated packaging	4,060	5,428	5,720	5,798	Ecocat, GRS
090103	Photographic developer	360	540	420	300	Biotur
090104	Photographic fixer	360	120	180	240	Biotur
180101 - 180103 - 180201-02	Biohazardous material (group III)	26,283	25,921	26,401	17,028	Cespa, GRS
180108 - 180207	Cytotoxics (group IV)	16,464	12,477	13,784	7,893	Cespa, GRS
180202-03	Animal remains	14,121	13,292	13,218	12,778	Seiaco, Sereca-Bio

OSSMA sustainability actions

In accordance with the OSSMA action plan for 2013, a number of measures designed to improve sustainability were carried out:

OBJECTIVE	ACTION
Control and monitoring of environmental management	– Updating sustainability indicators for the different areas of the UB. – Compilation of indicators on health, safety and sustainability for the Report on Social Responsibility 2012-2013. – Performance of tasks identified by the technical secretariat of the UB Senate's Executive Committee on Sustainability. – Updating of the management database for the Sustainability Plan.
Raising awareness of the UB's natural heritage in the university community and society in general	– Organization of guided visits to the gardens of the Historic Building and addition of this activity to the Barcelona City Council's programme of activities on environmental education (→LE1.23).
Information on sustainability standards applicable to buildings	– Design and installation of signage displaying energy saving activities that have been applied in UB faculties and schools (→LE2.22).
Preparation of mobility plans for the various campuses	– Participation in the working group on mobility for the Diagonal campus and preparation of a mobility plan in coordination with the UPC and the Barcelona City Council (→LE3.13).
Working with the competent authorities to promote sustainable mobility in the university environment.	– Request to the competent authorities to organize the streets, pavements and street-level parking on the Diagonal campus (→LE3.45).
Improvement of information on sustainable mobility	– Administration of the first periodic mobility survey to the university community and publication of the results (LE3.62).
Raising awareness on the responsible use of energy and natural resources	– Preparation of a handbook on good practices and criteria for the responsibility consumption of energy and water (LE5.22). – Dissemination of the energy consumption of the buildings and the associated impact to the university community (LE5.25).
Control and monitoring of the consumption of energy and natural resources	– Conducting a thermographic study of the behaviour of UB buildings to detect losses to the surroundings (→LE5.3).
Reduction in the amount and hazard of generated wastes	– Conducting a waste prevention diagnostic at the Faculties of Physics and of Chemistry (→LE6.11, →LE2.32, →LE10.13).

OBJECTIVE	ACTION
Participation in existing social networks engaged in the definition of the zero waste model	– Participation in the committee promoting the Catalan Zero Waste Strategy "Residu Zero" and in the Third ECRZ Forum (LE6.21). – Coordination of the zero waste network Xarxa d'Universitats Residu Zero, in collaboration with the UPC, to promote and implement the zero waste model (LE6.22). – Managing the formal establishment of the Xarxa d'Universitats Residu Zero as a working group of the Catalan Association of Public Universities (→LE6.22).
Improvement of waste management	– Regularization of the administrative documents relating to UB faculties and schools generating special waste (LE6.35).
Promotion of participation by members of the university community in the creation and implementation of the Sustainability Plan	– Preparation of the draft annual report of the Sustainability Plan for the academic year 2012-2013 (→LE7.22).
Integration of sustainability into the institutional communication strategy	– Monthly preparation and circulation of a series of information on good environmental practices 2.0 through the blog of the Sustainability Plan (→LE7.31). – Adapting messages on sustainability generated by OSSMA to the communication formats of UB faculties and schools (screens and panels) (≫LE7.31).
Promoting collaboration with other organizations that share interests in the area of sustainability	– Collaboration with the Destapa Solidarity Programme of the GAEM Foundation to put collection bins for bottle tops in the CRAI libraries (→LE8.12).
Facilitating training in good practices	– Preparation of an online training resource on sustainability that is adapted to different administrative and services staff job types (LE9.22).
Improving the integration of sustainability in research activity	– Identification of degrees, subjects and teaching staff so that bachelor's degree students can prepare final projects and master's students can carry out research projects related to the Sustainability Plan and activity in UB faculties and university schools (→LE10.13).

The bracketed numbers in the table above indicate how each OSSMA action corresponds to actions in the UB's Sustainability Plan. The arrow indicates that the action is only part of the corresponding action in the Sustainability Plan, while the absence of an arrow indicates that the respective actions are wholly the same.

Significant environmental impact from transporting people, products and other goods and materials used in UB activities

Information on mobility impacts and other activities proposed in the strategic line on mobility in the Sustainability Plan have been presented under indicators EN7 and EN20.

Breakdown of environmental expenditure and investment by type

	RESULTS			COMMENTS (TREND, OBJECTIVES, ETC.)	EXAMPLE OF PROJECT / INITIATIVE	SOURCE
	2010	2011	2012			
Waste management	328,426 €	286,879 €	262,456 €	Placeable in the category "Costs of waste disposal".		Accounts, Assets and Procurement, OSSMA
Environmental actions	36,203 €	25,598 €	6,126 €	Placeable in the category "Costs of environmental management and prevention".	Support for environmental management, mobility plans, air pollution control, bicycle promotion, etc.	OSSMA

Research projects related to the environment and sustainability

COMPETITIVE CALLS	RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	SOURCE
	2010	2011	2012	2013		
Contracts	12.6%	13%	8.5%	16.5%	Research contracts on sustainability subjects have fallen in the last three years. In a context of crisis and cuts to funding for research, this can be interpreted as a decline in the importance of the subject of sustainability relative to other sectors	Research management
	22.3%	18.4%	13.6%	11.5%		
Total	**17.7%**	**15%**	**11.0%**	**12.3%**		Bosch i Gimpera Foundation

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

2013	SUSTAINABILITY PROJECTS	TOTAL PROJECTS	PERCENTAGE
GREC*	17	103	16.5%
FBG	61	530	11.5%
Total	**89**	**633**	**12.3%**

* The number of projects won in competitive calls is provisional, because the projects are added gradually by researchers to the GREC research management software. As a result, the absolute number of projects is not yet comparable to figures for previous years.

RESPONSIBILITY
TO THE COMMUNITY

7

Responsibility to the community

7

7.1 SUPPLIERS

Legislation on public tenders and other regulations applicable to contracting clearly define the procedures to be followed. Great emphasis is placed on open competition and objectivity to ensure equal treatment for all suppliers when contracts are awarded.

In common with other public authorities, the UB has a transversal conception of public tenders, holding that they should further principles and values of general interest. This entails transforming public tenders into a tool employed in the service of social responsibility: as a tool, such tenders should go beyond the mere completion of a building project, the provision of a service or the acquisition of supplies.

Fulfilment of objectives for 2012-2013

The Office for Internal Control, Risks and Corporate Social Responsibility set a objective for 2013 to introduce terms and conditions of a social nature in contracts put to public tender by the University of Barcelona. This objective was not met. However, important strides were made: the necessary internal processes are now in place and contacts have been forged with Barcelona Activa, a crucial step in the implementation of the entire process. At the time of preparing this report, the only remaining step was to sign the necessary agreements.

Objectives for the academic year 2013-2014

The objective is to ensure that UB public tenders in 2014 include terms and conditions of a social nature in line with the university's internal regulations and that these terms and conditions are used in new contracts.

7.2 UB ALUMNI

The UB Alumni Agency is a service aimed at former students and friends of the university, including teaching and research staff and administrative and service staff. The goal is to help maintain their ongoing association as members of the UB community.

Friends of the UB are individuals who are members of the UB Alumni Agency even though they are not UB graduates. They are typically part of the following groups:

- Administrative and service staff or teaching and research staff who are not UB graduates.
- People who have studied at the UB but not graduated.
- People with ties to the UB who apply for Alumni membership.

+ information

7.2.1 UB alumni clubs and elders

The alumni clubs are groups of former students who share the same sector or functional interests or who, in some cases, reside in the same area. The goal of the clubs is to promote the creation of professional networks and to organize leisure activities such as dinners and outings.

The Alumni Council, which was known as the Council of Notables prior to 2013, is made up of former students who have had distinguished careers and can contribute to raising the quality and excellence of the UB.

	RESULTS				FULFILMENT OF OBJECTIVES		OBJECTIVES	
	2010	2011	2012	2013	2013		2014	2015
Council members	46	51	58	58	60	√*	60	60
Number of clubs	15	24	27	31	30	√	30	30

* In 2013, the objective size of the UB Alumni Council was set in the region of 60 members to avoid problems related to excessive growth. As a result, the figure of 58 members in 2013 is viewed as satisfactorily meeting the objective.

Source: UB Alumni

The Council began working internally on the redefinition of its objectives and functions after a period of growth in membership. The aim is now to adopt a form and structure that enables members to give support to the UB's highest priority projects. Along these lines, seven projects instigated in 2013 attracted the involvement of Council members and the goal is to increase this number in 2014.

In light of the reduction in available resources, the UB Alumni Agency did not focus efforts on increasing the number of clubs. Rather, the goal was to maintain the existing clubs and ensure their quality.

7.2.2 Activities

In 2013, UB Alumni organized, collaborated in or took part in dozens of activities, including talks, conferences, workshops, excursions and more.

People attending the activities had the opportunity to complete a questionnaire rating the quality of the activity and identifying areas for improvement.

	RESULTS				FULFILMENT OF OBJECTIVES		OBJECTIVES	
	2010	2011	2012	2013	2013		2014	2015
Overall satisfaction	60%	76.8%	83.3%	85.7%	85%	√	85%	85%

Source: UB Alumni

7.2.3 Transmetre

The Transmetre programme was created under the guidance of Ricard Fornesa, UB alumni, member of the Alumni Council and honorary chairman of La Caixa, CaixaBank and Agbar. The aim of the programme is to enable alumni to receive mentoring from members of the Alumni Council to help them in their professional careers.

The mentoring is given at meetings of up to fifteen people. Council members draw on their knowledge and experience to advise the alumni who attend.

7.3 UNIVERSITY OF EXPERIENCE

The University of Experience (*Universitat de l'Experiència*, UdE) is aimed at learners aged fifty-five years and over, offering a series of integrated and UB-accredited university courses that are one to three academic years in length and have no educational prerequisites.

Each curriculum combines specific subjects that provide the necessary foundation as well as bachelor's degree subjects in which UdE students share the classroom with students pursuing their bachelor's degree.

+ information

The University of Experience pursues the following goals:

- To offer university training and promote culture at later stages of life.
- To facilitate the integration of older people in the sociocultural context of the university.
- To encourage inter-generational communication through university studies.
- To offer a meeting place where students can share a new cultural experience.

The table below shows how the UdE's course offering has developed over time:

UNIVERSITY OF EXPERIENCE COURSES	2010-2011	2011-2012	2012-2013	OBJECTIVES 2013-2014	OBJECTIVES 2014-2015	OBJECTIVES 2015-2016
Libraries and Archives in the Digital Age*	√	√	√	√	√	√
Language and Literature	√	√	√	√	√	√
Education and Citizenship**	√	√	√	√	√	√
Psychology	√	√	√	√	√	√
Philosophy		√	√	√	√	√
History of Art			√	√	√	√
Health and Wellbeing			√	√	√	√
Food and Gastronomy				√	√	√
History, Society and Territory				√	√	√
Astronomy and Meteorology					√	√
Biology: the Human Being and Biodiversity					√	√

* In 2010-2011 it was called Information, Documents and Libraries for the Individual. In 2011-2012, it was called Information Management for the Individual.

** In 2010-2011 it was called Teaching and Society and in 2011-2012 it was called Education and Society.

Source: University of Experience

The UdE also has agreements with other units and institutions to organize additional training courses and social and recreational activities.[1] The offering for 2012-2013 included:

● English and French courses.

● Physical activity courses (a Qigong course and another physical activity course).

● Music courses.

In addition, the UdE organizes talks, workshops, trips and other activities at the behest of the different programmes or the students themselves. These events are open to all registered participants.

Fulfilment of objectives for 2012-2013

The objective set in last year's report was to increase the course offering by two for 2012-2013. This was met thanks to the addition of courses in health and wellbeing and in history of art. In addition, we redesigned our programmes on education and society and on information management for the individual. In total, we offered seven different programmes, which drew a total of 468 registered students. We also expanded the programme in psychology for students who had enrolled in this discipline in 2011-2012.

---

[1] These courses and activities are open not only to UdE students but also to other UB groups, provided that the individuals are 55 years of age or over and there are available places.

Objectives for forthcoming years

- The aim of the UdE is to increase the number of courses on offer each year and to involve as many faculties and university schools as possible in the provision of studies adapted to the UdE programme.

- For 2013-2014, we will once again expand the programmes in psychology, philosophy, and language and literature.

- With the addition of the two new programmes mentioned above, one in the Faculty of Geography and History and one at the Food and Nutrition Torribera Campus, the UdE will offer a total of nine training programmes in the academic year 2013-2014, with an expected enrolment of nearly 800 students.

7.4 UB VOLUNTEERING

UB Volunteering is open to the university community and the general public and has the goal to create a university that shows greater solidarity and commitment to civil society, organizing or collaborating in activities in support of local charitable organizations.

+ information

ACTIVITIES WITH UB VOLUNTEERING PARTICIPATION				
ACTIVITY	COLLABORATING ORGANIZATION	2012	2013	OBJECTIVES 2014
Training course on care and neurological diseases	Friends of Neurology	√	√	√
Food collection on Bellvitge Campus and at the Historic Building	L'Hospitalet Red Cross	√	√*	√
Studies Solidarity Olympics at the UB libraries	United Nations Association of Spain	√		
Toy collection	Youth Red Cross	√	√	√
Model United Nations	United Nations Association of Spain		√	
Clothing collection	Arrels Foundation and Formació i Treball Foundation		√	√
Conference to raise awareness of the International Day for the Eradication of Poverty	Arrels Foundation		√	√
Guided tour of the Arrels Foundation	Arrels Foundation		√	
Walk to combat sleeping in the street	Arrels Foundation		√	
Winter volunteering	Arrels Foundation		√	
Support to the distance learning project	AUXILIA: volunteering for the social and cultural integration of people with disabilities		√	
Food collection	Food Bank		√	√
Trailwalker	Intermón Oxfam		√	
Commemoration of World Water Day	Intermón Oxfam		√	
Solidarity yoga course	Intermón Oxfam		√	
Medicine collection	Drug Bank		√	√

Blood drive	Banc de Sang i Teixits		√	√
Cursa dels Nassos (10 km run)	Càritas		√	√
Primary school tutoring	Catalunya-La Pedrera Foundation		√	√
School tutoring	Fundació Centre Obert Joan Salvador Gavina		√	√
Summer camps	Fundació Centre Obert Joan Salvador Gavina		√	√
Christmas dinner for the disadvantaged	Community of Sant'Egidio		√	√
Solidarity calendar 2014	CRAI		√	√
Hygiene products collection	CRAI (organizer) and Arrels Foundation (charitable body)		√	
Visits with the Elderly	Amics de la Gent Gran			√
Volunteering with young children	Casal dels Infants			√
Bone marrow drive	Vicente Ferrer Foundation and the Banc de Sang i Teixits			√
Culture recycling drive **	Servei Solidari			√

* Food was collected only at the Bellvitge campus.

** This activity was aimed at collecting books from the university community in order to offer them on Sant Jordi's Day in exchange for a donation.

Source: Committee for Social Development and Ageing

Summary of UB Volunteering activities in 2013

Collaborating organizations	14
Total activities	24
Total volunteers	1,846
Toys collected	800
Blood donated (in litres)	769
Hygiene products collected (in kilos)	200
Monetary donations (in euros)	2,363
Food collected (in kilos)	1,781
Clothing collected (in tonnes)	3

Fulfilment of objectives for 2012-2013

As the above table shows, UB Volunteering carried out all of the activities proposed in last year's report, and many others.

Objectives for the academic year 2013-2014

In addition to the objectives set out in the table above, UB Volunteering is also set in 2014 to collaborate with the Arrels Foundation on new activities. Two collaboration agreements have also been signed with Càritas and the Joan Salvador Gavina Foundation.

7.5 THE UB AS A HEALTH-PROMOTING UNIVERSITY

The concept of the *health-promoting university* grows out of the idea that the promotion of health can be an integral part of the UB's policy. We believe that this concept helps the UB to build deep involvement, provide better services and, ultimately, add value to the university community. The promotion of healthy habits among UB staff and students is also a significant bonus, encouraging the adoption of healthy lifestyles.

Under an agreement between the Institute for Pharmaceutical Medicine and the UB, eye check-ups were held in the academic year 2012-2013 to achieve early detection of glaucoma and dry eye problems. The check-ups took place in the Historic Building and in the faculties of Physics, Chemistry, Pharmacy, Law, and Economics and Business. In total, 1,944 students, administrative and service staff, and teaching and research staff underwent tests for glaucoma and 49 had tests for dry eyes.

+ information

Objectives for the academic year 2013-2014

A new project to promote health will be launched in two phases. In the first phase, students in health sciences will receive teacher training in civic education focused on the initial management of life-threatening situations. In the second phase, the students will disseminate knowledge through training sessions aimed at the UB's university community (staff and students).

7.6 UB SOLIDARITY FOUNDATION

The Solidarity Foundation was set up in 1996 on the initiative of the Món-3 Foundation and the UB to promote human rights and social action in keeping with universities' responsibility to society.

This section looks at projects that were new or ongoing in 2013. Any projects mentioned in last year's report are mentioned, but not described in detail.

+ information

7.6.1 International development cooperation in other countries

- Creation of the Centre for Comprehensive Training for young men and women from the indigenous reserve of La María (Colombia)
  PERIOD OF EXECUTION: 2011-2013

- **University extension course on models of social intervention and economic promotion for the rollout of public policies in Morocco (Figuig)**
  This project aims to provide training to politicians, local experts and leaders of civil society to implement public policies at the local level.
  PERIOD OF EXECUTION: November 2013-June 2014

- Treatment of industrial wastewater in the Luang Ning and Hanoi provinces (Vietnam)
  A final seminar was held to conclude a project on raising awareness about the environment and wastewater management in Hanoi.
  PERIOD OF EXECUTION: 2010-2013

- Training in human rights in Israel and the Occupied Palestinian Territories

As part of this project, an online university extension course entitled **International Law and Non-Violent Popular Struggle: Organizing for Social Change** was run in English.

PERIOD OF EXECUTION: 2013-2014

7.6.2 Prominent social action projects carried out in Spain

- The PAULA Peace Education programme

PERIOD OF EXECUTION: 2014

- **Implementation and first year of online master's degree specializing in Education for Sustainable Development and Global Citizenship**

This master's degree is aimed at education professionals. It gives them knowledge and tools to understand and critically assess the global reality and the dynamics of a globalized world. Students gain a deeper critical understanding of the educational models that underpin today's educational approaches to development and human rights.

PERIOD OF EXECUTION: 2011-2013

- **Youth-Directed Sensitization and Education about Development**

A variety of activities to raise awareness are offered to teachers to use in their classroom planning. The activities seek to increase student sensitivity and encourage research for peace, particularly in upper secondary school projects. Another goal is to reinforce learning objectives at that stage of students' education.

PERIOD OF EXECUTION: 2013

- Observatory on human rights and conflict

PERIOD OF EXECUTION: 2013

- Tardor Solidària (Autumn for Solidarity)

PERIOD OF EXECUTION: 2013

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

PERIOD OF EXECUTION: 2013

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

Social intervention activities were carried out in the neighbourhood of Torre Baró, centred around the management of a residential building for social housing handed over by the Barcelona City Council.

PERIOD OF EXECUTION: 2013

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

The programme assigns allotments to people at risk of social exclusion in the Barcelona Metropolitan Area. The first municipality in the programme was Sant Feliu de Llobregat, where some seventy allotments were set up. Next will be the municipalities of Rubí, Santa Coloma de Gramenet, Esplugues and El Prat de Llobregat.

PERIOD OF EXECUTION: 2013-2014

- **Call for financial assistance to people with dependent minors**
  A call was held to offer financial assistance to administrative and service staff at the UB who have dependent minors with some degree of disability. Some thirty awards of assistance were given at a total value of 50,000 euros.
  PERIOD OF EXECUTION: 2013

- **The European Democratic Memory: Beyond Nazism and Stalinism**
  Preparation of a white paper on European policies on memory. Shortly, the paper will be presented in publication, online and at a European meeting.
  PERIOD OF EXECUTION: 2013-2014

- **European Observatory on Memories**
  Creation of the European Observatory on Memories to coordinate European policies on democratic memory at the governmental level and in civil society. There are 22 members from twelve EU countries.
  PERIOD OF EXECUTION: 2013-2015

7.6.3 Other programmes

- Fun and Sports Day with the Quatre Camins Youth Detention Centres hosted by the UB.

- Fun and Sports Day bringing together UB students and people with mental disorders from the FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems).

- Participation in the solidarity committees of the Vives University Network and of the Catalan Association of Public Universities.

- Solidarity campaigns organized jointly with UB Volunteering (toy collection, book collection, food collection, blood drive, etc.).

- Collaboration with the Colombia in Peace campaign, in support of the negotiation process for peace in Havana.

7.6.4 Summary of funds invested in development cooperation projects in other countries and in social projects in Spain

The figures below include financial resources from outside funding sources as well as the UB's own financial investments in these projects.

Creation of the Centre for Comprehensive Training for young men and women from the indigenous reserve of La María	121,787.00 €
University extension course on models of social intervention and economic promotion for the rollout of public policies in Morocco (Figuig)	47,235.00 €
Treatment of industrial wastewater in the Luang Ning and Hanoi provinces (Vietnam)	152,720.00 €
Training in human rights in Israel and the Occupied Palestinian Territories	53,000.00 €
The PAULA Peace Education programme	53,000.00 €
Implementation and first year of online master's degree specializing in Education for Sustainable Development and Global Citizenship	114,296.00 €
Youth-Directed Sensitization and Education about Development	31,948.00 €

Observatory on human rights and conflict	9,357.00 €
Tardor Solidària (Autumn for Solidarity)	6,000.00 €
Technical assistance provided to local councils in the area of cooperation, peace education and social action	128,453.00 €
Social intervention project in the Barcelona neighbourhood of Torre Baró	20,000.00 €
Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area	83,534.00 €
Call for financial assistance to people with dependent minors	50,000.00 €
The European Democratic Memory: Beyond Nazism and Stalinism	75,000.00 €
European Observatory on Memories	100,000.00 €
Total funds	**1,046,330.00 €**

Source: The UB Solidarity Foundation

7.6.5 Budget

Percentage of funds from the Solidarity Foundation invested in development cooperation projects in other countries and in social projects in Spain in relation to the overall Solidarity Foundation budget.

BUDGET 2013	EUROS
Total budget	447,634.78
Investment in development cooperation and social actions	358,063.06
% of total budget invested in development cooperation and social actions	79.99%

Source: The UB Solidarity Foundation

7.6.6 Cooperative partners from Spain and abroad

– Spanish Agency for International Development Cooperation (AECID)
– Barcelona City Council
– Cornellà de Llobregat City Council
– Esplugues de Llobregat City Council
– L'Hospitalet de Llobregat City Council
– Molins de Rei City Council
– Montcada i Reixach City Council
– El Prat de Llobregat City Council
– Sant Adrià de Besòs City Council
– Sant Boi de Llobregat City Council
– Sant Feliu de Llobregat City Council
– Conseil Régional de l'Oriental (Morocco)
– Regional Indigenous Council of Cauca (Colombia)
– Besòs Consortium
– Spanish Stuttering Federation
– Món-3 Foundation
– Novact Foundation

– Figuig (Morocco)

– Javeriana University of Cali (Colombia)

– Al-Quds University (Israel)

– Gaston Berger University (Senegal)

– Hanoi National University (Vietnam)

7.7 LEARNING-SERVICE PROJECTS

7.7.1 The "Dret al Dret" learning-service project

This is a joint project conducted by members of the university community, social organizations, public entities and professionals concerned with attaining the specific goals set out below:

- Improving and encouraging the defence and exercise of the rights of less fortunate individuals and minority groups.

- Enhancing services aimed at groups that have greater difficulty gaining access to the social and legal resources required to defend their rights.

- Providing better services to organizations working to the same ends.

- Developing collaborative and working relationships between the Faculty of Law and public, social and professional organizations.

- Enhancing the training of Law students.

+ information

Given the large number of participating organizations and teaching staff involved, this is something of a unique project in the university and social panorama.

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

- Prison Law

- Human Rights

- Women's Rights

- Protection of Children and Adolescents

- Social Rights

- Gender and Anti-discriminatory Rights

- Civil Rights

- Environmental Law

- Real Estate Law and Mediation

- Consumer Rights

- Rights of Persons, Local Syndicates and Women in Management

- Functional Diversity

- Immigration

- General Law

7.7.2 Learning-service project of the Faculties of Education and Teacher Training

The faculties of Education and Teacher Training are taking a leading role in social responsibility, adding it to their traditional functions of training and scientific research.

Learning-service introduces the idea of civic commitment in higher learning and promotes innovation in educational methodologies, combining processes of knowledge acquisition and attainment of competences with service to the community.

The two faculties have institutionalized the approach and have an Office for Learning-Services, which runs the cross-disciplinary programme "Transversal" and promotes the inclusion of the methodology in classroom work.

+ information

"Programa Transversal"

This cross-disciplinary programme is made up of a series of projects on offer to students enrolled in different bachelor's and master's degrees within the faculties of Education and Teacher Training.

The projects are carried out in conjunction with various organizations in Barcelona and students generally receive credits for their involvement.

+ information

First-year students in Education, Social Education, Social Work, Early Childhood Education and Primary Education can take part in projects focused on:

- Encouraging reading.
- Spending time with at-risk children and young people.

Students in their second, third or fourth years or in the master's programme can take part in projects focused on:

- "En plenes facultats" prevention programme.
- Physical education and social and educational intervention.
- Education for peace, through upper secondary school research projects.
- Educational activities for children and young people at risk of social exclusion.
- School tutoring and recreational outings to learn about the surrounding environment.
- Rossinyol project.
- Classes for immigrants.
- School tutoring in a multicultural context.
- Learning support for project work.

PARTICIPATION IN THE "PROGRAMA TRANSVERSAL", BY PROJECT	
PROJECT FOCUS	**NUMBER OF STUDENTS**
Encouraging reading	76
Spending time with at-risk children and young people	30
"En plenes facultats" prevention programme	21
Physical education and social and educational intervention	41
Education for peace, through upper secondary school research projects	1
Educational activities for children and young people at risk of social exclusion	1
Rossinyol project	5
Classes for immigrants	5
School tutoring in a multicultural context	8
Learning support for project work	4
Total	**192**

Source: Office for Internal Control, Risks and Corporate Social Responsibility

The impact of the learning-service programme for education in the academic year 2013-2014 can be seen in the seventeen activities of this type across a variety of subjects.

7.8 CULTURAL ACTIVITIES

Over the course of the academic year 2012-2013, the UB, through the Office of the Vice-Rector for Institutional Relations and Culture took part in a variety of cultural activities, both in an organizational capacity and through participation in events organized by other institutions.

In the area of musical events, the 26th Season of Music brought 11 public concerts to the UB.

The UB held the 5th Cinema Season, which focused on the use of Richard Wagner's music in the movies, in commemoration of the bicentenary of Wagner's birth.

The 3rd Contemporary Dance Season included three showings of contemporary dance discussed in the context of dance and drama theory.

The theatre workshop Aula de Teatre organized the sixth theatre festival, with performances of eight works. And the Ferran Soldevila gardens of the Historic Building were the stage for a performance of *Ramayana*, one of the classic Hindu epics.

Poetry also played a part in the UB's cultural life thanks to the 19th Conference on Poetry and Mixed-Race Culture organized annually by the Aula de Poesia. This year's conference was entitled "Poetry: Rich Brother, Poor Brother".

The Office of the Vice-Rector for Institutional Relations and Culture also organized, gave support to and hosted ten cultural exhibitions (representing a range of themes and artistic disciplines), and a variety of culturally related activities, such as conferences, lectures, seminars, tributes, book or document launches, meetings and more. Under an agreement reached be-

tween the UB and the Sorigué Foundation, a contemporary art exhibition was held at the UB from 7 March to 26 July, featuring works by leading international artists.

With respect to the guided visits in the Virtual Museum, 360-degree views have been added for three areas of the Historic Building: the Sciences Courtyard, the Paranymph and the fisrt-floor landing of the Rector's Office.

The UB also hosted three events to celebrate the Any Espriu in commemoration of the poet and playwright Salvador Espriu.

Fulfilment of objectives for 2012-2013

The objectives set in last year's report have been met. The UB successfully maintained the number, diversity and quality of the activities on offer and integrated institutional relations within the remit of the Office of the Vice-Rector for Institutional Relations and Culture, which also took over administration of the summer programme Els Juliols.

Objectives for the academic year 2013-2014

To maintain the diversity and quality of the cultural activities for the academic year 2013-2014.

FINANCIAL
TRANSPARENCY

8

Financial transparency

8

8.1 FINANCIAL INFORMATION

Transfers from government are the principal source of the UB's income.

FINANCIAL RESOURCES (IN EUROS)	2010, WITHOUT HALLS OF RESIDENCE***	2011, WITHOUT HALLS OF RESIDENCE ***	2011	2012	2013****
Net income*	457,649,182	406,652,119	422,348,524	396,306,285	364,139,573
Significant financial resources**	341,356,731	284,489,235	284,489,235	260,030,868	237,995,416

* Includes liquidated budgetary rights (rights owed to the UB by third parties, acquired within the budgetary year, by which the debtor is bound to pay monies by a specific due date according to conditions established in corresponding documentation).

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

*** The data for the halls of residence were not fully integrated into the accounts until 2011. As a result, the column 2011, without halls of residence is provided to enable comparison with 2010.

**** Provisional data.

Source: Finance

PERCENTAGE OF INCOME RECEIVED IN LOANS	2010	2011	2012	2013**
Total income	457,649,182.38	422,348,523.98	404,172,336.26	371,996,991.97
Total loan income	13,115,542.45	12,638,418.72	104,144.51*	1,711,662.45
Percentage of income received in loans	2.87%	2.99%	0.03%	0.46%

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

** Provisional data.

Source: Finance

8.2 BUDGET

These figures come from official data presented in the UB's yearly accounts. With the exception of the provisional data for 2013, the figures have all been audited.

	2010	2011	2012	2013*
Budget outcome	7,448,002.12	–6,762,150.73	–3,423,948.37	–4,465,272.79
Accumulated deficit at 04/06/2013	–58,007,643.90	–66,040,975.79	–61,251,341.37	–60,172,182.43

* Provisional data.

Source: Finance

Budget history 2010-2013 (millions of euros)

BUDGET HISTORY	2010	2011	2012	2013*
Statement of expenditures				
Staff costs	285.289	282.571	267.071	264.45
Teaching and research staff	171.892	170.522	161.375	-
Administrative and service staff	91.388	89.357	82.8	-
Others	22.009	22.692	22.896	-
Current expenditure: goods and services	64.072	62.551	61.418	59.811
Financial costs	0.20	0.179	0.74	1.497
Current transfers	21.322	21.204	25.373	17.639
Real estate investments	58.427	46.38	41.733	39.685
Capital transfers	6.154	1.673	1.192	0.33
Financial assets	0.857	0.299	0.174	0.237
Financial liabilities	0.829	0.731	7.823	1.55
Total	**437.15**	**415.588**	**405.524**	**385.199**
Statement of revenues				
Taxes, public fees and other income	100.984	105.418	139.232	128.64
Current transfers	301.066	248.177	228.79	216.948
Income from equity	2.193	19.714	2.758	3.598
Capital transfers	40.29	36.312	31.241	21.047
Financial assets	0	0.089	0.047	0.052
Financial liabilities	13.116	12.638	2.104	1.712
Total	**457.649**	**422.348**	**404.172**	**371.997**

* Provisional data.

Source: Finance

APPENDICES

9

Appendix I.
On this report

The Office for Internal Control, Risks and Corporate Social Responsibility (OCIRIS) is in charge of compiling the UB's annual Report on Social Responsibility. When collecting the information needed to prepare this report, two different types of indicators are used: the standard indicators set out in the sustainability reporting guidelines of the Global Reporting Initiative and UB-specific indicators to provide a fuller picture of the actions being taken by the institution in this area.

Information for the indicators is requested from each manager in the different areas of the UB and from project managers whose projects play a significant role in the area of social responsibility owing to the projects' characteristics. These individuals supply OCIRIS with the information that appears in the report and they define the UB's goals for the coming years (some are set by the heads of units, while others are part of the UB Management Plan and are therefore set by the governing team).

Meetings are periodically held with the group of managers providing information for this report in order to detect and fix any shortcomings or limitations in the document and to propose potential improvements to the data-collection process or the organization of the information.

Lastly, the UB Committee for Social Responsibility, which brings together representatives of the main stakeholder groups (students, teaching and research staff, administrative and service staff, society at large) and the members of the governing team, checks the content of the report and proposes changes.

	NOTES TO THE REPORT	
3.1	Reporting period	2010-2013 – when the information is provided by calendar year. From academic year 2009-2010 to academic year 2012-2013 – when the information is provided by academic year. For some indicators, four years of information are not available
3.2	Previous report	Report 2011-2012, published in December 2013
3.3	Reporting schedule	Annual
3.4	Point of contact	Office for Internal Control, Risks and Corporate Social Responsibility
3.6	Scope of the report	The report refers solely to the UB and the Solidarity Foundation. It does not cover the entire UB Group
3.7	Limitations to the scope or coverage of the report	No specific limitations
3.9	Techniques for data measurement, bases of calculation, hypotheses and estimations applied	Each indicator has its own unit of measurement. Depending on the information for each indicator it is analysed by academic or calendar year
3.10	Description of the effect of any restatements of information included in earlier reports	Previous reports have been published at the end of the year. This year the date of publication has been advanced as much as possible
3.11	Significant changes regarding scope, coverage or calculation methods	None

Appendix II.
List of indicators

The present Report on Social Responsibility uses the sustainability reporting guidelines of the Global Reporting Initiative and it meets the requirements established therein for application at level A, as self-declared by the University of Barcelona.

To supplement the GRI guidelines, there is also a set of UB-specific indicators that provide information that is important to gaining a more accurate picture of the institution.

The table on the following pages provides information on each of the reported indicators or identifies where this information can be located. The table uses three symbols:

√ indicator reported

NA not applicable

→ indicator addressed in the notes attached at the end of this appendix

GRI INDICATORS					
ASPECT	**PR/AD**	**CODE**	**INDICATOR**	**STATUS**	**PAGES**
STRATEGY AND ANALYSIS					
	Pr	1.1	Statement from the most senior decision-maker of the organization on the relevance of sustainability to the organization and its strategy	√	5
	Ad	1.2	Description of the main impacts, risks and opportunities	√	38
ORGANIZATION PROFILE					
	Pr	2.1	Name of the organization	√	Appendix III
	Pr	2.2	Brands, products and principal services	√	11-38
	Pr	2.3	Operational structure	√	→
	Pr	2.4	Principal address	√	Appendix III
	Pr	2.5	Number of countries in which the organization operates and countries in which significant activities are carried out, or countries in which activities are carried out that have specific relevance to the aspects of sustainability considered in this report	√	Appendix III
	Pr	2.6	Nature of ownership and legal form	√	Appendix III
	Pr	2.7	Markets served	√	11-38
	Pr	2.8	Scale of the organization		→
	Pr	2.9	Significant changes, structure and property of the organization	√	9-10
	Pr	2.10	Awards and honours	√	→
REPORT PARAMETERS					
Profile	Pr	3.1	Reporting period	√	Appendix I
	Pr	3.2	Date of the most recent previous report	√	Appendix I
	Pr	3.3	Reporting schedule (annual, biannual, etc.)	√	Appendix I
	Pr	3.4	Point of contact	√	Appendix I
Scope and coverage	Pr	3.5	Definition of contents of the report	√	86
	Pr	3.6	Scope of the report	√	Appendix I
	Pr	3.7	Limitations of the scope or coverage of the report	√	Appendix I
	Pr	3.8	Basis for reporting on collaborations, affiliations, leased facilities, outsourced operations and other entities, which might significantly affect comparability between periods and between organizations		NA
	Ad	3.9	Techniques for data measurement, bases of calculation, hypotheses and estimations applied	√	Appendix I
	Pr	3.10	Description of the effect of any restatements of information included in earlier reports	√	Appendix I
	Pr	3.11	Significant changes from previous reports regarding scope, coverage or calculation methods	√	Appendix I
GRI index	Pr	3.12	Table indicating the location of Standard Disclosures in the report	√	Appendix II
Verification	Ad	3.13	Policy and current practice with regard to seeking external assurance for the report	√	→

			GRI INDICATORS		
ASPECT	**PR/AD**	**CODE**	**INDICATOR**	**STATUS**	**PAGES**
GOVERNANCE, COMMITMENTS AND ENGAGEMENT					
Governance	Pr	4.1	Governance structure	√	→
	Pr	4.2	Indication of whether the presiding member of the highest governing body is also an executive officer	√	→
	Pr	4.3	For organizations that have a unitary board structure, an indication of the number and sex of members of the highest governing body that are independent and/or non-executive members		NA
	Pr	4.4	Mechanisms for stakeholders and employees to make their recommendations or concerns known to the highest governing body	√	→
	Ad	4.5	Link between compensation for members of the highest governing body and the organization's performance	√	→
	Ad	4.6	Procedures established for preventing conflicts of interest within the highest governing body	√	→
	Ad	4.7	Procedure for determining the composition of the highest governing body and the skills and experience required of its members with a view to guiding the University's strategy on social, environmental and economic matters	√	→
	Ad	4.8	Internally developed statement of mission or values, codes of conduct and principles relevant to economic, environmental and social performance and levels of implementation	√	→
	Ad	4.9	Procedures employed by the UB for supervising the identification and management of economic, environmental and social objectives	√	→
	Ad	4.10	Procedures for evaluating the performance of the highest governing body with respect to economic, environmental and social indicators	√	→
External commitments – initiatives	Ad	4.11	Explanation of whether and how the precautionary principle is addressed by the organization	√	→
	Ad	4.12	Externally developed social, environmental and economic principles or programmes, and other initiatives to which the organization subscribes or endorses	√	17-21, 60, 74-75
	Ad	4.13	Main associations to which the UB belongs and national and international organizations it supports	√	→
Participation in stakeholder groups	Pr	4.14	List of stakeholder groups in the organization	√	→
	Pr	4.15	Basis for identifying and selecting stakeholder groups with which the organization is engaged	√	→
	Ad	4.16	Stakeholder participation (frequency)	√	→
	Ad	4.17	Major concerns and issues that have arisen through the participation of stakeholders and how the organization has responded in creating its report	√	→
ECONOMIC INDICATORS					
Economic performance	Pr	EC1	Direct economic value generated and distributed, including revenues, operating costs, salaries, donations and other community investments, retained earnings and payments to capital providers and governments	√	82-84
	Pr	EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	√	→
	Pr	EC3	Coverage of the organization's defined benefit plan obligations	√	41
	Pr	EC4	Significant financial resources received from government	√	83

ASPECT	PR/AD	CODE	INDICATOR	STATUS	PAGES
GRI INDICATORS					
Market presence	Ad	EC5	Range of ratios between standard entry level wages and the local minimum wage in significant operating locations		NA
	Pr	EC6	Policy, practices and proportion of spending on local suppliers at significant locations of operation	√	68
	Pr	EC7	Procedures for local contracting and proportion of senior management hired from the local community in significant operating locations		NA
Indirect economic impact	Pr	EC8	Development and impact of investments in infrastructure and services provided primarily for public benefit through commercial, in kind or pro bono engagement	√	11-38
	Ad	EC9	Significant indirect economic impacts, including the extent of impacts	√	→
ENVIRONMENTAL INDICATORS					
Materials	Pr	EN1	Materials used, by weight or volume	√	→
	Pr	EN2	Percentage of materials used that are recycled input materials	√	→
Energy	Pr	EN3	Direct energy consumption by primary source	√	60
	Pr	EN4	Indirect energy consumption by primary source	√	61
	Ad	EN5	Energy saved due to conservation and efficiency improvements	√	→
	Ad	EN6	Initiatives for the provision of energy-efficient or renewable energy-based products and services, and reductions in energy consumption as a result of these initiatives	√	61-62
	Ad	EN7	Initiative to reduce indirect energy consumption and reductions achieved	√	→
Water	Pr	EN8	Total water withdrawal by source	√	62
	Ad	EN9	Water sources significantly affected by withdrawal of water		NA
	Ad	EN10	Percentage and total volume of water recycled and reused	√	→
Biodiversity	Pr	EN11	Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity. Location and size of land owned, leased or managed, and land of high biodiversity outside protected areas	√	→
	Pr	EN12	Description of the most significant impacts on biodiversity in protected natural areas or in unprotected areas of high biodiversity arising from activities, products and services carried out in protected areas and areas of high biodiversity outside protected areas		NA
	Ad	EN13	Protected and restored habitats		NA
	Ad	EN14	Strategies and actions implemented and planned for management of impacts on biodiversity	√	→
	Ad	EN15	Number of species, broken down according to risk of extinction, on the IUCN Red List and national lists of threatened species, and habitats in areas affected by operations, by level of extinction risk		NA

			GRI INDICATORS		
ASPECT	**PR/AD**	**CODE**	**INDICATOR**	**STATUS**	**PAGES**
Emissions, effluents and waste	Pr	EN16	Total direct and indirect greenhouse gas emissions, by weight	√	62
	Pr	EN17	Other indirect greenhouse gas emissions, by weight	√	→
	Ad	EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved	√	→
	Pr	EN19	Emissions of ozone-depleting substances, by weight	NA	→
	Pr	EN20	NOx, SO$_2$ and other significant gaseous emissions, by type and weight	√	63
	Pr	EN21	Total water discharge by quality and destination	NA	→
	Pr	EN22	Total weight of waste generated, by type and treatment method	√	63-64
	Pr	EN23	Total number and volume of significant spills	√	→
	Ad	EN24	Weight of transported, imported, exported or treated waste deemed hazardous under the Basel Convention (Annexes I, II, III and VIII), and percentage of transported waste shipped internationally		NA
	Ad	EN25	Identity, size, protected status and biodiversity value of water resources and related habitats significantly affected by discharges of water and runoff		NA
Products and services	Pr	EN26	Initiatives to mitigate the environmental impact of products and services, and the extent of mitigation		NA
	Pr	EN27	Percentage of products sold and their packaging materials reclaimed, by product category		NA
Compliance with Regulations	Pr	EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	√	→
Transport	Ad	EN29	Significant environmental impacts of transporting products and other goods and materials for the organization's operations, and transporting members of the workforce	√	→
General aspects	Ad	EN30	Total environmental expenditures and investments by type	√	65
SOCIAL INDICATORS: WORKING PRACTICES AND PROFESSIONAL ETHICS					
Employees	Pr	LA1	Breakdown of employees by job, contract type and region	√	→
	Pr	LA2	Number of employees and rate of employee turnover by age, sex and region	√	→
	Ad	LA3	Social benefits available to full-time employees that are not available to part-time or temporary employees, by main area of activity	√	41
Company-employee relations	Pr	LA4	Percentage of employees covered by collective bargaining agreements	√	→
	Pr	LA5	Minimum notice period(s) regarding operational changes, including those specified in collective agreements		NA
Occupational health and safety	Ad	LA6	Percentage of the workforce represented in joint management-worker health and safety committees that help monitor and evaluate occupational health and safety programmes	√	42
	Pr	LA7	Rates of absenteeism, work-related illness, lost days and total number of work-related fatalities, by region	√	42-43
	Pr	LA8	Programmes for education, training, counselling, prevention and control of risks undertaken by employees, their families or community members in relation to serious diseases	√	48
	Ad	LA9	Health and safety issues addressed in formal agreements with trade unions	√	44

GRI INDICATORS					
ASPECT	PR/AD	CODE	INDICATOR	STATUS	PAGES
Training and education	Pr	LA10	Average hours of training per employee per year, by employee category	√	47, 49-50
	Ad	LA11	Programmes for skills management and lifelong learning that support the employability of staff and assist them in managing the end of their professional careers	√	51
	Ad	LA12	Percentage of employees receiving regular evaluations of career performance and development	√	→
Diversity and equal opportunities	Pr	LA13	Composition of corporate and administrative governing bodies, by sex, age, minority group membership and other diversity and equal opportunities indicators	√	9-10
	Pr	LA14	Relationship of base salaries for women and men, by employee category	√	→
SOCIAL INDICATORS: HUMAN RIGHTS					
Investment and procurement practices	Pr	HR1	Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights analysis		NA
	Pr	HR2	Percentage of principal providers and contractors that have undergone human rights analysis, and consequent measures adopted		NA
	Ad	HR3	Total hours of employee training on human rights policies and procedures relevant to operations, including the percentage of employees trained		NA
Anti-discrimination	Pr	HR4	Total number of incidents of discrimination and corrective actions taken	√	→
Freedom of association and collective bargaining	Pr	HR5	Activities in which the right to freedom of association and collective bargaining may be at significant risk, and measures taken to support these rights		NA
Abolition of child labour	Pr	HR6	Activities identified as involving potential risk for incidents of child labour, and measures taken to help eliminate them		NA
Prevention of forced labour	Pr	HR7	Activities identified as involving significant risk for incidents of forced or compulsory labour, and measures taken to help eliminate them		NA
Safety practices	Ad	HR8	Percentage of security personnel trained in policies or procedures concerning aspects of human rights relevant to operations		NA
Indigenous rights	Ad	HR9	Total number of incidents of violations involving the rights of indigenous people, and actions taken		NA
SOCIAL INDICATORS: RELATIONS WITH SOCIETY					
Community	Pr	SO1	Nature, scope and effectiveness of programs and practices for evaluating and managing the impact of operations on communities, including set-up, operation and closing of business	√	67-81
Corruption	Pr	SO2	Percentage and total number of business units analysed for risks related to corruption	√	→
	Pr	SO3	Percentage of employees trained in the organization's anti-corruption policies and procedures	√	48
	Pr	SO4	Actions taken in response to incidents of corruption	√	→
Public policy	Pr	SO5	Position on public policy and participation in public policy development, including lobbying activities		NA
	Ad	SO6	Total value of financial and in kind contributions to political parties or related institutions, by country		NA

GRI INDICATORS					
ASPECT	**PR/AD**	**CODE**	**INDICATOR**	**STATUS**	**PAGES**
Anti-competitive behaviour	Ad	SO7	Total number of legal actions for causes related to monopolistic practices and anti-competitive behaviour, and their outcomes		NA
Compliance with Regulations	Pr	SO8	Monetary value of penalties and fines and total number of non-monetary penalties incurred for infringements of laws and regulations	√	→
SOCIAL INDICATORS: PRODUCT RESPONSIBILITY					
Customer health and safety	Pr	PR1	Life cycle stages of products and services, impact on the health and safety of customers, and percentage of significant product and service categories subject to such procedures		NA
	Ad	PR2	Total number of incidents of non-compliance with regulations or voluntary codes concerning the impact of products and services on health and safety during their life-cycle, by nature of outcome		NA
Labelling of products and services	Pr	PR3	Type of product and service information required by current procedures and regulations, and percentage of products and services subject to such requirements		NA
	Ad	PR4	Total number of incidents of non-compliance with regulations and voluntary codes relating to product and service information and labelling, by nature of outcome		NA
	Ad	PR5	Practices relating to customer satisfaction, including results of studies of customer satisfaction	√	23-24, 51
Marketing communications	Pr	PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship	√	→
	Ad	PR7	Total number of incidents of non-compliance with regulations concerning marketing communications, including advertising, promotion and sponsorship, by nature of outcome	√	→
Customer confidentiality	Ad	PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data	√	→
Compliance with regulations	Pr	PR9	Monetary value of significant fines resulting from the violation of regulations concerning the provision and use of products and services	√	→

ASPECT	CODE	INDICATOR	STATUS	PAGE
		UB INDICATORS		
The Elderly	University of Experience	Degrees currently offered by the University of Experience and degrees planned for coming years	√	71
	Volunteering	Volunteering projects in which the UB participates and objectives for the forthcoming years	√	72-73
Culture	Culture	Cultural activities in which the UB participates and collaborates	√	80-81
Student support	Student Support Service (SAE)	Initiative, programmes and agreements to provide better services to students with specific individual needs	√	27-28
Health sciences	Health sciences	Spaces designed to promote health and healthy habits among stakeholder groups	√	74
Accommodation	CM	Places in halls of residence	√	22
Human resources	HR 1	Level of official studies of employees	√	45
	HR 2	Salary model	√	40-41
	HR 3	Maternity/paternity leave, by sex	√	41
	HR 4	Employees with disabilities	√	46
	HR 5	Staff costs in relation to total costs	√	40
	HR 6	Investment in staff training	√	47, 50
	HR 7	Bodies with a mission to manage conflicts and disputes among UB stakeholder groups	√	54-57
Work life	VAO	Work-life balance	√	54
Mobility and internationalization	OMPI 1	Mobility and internationalization policies	√	17
	OMPI 2	International academic offer	√	18
	OMPI 3	Internationalization	√	17-18
	OMPI 4	Student mobility	√	19
	OMPI 5	Staff mobility	√	19-20
Research	Research 1	Income from research and technology transfer	√	31
	Research 2	Research activity and outcomes	√	31-32
	Research 3	Competitive research funding	√	32
	Research 4	Non-competitive research funding	√	32
	Research 5	International university rankings	√	36-37
	Research 6	Science and Technology Centres	√	32-33
	Research 7	Campus of International Excellence	√	37-38
Environment	OSSMA 1	Research projects related to the environment and sustainability	√	66
	OSSMA 2	List of sustainability actions	√	64-65

UB INDICATORS				
ASPECT	**CODE**	**INDICATOR**	**STATUS**	**PAGE**
Teaching	Teaching 1A	Number of students	√	13-14
	Teaching 1B	Number of students by branch of knowledge	√	14
	Teaching 2	Academic performance of students	√	15
	Teaching 3	Student employability	√	15-16
	Teaching 4	Use of Catalan	√	16-17
	Teaching 5	Grants and financial aid	√	30
	Teaching 6	Cost per credit	√	29
	Teaching 7	Grants and other measures to ensure that students are not obliged to withdraw from their courses for strictly economic reasons	√	30
	Teaching 8	Languages at the University of Barcelona	√	16
	Teaching 9	Subjects with content related to social responsibility	√	33-35
	Teaching 10A	Offering of higher learning	√	12
	Teaching 10B	Courses of study by branch of knowledge	√	13
	Teaching 11	Incoming students by branch of knowledge	√	14
Loans	Loans	Percentage of income received in loans	√	83
Facilities	Facilities 1	Investment in maintenance and modernization of facilities	√	21
	Facilities 2	Income and expenditure from the sale or purchase of assets	√	22
	Facilities 3	Infrastructure	√	21
Solidarity	SF 1	International development cooperation in other countries	√	74-75
	SF 2	Social action projects carried out in Spain	√	75-76
	SF 3	Funds invested in development cooperation projects in other countries and social action projects in Spain	√	76-77
	SF 4	Percentage of financial resources invested in development cooperation projects in other countries and in social projects in Spain relative to the total budget	√	77
	SF 5	Cooperative partners from outside and inside Spain	√	77-78

NOTES

CODE	INDICATOR	NOTES
2.3	Operational structure	The University of Barcelona has eighteen faculties and one university school, which are distributed over six campuses and five UB-affiliated centres.
2.8	Scale of the organization	The answer appears in response to indicator LA2 and on pages 100 and 101.
2.10	Awards and honours	Awards and honours for the academic year 2012-2013.
3.13	Policy and current practice with regard to seeking external assurance for the report	It is not viewed as appropriate to verify the report externally in light of the current spending cuts.
4.1	Governance structure	The governing bodies of the University of Barcelona are described in the Report on Social Responsibility 2011-2012. They are also described in detail on the UB website.
4.2	Indication of whether the presiding member of the highest governing body is also an executive officer	The UB's highest authority is the rector, whose functions are laid down in articles 71 to 76 of the UB Statute.
4.4	Mechanisms for stakeholders and employees to make their recommendations or concerns known to the highest governing body	Catalan society, the UB's students and PDI and PAS members take part in decision-making at the UB through their representatives on the governing bodies. The UB also has more informal methods for communicating with the governing bodies: – Rector's blog. – Basic Support for Cooperative Work, an online cooperative work tool to foster interaction and information exchange. – The UB website. This report also mentions a variety of communication channels addressed at specific stakeholder groups. For students, there is the Observatory on Students and Studies. For PAS staff, there are satisfaction surveys. For the entire university community, the UB has the Ombuds Office.
4.5	Link between compensation for members of the highest governing body and the organization's performance	Membership of governing bodies is not remunerated.
4.6	Procedures established for preventing conflicts of interest within the highest governing body	There is no formal procedure for preventing conflicts of interest within governing bodies.
4.7	Procedure for determining the composition of the highest governing body and the skills and experience required of its members with a view to guiding the University's strategy on social, environmental and economic matters	Members of governing bodies are selected in accordance with title III (articles 54 to 83) of the UB Statute.
4.8	Internally developed statement of mission or values, codes of conduct and principles relevant to economic, environmental and social performance and levels of implementation	The UB's mission, vision and values are presented in the Report on Social Responsibility 2010-2011. They are also described in detail on the UB website. For codes of conduct and principles relevant to economic, environmental and social performance, it is necessary to mention the Bioethics Committee, the Animal Experimentation Ethics Committee, the Clinical Research Ethics Committee of the Hospital Clínic, the Clinical Research Ethics Committee of Ciutat Sanitària de Bellvitge, the Observatory on Bioethics and Law, the Code of Good Research Practices and the Sustainability Plan. The UB is preparing a code of social responsibility; a protocol to prevent, detect and act against situations of harassment based on gender or sexual orientation, and a protocol for the management of psychosocial risks. These will come into effect in 2014.

4.9	Procedures employed by the University for supervising the identification and management of economic, environmental and social objectives	Social responsibility is evaluated by the Committee for Social Responsibility and the fulfilment of objectives is indicated in this report.
		In the economic area, the UB tracks all units that generate external revenue and monitors staff costs and captive consumption. During the academic year 2012-2013, with the support of the Office for Internal Control, Risks and Corporate Social Responsibility, all of the UB's spending and income flows were reviewed in order to remedy incorrect behaviour and uses.
		In the environmental area, the UB prepared the Sustainability Plan in 2012, setting out a series of sustainability measures to be taken. The Sustainability Plan Monitoring Report 2013 is the first document to review the fulfilment of objectives set in the Sustainability Plan.
		Objectives for the academic year 2013-2014
		– To implement a website devoted to transparency.
4.10	Procedures for evaluating the performance of the highest governing body with respect to economic, environmental and social indicators	The UB has a management plan that sets out a series of objectives and indicators to determine whether the objectives have been met. In addition, there is a binding budget for income and expenditure that must be settled and audited on an annual basis.
		Objectives for 2014
		– To approve a code of social responsibility currently being drafted. The code will contain specific measures in the area of social responsibility and its format will enable easy monitoring of their fulfilment.
4.11	Explanation of whether and how the precautionary principle is addressed by the organization	There is no written policy, but the first step in decision-making is consultation with stakeholder groups.
		As noted in last year's report on social responsibility, the Sustainability Plan was approved in 2012 and received a satisfactory assessment at its first annual review.
		In the academic year 2012-2013, work continued on the assessment of psychosocial risks in the workplace and on emergency plans in several UB faculties.
		Objectives for the academic year 2013-2014
		– To develop the Sustainability Plan.

4.13	Main associations to which the UB belongs and national and international organizations it supports	– UB Group
		
		– Information on pages 49 and 76 of the Report.
		
		– The UB is a member of the following networks:
		  › Agence Universitaire de la Francophonie
		  › European Association for International Education
		  › European University Association European policies on joint programmes
		  › International Association of Universities
		  › Ibero-American University Association for Postgraduate Studies
		  › Inter-University Centre for Development
		  › International Forum of Public Universities
		  › EuroMed Permanent University Forum
		  › Confucius Institute of Barcelona. Collaboration with China
		  › Coimbra Group. European policies on joint programmes
		  › Tordesillas Group
		  › League of European Research Universities
		  › Observatory of European Union-Latin America Relations
		  › PEACE Programme (4). Collaboration with Palestine and Brazil
		  › Mediterranean Universities Union. Collaboration with Mediterranean countries
		  › Latin American and European Continuing Education Network
		  › Network of European Universities in Life Sciences
		  › European University Continuing Education Network
		  › International Research Universities Network
		  › Vives University Network
		
		The last four associations are international research institutions.
		
		Objectives for the academic year 2013-2014
		
		– To increase the UB's presence in the governing bodies of networks to which the UB belongs.
		
		– Through the League of European Research Universities, to take part in the grant programme of the European Institute of Innovation and Technology aimed at financing private-sector stays by doctoral and postgraduate students.
		
		– To become a member of the EuroMarine Consortium, a multi-nation, multi-institution consortium that encourages multi-disciplinary marine research.
		
		– To become a member of the European Consortium for Political Research, an international leader drawing on the participation of researchers in law, sociology, chemistry and economics, among other specializations.

4.14	List of stakeholder groups in the organization	UB Stakeholder groups
4.15	Basis for identifying and selecting stakeholder groups with which the organization is engaged	UB Stakeholder groups
4.16	Stakeholder participation (frequency)	See indicator 4.1 and pages 8, 24-31, 39, 60-66 and 79-96 of this report.
4.17	Major concerns and issues that have arisen through the participation of stakeholders and how the organization has responded in creating its report	The major concerns and issues that have arisen through the participation of stakeholders, and how the organization has responded, appear throughout this report. A summary of this process appears on page 8.
EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	In the academic year 2012-2013, work began on the measures laid out in the Sustainability Plan.

EC9	Significant indirect economic impacts, including the extent of impacts	In the academic year 2012-2013 the Ministry changed the method of financing research projects. Instead of payment in the three years that each project lasts, payment is received over four years. Also, each project will receive an advance payment in the first year not of 50%, but of only 7%. In addition, the Ministry practically eliminated the 2013 research calls for new grant-holders (who joined in 2014) and for projects (National Plan), resulting in a temporary discontinuity that is making the conditions of researchers precarious. **Objectives for the academic year 2013-2014** – To continue UB-specific research support for contracts programmed for faculties, university schools and institutes, and to add a bridging call so that the discontinuities in public calls do not paralyse or shut down our research activity.
EN1	Materials used, by weight or volume	The figures for paper consumption appear in the Sustainability Plan Monitoring Report 2013. For the set of all materials, this indicator is not technically viable.
EN2	Percentage of materials used that are recycled input materials	This indicator is not technically viable.
EN5	Energy saved due to conservation and efficiency improvements	Given the dispersion of points of consumption and processes, the calculation of savings associated with each specific measure is not viable.
EN7	Initiative to reduce indirect energy consumption and reductions achieved	In 2013 the UB administered the first mobility survey to the university community. The aim is to repeat the survey periodically (every two or three years) to monitor how travel to and from places of work and study changes over time.
EN10	Percentage and total volume of water recycled and reused	All water goes through the sewage system. There are no buildings with individual recycling and reuse systems. The only water collected separately is contaminated water from laboratories, which is managed through authorized agents as special waste.
EN11	Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity. Location and size of land owned, leased or managed, and land of high biodiversity outside protected areas	– Information on green areas can be found in the Report on Social Responsibility 2009-2010. – Additional information is provided in the Sustainability Plan Monitoring Report 2013.
EN14	Strategies and actions implemented and planned for management of impacts on biodiversity	This indicator has no clear application in the university context. It can be linked only to the section on conservation and dissemination regarding natural resources in the Sustainability Plan Monitoring Report 2013.
EN17	Other indirect greenhouse gas emissions, by weight	No data available at the time of publication.
EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved	In the academic year 2012-2013 no initiative was undertaken to this end. For the future, a study is currently examining the viability of implementing a carpooling project and an energy savings and efficiency project.
EN19	Emissions of ozone-depleting substances, by weight	Indicator not applicable. The corresponding description in the protocol of G3 indicators notes that ozone-depleting substances contained in products or emitted during their use or elimination do not have to be included. The UB's emissions are entirely of the type that fall under this description.
EN21	Total water discharge by quality and destination	The only water discharge is domestic wastewater; therefore, this indicator is not applicable.
EN23	Total number and volume of significant spills.	Accidental chemical spills in laboratories are not significant (they are in the order of millilitres). Therefore, no spills are recorded here.

EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	No current proceedings.
EN29	Significant environmental impacts of transporting products and other goods and materials for the organization's operations, and transporting members of the workforce	The mobility survey of the university community is presented in indicator EN7.
LA1	Breakdown of employees by job, contract type and region	– Report on Social Responsibility 2012-2013 – Reports on Social Responsibility for previous years
LA2	Number of employees and rate of employee turnover by age, sex and region	– Statistical data for the Report on Social Responsibility 2012-2013 (PAS) – Statistical data for the Report on Social Responsibility 2012-2013 (PDI) – Statistical data for previous reports
LA4	Percentage of employees covered by collective bargaining agreements	100%
LA12	Percentage of employees receiving regular evaluations of career performance and development	There is no system in place to evaluate the performance of administrative and service staff. However, page 62 of this report shows the assessment given by PAS staff registered in lifelong learning courses with respect to their instructors (the instructors were also PAS staff). In the case of PDI staff, teaching assessment is addressed on page 23 of this report.
LA14	Relationship of base salaries for women and men, by employee category	There are no salary gaps between women and men.
HR4	Total number of incidents of discrimination and corrective actions taken	No current proceedings.
SO2	Percentage and total number of business units analysed for risks related to corruption	The UB has an internal control unit that exercises prior scrutiny of costs and legality for all events with an economic content being undertaken by the various UB units.
SO4	Actions taken in response to incidents of corruption	No current proceedings; preventive controls are ongoing in the most highly sensitive areas.
SO8	Monetary value of penalties and fines and total number of non-monetary penalties incurred for infringements of laws and regulations	The Terrassa City Council brought a case relating to a traffic violation for €180.

PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship	No official document approved by the Executive Council or any other governing body specifies the standards and codes of the UB in marketing communications (including advertising, promotional activities, etc.). However, the Marketing Unit, which is made up of marketing professionals, is governed by the code of advertising practices of the International Chamber of Commerce. This code contains a detailed set of principles that must be followed in all advertising messages. All UB communications must abide by the following general principles: – They shall be legal, decent, honest and truthful. – They shall respect the principles of fair competition. – They shall respect the standards of decency and human dignity. Communications shall not incite discrimination on the basis of race, origin, religion, sex, age, disability or sexual orientation. – Given that messages for students address minors or young people, they shall not advertise inappropriate products, such as tobacco or alcoholic beverages. For this reason, no messages that run counter to positive social behaviours, lifestyles and attitudes will be sent out.
PR7	Total number of incidents of non-compliance with regulations concerning marketing communications, including advertising, promotion and sponsorship, by nature of outcome	No current proceedings.
PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data	No current proceedings.
PR9	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	No current proceedings.

Appendix III.
Basic institutional details

2.1	Name	UB
2.4	Principal address	Gran Via de les Corts Catalanes, 585 08007 Barcelona
2.5	Number of countries in which the organization operates and countries in which significant activities are carried out, or countries in which activities are carried out that have specific relevance to the aspects of sustainability considered in this report	Spain
2.6	Nature of ownership and legal form	Articles 1-11 (Chapter I) of the UB Statute