REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2016–2017

UNIVERSITAT DE BARCELONA

Rector
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Written by
Office for Internal Control, Risks and Corporate Social Responsibility

Published by
Edicions de la Universitat de Barcelona

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ISBN
978-84-9168-168-7

UB Digital Repository
http://hdl.handle.net/2445/125565

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Foreword from the Rector

Our publication of the Report on Social Responsibility, which the University of Barcelona has undertaken annually since 2009, is one part of our duty as a public university to be accountable for our activities and to show our commitment to ethical principles. While such a report might seem more fitting in a business setting, we take the view that it is also fundamental for us because accountability and transparency are principles that build and strengthen the public's trust in public services. I am convinced that giving a public accounting of our efforts bolsters the UB. Indeed, this view, which grows out of my firm belief in public service and the importance of universities to society, prompted me to take on the post of rector.

Here is the set of principles that inspire our public policies: to strengthen our autonomy through the reinforcement of a sense of belonging and through the participation of all UB groups in governance; to establish an economic policy aimed at setting criteria for efficiency and equity in the management of public resources; to value the job of teaching and provide assistance in adapting it to the changes we face; to bolster our research and improve its quality; to expand our reach abroad in order to increase the degree of internationalization in our teaching, research, management and transfer activities; and to ensure equality and respect for all members of the UB community. These principles form a whole, to which we add a firm belief in maintaining our self-sufficiency in order to fulfil our mission as a public university.

We continue to hold the top position as a Spanish public university in the main international rankings, which measure the quality of what we do and how we do it. Moreover, we have maintained our ranking without a level of funding equivalent to the funding received by the European universities that we are compared with and that we want to stand out from. Unfortunately, in fact, our funding is far less than theirs. No organization can continue making progress in the long run by relying solely on hard work and self-sacrifice, though our researchers, teaching staff and technical personnel have set a shining example of this in recent years.

The political and economic circumstances of the past ten years have had a direct impact on our strategic plans and their feasibility. Simply put, planning requires a medium-range outlook at the very least and the present state of affairs has not afforded us the basic elements needed to make this task of governance feasible. I refer specifically to the feasibility of implementing a policy to rejuvenate our teaching staff and technical and administrative personnel, which was put forward in last year's report as a target to attract new talent. This is one of the reasons why we need to adjust and update our objectives. Now that the economic situation is returning to pre-recession levels, our expectation is that it will lead to a cycle of improvements in university funding.

Returning to the principles that inform university policy, I want to single out the university's value to society. In my view, the close involvement of society is crucial. This report is an important part of such involvement, but I believe that we must also share our efforts with the public in other ways. We are certainly not doing enough yet to put across the impact of the UB's teaching and research on our quality of life or on our economic and social progress. One part of our plan for 2018 is to put this situation right and to increase public involvement. To this end, we created the Office of the Vice-Rector for Communication in early 2018 and we have proposed (and the Governing Council has approved) new regulations on transparency, which will strengthen the culture of transparency that must govern any public institution.

Our vision of the University of Barcelona for the years to come is that it must be a leader in teaching and research quality. We must achieve high levels of quality that can contribute more added value to our undergraduates, doctoral students and researchers. We want to be one of the best universities in Europe. And to attain this goal, we must be develop a model of teaching and research guided by excellence. For this to be viable, we believe that we must lead a cultural change that gives priority to the university's adaptation to the new reality in higher learning and to the challenges posed by the new globalized economy. Thanks to our prominence and our capabilities, the UB is in a strong position to take on this leadership. In addition, we must contribute increasingly to the effective transfer of our research to the business world. To this end, we have recently created the Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation, precisely to support our young students in the creation of business start-ups.

Together, the members of the UB's governing team have set targets for 2018 as part of a management plan that is rooted in our vision and reflects the strategic lines that will inform the Strategic Plan now under preparation.

A report of this nature and scope is like an invitation for you to visit our home, your home. As in any visit, you will find some things tidier than others, but the goal remains the same: transparency. This is our firm commitment to you.

Joan Elias i García

Introduction by the President of the Board of Trustees

The social role of universities goes far beyond our core activities of teaching and research. This is why we must work to contribute responsibly to the social, cultural and environmental development of our society.

Universities have many sorts of impact on the society, culture and economy of our country. Their activity as institutions and as groups of people has a direct impact in the short run. Above all, however, they have a deep impact on our socioeconomic model through the generation and transmission of knowledge resulting from their three basic missions (teaching, research and knowledge transfer).

The results of university activity, such as developing trained graduates, generating new scientific knowledge, contributing to technological development and fostering innovation in our environment, all play a crucial part in the construction of a new, more robust, more sustainable economic model that brings greater social well-being to the general public.

For our institution, the first step toward social responsibility is to be fully aware of the role that it plays and, above all, of the role that it can play in strengthening social progress in our country.

Taking an integrated approach, this report lays out the activities of the UB as a whole, identifying their impact in terms of social value and providing crucial information to set improvement targets for subsequent academic years.

In conclusion, the members of the Board of Trustees would like to thank the entire university community for their work and express our full support and assistance to carry out socially responsible teaching and research.

Joan Corominas Guerín

List of abbreviations

ACUP	Catalan Association of Public Universities
APAIE	Asia Pacific Association for International Education
AQU	Catalan University Quality Assurance Agency
AUF	Francophonie University Association
BKC	Barcelona Knowledge Campus
CCiTUB	UB's Science and Technology Centres
CCOO	Workers' Commissions trade union
CIC	Inter-University Council of Catalonia
CNAE	Spanish National Classification of Economic Activities
CRAG	Centre for Research in Agricultural Genomics
CRAI	Learning and Research Resources Centre
CREAF	Centre for Ecological Research and Forestry Applications
CRUE	Conference of Rectors of Spanish Universities
EAIE	European Association for International Education
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EIM	School of Modern Languages
ESO	Spanish secondary education
EU	European Union
FTE	full-time-equivalent
FBG	Bosch i Gimpera Foundation
GHG	greenhouse gases
GREC	UB research management application
GRI	Global Reporting Initiative (institution to develop the first guide for sustainability reports)
HUBc	University of Barcelona Health Campus
IBEC	Institute for Bioengineering of Catalonia
ICE	Institute of Education Sciences
ICT	information and communication technologies
IDIBAPS	August Pi i Sunyer Institute for Biomedical Research
IDIBELL	Bellvitge Institute for Biomedical Research

IEEC	Institute for Space Studies of Catalonia
INEFC	National Institute of Physical Education of Catalonia
IRB	Institute of Biomedical Research
IREC	Catalan Institute of Energy Research
ISGlobal	Barcelona Institute for Global Health
ISI	Institute for Scientific Information
IUCN	International Union for Conservation of Nature
LERU	League of European Research Universities
NAFSA	National Association of Foreign Student Advisers
NGO	non-governmental organization
NMR	nuclear magnetic resonance
OCI	Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	International Mobility and Programmes Office
OSSMA	Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PDI	teaching and research staff
RLT	official list of staff positions
SAE	Student Support Service
SAPDU	disability support services at the university
SED	Secretary's Office for Students and Teaching Staff
SL	service learning
SR	social responsibility
UB	University of Barcelona
UFR	training and research unit
UGT	Unión General de Trabajadores trade union
UNIMED	Mediterranean Universities Union
UPF	Pompeu Fabra University
USA	United States of America
USR	university social responsibility

THE UNIVERSITY OF BARCELONA

Key services

Historically, the most important functions of Catalan public universities are teaching, research and knowledge transfer.

The social awareness of the UB, however, has led the institution to undertake ever more actions and provide ever more services with the university community and the wider society in mind: this is because universities must understand their social environment, take action and offer services that respond to the changing needs of society.

In this Report on Social Responsibility, most of the actions and services that go beyond the traditional functions of universities are described in the sections on Responsibility to the environment and the community and Responsibility to staff, with special emphasis being given to their social impact.

Of course, there is also a specific section on teaching called Training and another section on University and research.

PRIMARY RECIPIENTS

The UB's core mission is to provide quality higher education; as such, the primary recipients must be its students.

The primary recipient of the UB's activities in research and knowledge transfer, university extension courses and all the other services available to the community is society as a whole.

DIMENSIONS

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

KEY FIGURES*	
PDI	6,248
PAS	2,288
Total number of employees	8,536
Total income**	411,436,218.32
Total costs**	402,670,079.35
Bachelor's degrees	73
University master's degrees	151
Specialization/postgraduate diplomas, UB-specific master's degrees and expert courses	749
Doctoral programmes	48
Number of students***	62,119
Departments	60
Consolidated research groups	303

* The figures relating to academic aspects reflect the academic year 2016-2017, the figures relating to research are from the calendar year 2016 (though they should relate to 2017, the figures for research always refer to a year earlier than the remaining units because they cannot be sufficiently updated by the time the Report is written), and the financial and staff figures correspond to 31 December 2017.

** The performance figures are provisional.

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

Source: OCI

Stakeholder groups

The Report on Social Responsibility for the academic year 2014–2015 set out a comprehensive analysis of the UB's stakeholder groups. A large number of the UB's administrative units were asked to name their own stakeholder groups and, in their opinion, the stakeholder groups of the UB as a whole. The analysis also sought to identify the type and frequency of the relationship established between each surveyed unit and its stakeholder groups, the issues or problems emerging in relation to the participation of the surveyed units' stakeholder groups, and how these situations have been addressed.

The study clearly showed that the main three stakeholder groups of the UB were the **students**, the **PDI** and the **PAS**. The next highest level of importance included **other public institutions**, **trade unions**, **companies**, **other universities**, society as a whole, and suppliers.

The aim for the present Report on Social Responsibility was to update the study and prepare a map of stakeholder groups that would define them again, while at the same time calibrating them according to their relative importance. The new map was to be based not only on the opinions of the UB's administrative units, but also on the opinions of the stakeholder groups themselves and members of the governing bodies.

However, the study could not be carried out for the present report. It remains as a future objective, though it does not yet have a specific timeframe because it will first be necessary to change the functions of the Committee for Social Responsibility and make its composition more technical in nature (while also remaining political). Once the Committee has incorporated the technical function, a working team can be set up to conduct the study.

Fulfilment of objectives for 2016–2017

- The UB has not met the established target of carrying out a new study of the UB's stakeholder groups. To do the study, it will be necessary to give a new focus to the Committee for Social Responsibility. While there is still a desire to prepare a new map of stakeholder groups, therefore, it is not possible to set a specific timeframe.

Governing bodies

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

Members of the Senate by stakeholder group

The Senate is the highest-ranking representative body of the University community. Members are selected the stakeholder groups shown below.

STAKEHOLDER GROUP	PERCENTAGE	REAL NUMBER
Civil service postdoctoral PDI	50.85	150
Non-postdoctoral or UB-contracted PDI	8.81	26
PAS	10.16	31
Students	29.83	88
Total members	295	
Men	59.66	176
Women	40.66	119

Source: General Secretary's Office

Members of the Governing Council by stakeholder group

The Governing Council is the University's collegiate governing body. It establishes institutional strategy and planning policies, as well as the directives and procedures necessary to implement these policies across the areas of curricular planning, teaching, research, human and economic resources and budget preparation.

STAKEHOLDER GROUP	PERCENTAGE	REAL NUMBER
PDI	79.66	47
PAS	8.47	5
Students	10.16	6
Representatives of society	1.69	1
Total members	59	
Men	74.57	44
Women	25.42	15

Source: General Secretary's Office

Members of the Executive Council by stakeholder group

The Executive Council provides support to the rector in the exercise of his/her functions as the University's highest single authority. The Council is formed by the rector, the vice-rectors, the general secretary and the general manager.

STAKEHOLDER GROUP	PERCENTAGE	REAL NUMBER
PDI	92.9	13
PAS	7.1	1 (General Manager)
Total members	14	
Men	64.3	9
Women	35.7	5

Source: General Secretary's Office

Members of the Board of Trustees by stakeholder group

The Board of Trustees oversees the involvement of civil society in the University's work and the University's own involvement in society. Its functions include supervising the UB's economic activities and the performance of University services and securing funding from civil society.

STAKEHOLDER GROUP	PERCENTAGE	REAL NUMBER
Representatives of the university community*	40	6
Representatives of society	60	9
Total members	15	
Men	20	3
Women	80	12

** The university community is represented by the rector, the general manager, the general secretary, a student, a PDI staff member and a PAS staff member.*

Source: Board of Trustees

More information about the governing bodies can be found in the Statute of the University of Barcelona (available in Catalan only).

Content of this Report

This year the UB has begun to apply the Consolidated Set of GRI Standards for the preparation of sustainability reports,[1] which replaces the G4 Guide followed by the UB in prior years. In this year's report, the UB has only applied a portion of the new standards: the remaining standards are pending adaptation. This is because adapting them to the reality of universities is still being carried out by teams on social responsibility at the UB and the UPF, who are working together and receiving contributions from a host of other administrative units. As a result, the established target, which was to adapt the Consolidated Set of GRI Standards to better match the reality of the universities in the Catalan public system, has not been fully achieved in 2017 but is expected to be completed in 2018.

For this report, therefore, the UB has used only a portion of the new standards (which are identified in the GRI Index). When deciding the content and standards to report, the materiality was analysed within the working team that is adapting the GRI standards to university reality. Once the Report on Social Responsibility 2016–2017 was prepared, the Committee for Social Responsibility validated the content in collaboration with the UB's main stakeholder groups.

Fulfilment of objectives for 2016–2017

- The established target of applying the new guide on social responsibility (with indicators adapted to university reality by a working team of technicians from the UB and the UPF) has partially been achieved. Not all indicators have yet been applied because the GRI published a new model called Consolidated Set of Standards for the preparation of sustainability reports while the team was adapting the previous G4 Guide, forcing the team to start over

1. To display and download the document, users must identify themselves. For this reason, we put a link to the download page and not directly to the document.

using the new model. The adaptation of GRI standards to the reality of universities is expected to be completed in 2017–2018, so that all of their content can then be used.

Objectives for the academic year 2017–2018

- To apply the content and standards of the guide on social responsibility that are currently being prepared jointly by the UB and UPF.

Management approach

The Governance Plan 2017–2020, which comes out of the programme of the current rector, sets out targets to be achieved during the stated period. It is also the best tool to evaluate the management of the UB, because it permits clear reporting on what has been achieved satisfactorily and what has not been achieved. As a result, the Governance Plan is a guide to monitor the institution's management based on targets.

The plan revolves around five overarching areas and six guiding principles.

The five overarching areas are:

- Academic
- Research, doctoral studies and internationalization
- Organization, digital transformation and communication
- Staff
- Economics, heritage and society

The six guiding principles are:

1. To strengthen our autonomy through the reinforcement of a sense of belonging and through the participation of all UB groups in governance;
2. To establish an economic policy aimed at setting criteria for efficiency and equity;
3. To assert the value of teaching and assist in adapting it to the changes we face;
4. To bolster research and improve its quality;
5. To expand our reach abroad and increase the degree of internationalization in our teaching, research, management and transfer activities, and
6. To ensure equality and respect for all members of the UB community.

Linked to the five overarching areas, there are 28 first-level objectives, which are divided into various second-level objectives to be achieved over the course of the governing team's term in office, which ends in 2020.

Social responsibility falls within the twenty-eighth objective: "To promote social responsibility in all of the UB's activities and strengthen our commitment to sustainability". More specifically, this includes the objectives and activities laid out in point 28.5 of the Governance Plan:

28.5 To promote the UB's social responsibility:

28.5.1 To bolster the role of the UB's Committee for Social Responsibility (a delegate committee of the Governing Council).

28.5.2 To prepare the UB's Plan for Social Responsibility.

28.5.3 To conduct a study and propose an action plan to require social responsibility from the UB's suppliers of goods and services.

28.5.4 To take steps to raise the visibility of the role of the Committee for Social Responsibility.

Also, it is important to note that social responsibility must be addressed transversally: it cannot be reduced to a single objective. As a consequence, socially responsible management permeates the entire document.

In parallel with the Governance Plan 2017–2020, the UB also produces an annual plan of objectives for the year ahead, which is intended to contribute to the fulfilment of the governing team's overall objectives. The annual plan for 2018 has 24 strategic lines and 58 specific objectives linked to the five overarching areas of the Governance Plan 2017-2020.

Significant changes in 2016–2017

The two primary changes to the UB in the academic year 2016–2017 are:

- Joan Corominas assumed the chair of the Board of Trustees on 28 July 2016. (Strictly speaking, this event occurred in the academic year 2015–2016, but Corominas did not effectively begin work in the post until the academic year 2016–2017.)
- Joan Elías became rector of the UB. Winning elections held in December 2016, he and his governing team subsequently took office.

SOCIETY

Creating value for society

Training

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

COURSE OFFERING

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2016–2017)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	SUBTOTALS
Bachelor's degree	20	31.75	5	7.94	9	14.29	13	20.63	16	25.40	63
University master's degree	31	21.68	13	9.09	30	20.98	30	20.98	39	27.27	143

* This does not include courses offered at the UB's affiliated centres. It includes the UB-specific postgraduate programme in Private Investigation, classified under social and legal sciences.

Source: UB Report 2016-2017 and OCI

COURSE OFFERING (NUMBER OF COURSES)	2013–2014	2014–2015	2015-2016	2016–2017
Bachelor's degree	66	67	71	73
UB-specific degree	1	1	1	1
University master's degree	139	141	145	151
Doctoral programmes	73	48	48	48
Doctoral programmes with Pathway to Excellence award*	31	—	—	—
Postgraduate programmes	627	654	704	749**
University extension courses	122	97	86	93
Open corporate lifelong learning courses (IL3)	471	599	514	540

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

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

Source: UB Report 2016-2017

THE STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2016–2017)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	SUBTOTALS
Bachelor's degree	8,249	19.19	5,916	13.76	9,184	21.36	13,175	30.64	6,473	15.05	**42,997**
University master's degree	1,220	22.03	775	13.99	1,148	20.73	1,385	25	1,011	18.25	**5,539**
Doctoral studies	1,081	22.11	327	6.69	1,883	38.51	590	12.06	1,009	20.63	**4,890**

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

Source: UB Report 2016-2017 and OCI

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2016–2017)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	SUBTOTALS
Bachelor's degree	2,213	21.30	1,466	14.11	2,002	19.27	3,049	29.35	1,659	15.97	**10,389**
University master's degree	715	19.50	604	16.47	862	23.51	715	19.50	771	21.03	**3,667**

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

Source: UB Report 2016-2017 and OCI

STUDENTS	2013–2014	WOMEN	2014–2015	WOMEN	2015–2016	WOMEN	2016–2017	WOMEN
Bachelor's degree students *	45,336	61.2%	44,420	61.1%	43,568	61.6%	42,997	61.7%
New bachelor's degree students*	10,746	60%	10,418	60.1%	10,420	62.1%	10,389	61.9%
Bachelor's degree graduates*	7,582	65%	7,430	65.2%	7,261	66.4%	7,317	65%
FTE bachelor's degree students*	39,077	61.9%	38,363	61.8%	37,796	62.2%	37,235	62.3%
University master's degree students	4,791	61.4%	4,865	62.7%	5,300	61.4%	5,539	61.6%
Incoming university master's degree students	3,011	60.4%	3,417	62.4%	3,573	60.5%	3,667	60.8%
University master's degree graduates	2,544	60.5%	2,472	61.8%	2,866	60.6%	3,121	62.6%
Doctoral students	5,387	57.25%	5,431	57%	4,774	57%	4,890	58%
Postgraduate students	7,697	71.2%	8,693	65.9%	8,801	71.5%	9,193	73.13%
University extension students	1,726	57.2%	2,279	64.5%	1,304	55.2%	1,263	53.8%
Lifelong learning students (IL3)	16,433	71.03%	14,696	70.8%	21,040	74.5%	19,195	74.5%
Students in affiliated centres (pre-EHEA degrees and diplomas, bachelor's degrees and university master's degrees)	3,251	57.8%	3,707	55.2%	3,901	53.7%	4,390	52.7%
EIM students	5,881	61.3%	5,331	61.3%	4,659	62.6%	4,141	62.1
Hispanic Studies students	1,670	69%	1,768	78.8%	2,417	61.8%	743	65.6
Students at the University of Experience	731	64%	929	67%	1,114	67%	1,249	63.25%
Students enrolled in Catalan courses	1,025	67.9%	1,103	67.2%	919	68.1%	1,061	67.4%
Students enrolled in summer courses	1,080	63%	1,168	61.8%	1,543	68%	1,721	63.1%
ICE students	9,549	74.3%	8,602	73.3%	10,576	71.9%	9,059	70.8%
Students in courses for senior citizens (AUGG)	3,617	80%	3,877	80%	4,003	77%	4,057	76%

*The figures include students in the UB-specific degree in Private Investigation and any students who are enrolled in degrees that are currently being phased out.

Source: UB Report 2016-2017

ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP OUTS	2013–2014	2014–2015	2015–2016	2016–2017
Academic performance rate in bachelor's degrees	0.84	0.84	0.84	0.84
Academic performance rate in university master's degrees	0.92	0.91	0.90	0.94
Rate of withdrawal in year 1 of bachelor's degrees	18.5	17.7	18.0	Not available
Overall drop-out rate	9.1	8.4	Not available	Not available

Source: Cabinet at the Rector's Office

PROFESSIONAL PLACEMENTS FOR STUDENTS

STUDENT EMPLOYABILITY	2013–2014	2014–2015	2015–2016	2016-2017
Students and graduates in work placements	20.1%	41.1%	39%	Not available
Careers guidance courses (real number of students)	3,934	4,797	Not available	Not available

Source: Cabinet at the Rector's Office

Languages at the UB

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

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

The tables below show language use in teaching at the UB during 2016–2017. It must be stressed that there was no Language Plan for the year 2016. For a more in-depth analysis of the data or a comparison with previous years, you need to go to the Language Services website.

LANGUAGES OF INSTRUCTION

OVERALL DATA		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	338,191.00	64.80
Spanish	132,737.50	25.40
English	33,743.40	6.50
Other	17,151.00	3.30

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

DATA FOR BACHELOR'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	300,573.00	69.50
Spanish	95,529.20	22.10
English	19,402.90	4.50
Other	16,876.00	3.90

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

DATA FOR UNIVERSITY MASTER'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	37,618.10	42.10
Spanish	37,208.30	41.60
English	14,340.50	16.00
Other	275.00	0.30

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

EVOLUTION OF TEACHING IN CATALAN

	ACADEMIC YEAR			
	2013–2014	2014–2015	2015–2016	2016–2017
Teaching in Catalan	68%	66.38%	65.58%	64.8%

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

Fulfilment of objectives for 2016–2017

The target established in the last Report on Social Responsibility to prepare the Language Plan 2017–2020 has been achieved after a committee of experts worked on it for four months.

Objectives for 2020[2]

The objectives are defined in the Language Plan 2017–2020.

2. The fulfilment of these objectives will be reported upon completion of the period covered by the Language Plan 2017-2020. Partial fulfilment of the objectives will be monitored prior to 2020 as and when deemed significant.

Internationalization

In the academic year 2016–2017, the most important addition has been the implementation of the new Erasmus+ mobility programme between member countries and associate countries, that is, mobility with countries outside the EU. The project kicked off with **27** periods of mobility: **13** UB students went to universities in Bosnia and Herzegovina, Canada, Russia and Ukraine, while **14** students from universities in Bosnia and Herzegovina, Russia, Ukraine and China came to the UB.

With respect to the Erasmus+ programme within the EU, the upward trend in the number of UB students taking advantage of the opportunity has continued: the number of mobility students studying abroad has risen from **980** in the academic year 2015–2016 to **1,006** in the academic year 2016–2017, while the number taking part in placements abroad has risen from **116** to **122**. In the case of international students coming to the UB as part of the programme, **1,190** have come, with **43** of them pursuing placements.

In total (counting all programmes), **1,293** international students have come to the UB and **1,754** UB students have gone abroad.

It is important to emphasize that the UB is taking steps to ensure the highest quality in the implementation of the Erasmus+ programme. During the academic year 2016–2017, the UB has put the ECTS grade[3] on the transcripts of visiting mobility students to provide fairer and more transparent academic recognition. The UB has also approved new internal regulations on the international mobility of UB students, which replace the previous, now obsolete regulations from 2006.

The table below shows the destinations of UB students going abroad for training and the origin of international students coming to study temporarily at the UB. The figures include stu-

3. The ECTS grading scale used by the UB shows a student's mark in relation to the results of students who have passed the same subject in the preceding two academic years.

dents taking part in exchange programmes, students in the Study Abroad programme and US students taking advantage of specific agreements to do specific courses.

PROGRAMME	ERASMUS+ IN THE EU: COURSE		ERASMUS+ IN THE EU: PRACTICAL ACTIVITIES		ERASMUS+ OUTSIDE THE EU: COURSE		ERASMUS MUNDUS ACTION 2[1]	COIMBRA GROUP5[2]	
	UB STUDENTS	INTERNATIONAL STUDENTS	UB STUDENTS	INTERNATIONAL STUDENTS	UB STUDENTS	INTERNATIONAL STUDENTS	UB STUDENTS	UB STUDENTS	INTERNATIONAL STUDENTS
Europe	1,006	1,147	122	43	10	13	—	2	4
Latin America	—	—	—	—	—	—	—	—	—
United States and Canada	—	—	—-	—	3	—	—	—	—
Asia and Oceania	—	—	—	—	—	1	2	—	—
Subtotals									

BILATERAL AGREEMENTS[3]		INDIVIDUAL APPLICATIONS[4]		STUDY ABROAD[5]	INTERUNIVERSITY CENTRE FOR DEVELOPMENT (CINDA)[6]		TOTAL	
UB STUDENTS	INTERNATIONAL STUDENTS	UB STUDENTS	INTERNATIONAL STUDENTS	INTERNATIONAL STUDENTS	UB STUDENTS	INTERNATIONAL STUDENTS	TOTAL UB STUDENTS	TOTAL INTERNATIONAL STUDENTS
10	23	—	11	—	—	—	1,150	1,241
57	112	--	38	4	14	15	71	169
41	32	2	2	258	—	—	46	292
24	34	—	5	12	—	—	26	52
							1,293	1,754

[1] Mobility programme from Europe to Asia coordinated by the UB and funded by the EU.
[2] Mobility programme for a group of long-standing European universities.
[3] Agreements signed between the UB or one of the UB's faculties and faculties or universities in other territories.
[4] Students who wish to study at another university for a given period and reach an agreement with their faculty to receive recognition for the subjects that they complete at the other university.
[5] US or Chinese students who come through a specific mobility programme to study at the UB for a given period.
[6] Network of Spanish universities (including one Italian university) and Latin American universities that fosters exchange between Latin America and Spain.

Source: OMPI

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

MOBILITY WITHIN THE SPANISH EXCHANGE PROGRAMMES	2013–2014	2014–2015	2015–2016	2016–2017
UB students on exchange programmes at other Spanish universities	90	55	87	118
Students from other Spanish universities at the UB	330	328	295	446

Source: UB Report 2016-2017

Under a programme launched by the Office of the Vice-Rector for Outreach and Internationalization and aimed at UB and international teaching staff, mobility funding was provided for **35** mobility periods undertaken by UB teaching staff to initiate or consolidate projects involving international collaboration. As part of the agreement with the Council on International Educational Exchanges (CIEE) university consortium, **two** teaching staff undertook language immersion stays, one at Harvard University (US) and one at the University of St Andrews (Scotland).

For PAS mobility within the Erasmus+ programme, the total number was **38** UB staff travelling abroad and **24** staff from other universities coming to the UB.

Detailed information on PAS and PDI mobility is available at the following links:

- PAS mobility
- PDI mobility

PAS and PDI mobility involving UB staff members carrying out a stay in an EU country as part of the Erasmus+ programme can be broken down by sex as follows:

PAS AND PDI MOBILITY WITHIN THE ERASMUS+ PROGRAMME					
PAS			PDI		
WOMEN	MEN	SUBTOTALS	WOMEN	MEN	SUBTOTALS
27	8	**35**	47	45	**92**

Source: OMPI

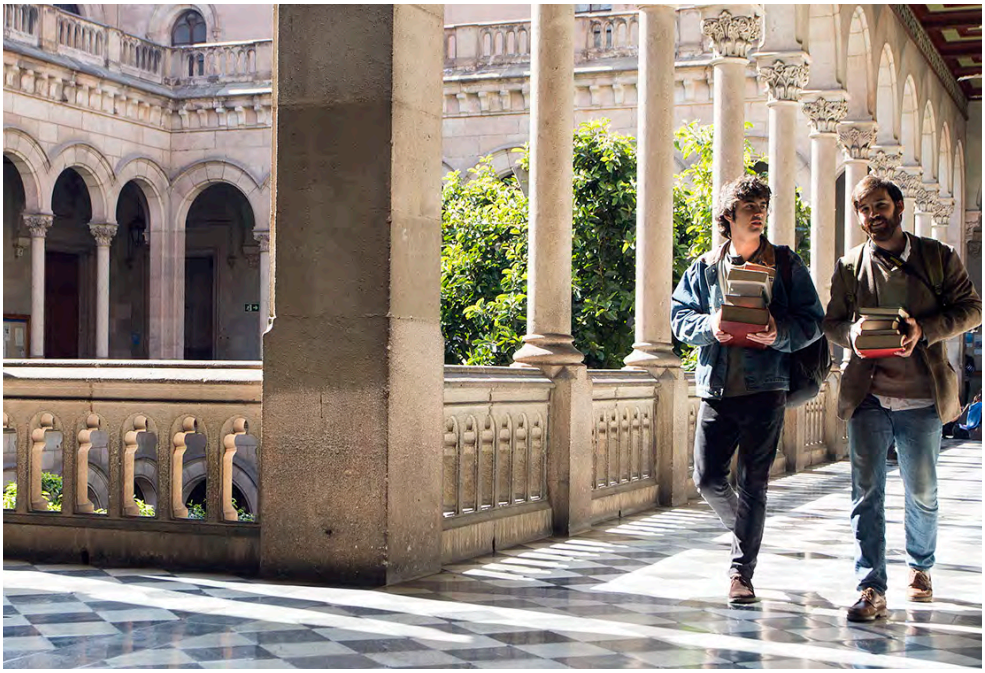
The table below shows key figures on internationalization.

INTERNATIONAL STUDENTS AT THE UB*	2013–2014	INTERNATIONAL STUDENTS	2014–2015	INTERNATIONAL STUDENTS	2015–2016	INTERNATIONAL STUDENTS	2016–2017	INTERNATIONAL STUDENTS
Pre-EHEA degree (*llicenciatura*) or diploma (*diplomatura*)	151	4.7%	53	4.7%	15	4.9%	–**	–**
Bachelor's degree	2,531	5.6%	2,541	5.4%	2,684	5.7%	2,723	5.8%
University master's degree	1,370	27.3%	1,304	25.2%	2,743	37.3%	2,752	37%
UB-specific master's degree	1,190	24.7%	1,280	26%	1,355	25.2%	1,463	25.7%
Doctoral studies	1,673	31.1%	1,710	31.5%	1,473	30.9%	1,464	29.9%
Postgraduate/specialization courses	469	16.3%	522	19.2%	506	20.5%	587	24%
Expert course	–	–	77	11.1%	52	10%	121	18.3%
Advanced university courses	–	–	75	21.1%	81	19%	99	24.4%
University extension courses	366	21.2%	1,135	49.8%	311	23.8%	315	24.9%
Subtotals	7,750	11.4%	8,697	12.5%	9,220	13.3%	9,524	13.6%

* Includes students at affiliated centres, the Institute of Education Sciences and the Institute for Lifelong Learning (IL3). The figures only include regularly enrolled students of foreign nationality (not international students taking part in mobility programmes).

** For the Report on Social Responsibility 2016–2017, any international students enrolled in the UB-specific degree in Private Investigation or in another *llicenciatura* or *diplomatura* programme have been included in the figure for international students in bachelor's degrees.

Source: UB Report 2016-2017



The extent of the UB's internationalization is also reflected in the number of international agreements signed and the number of international teaching staff.

INTERNATIONALIZATION	2013–2014	2014–2015	2015–2016	2016–2017
Agreements with foreign universities and other institutions	2,342	2,856	3,117	3,376
International students*	9,486	10,446	10,981	11,278
International PDI	167	179	208	250

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

Source: UB Report 2016-2017

Fulfilment of objectives for 2016–2017

- The imbalance between the number of UB students leaving on mobility programmes and the number of students from other universities coming to the UB has been reduced slightly, but it remains marked (1,293 UB students leave, while 1,754 students come to the UB). As a result, the objective is only partially achieved.
- The target to hold an information session for students with special needs has been met. The session was organized by SAE and the ONCE Foundation to encourage participation in the Erasmus+ programme.
- The objective to approve new regulations on the international mobility of UB students has been achieved.
- Several specific measures have been taken to disseminate the Erasmus+ programme and publicize its impact:
  – An informational campaign undertaken jointly with the Marketing unit;

  - The preparation of posters, postcards, roll-ups, canvas signs and other materials to publicize the calls of the Erasmus+ programme and other international mobility programmes (the postcards have been used at the educational fair Saló de l'Ensenyament and at other national fairs);
  - Informational sessions for students selected for the Erasmus+ mobility programme;
  - A one-day session for PAS staff at the UB to share their mobility experiences with other PAS members and to introduce the next mobility call;
  - Informational sessions for PDI staff at the UB on the Erasmus+ programme.
- The objective to implement an electronic administration project for the management of mobility programmes has been pushed back to 2020.

Objectives for 2020[4]

The two objectives set for 2020 are to be maintained:

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

As noted above, a third objective has been added:

- To implement an electronic administration project for the management of mobility programmes (Learning Agreement and the application and management procedure).

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

Media impact, social networks and scientific dissemination

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In 2017, the UB has practically reached **50,000** impacts[5] in the mass media, surpassing the impacts in 2016 by **7.40%**. The growth has been even more striking in the electronic media (**8.91%**). The economic valuation of all these impacts (written press, electronic press, radio and television) comes to **€270,746,182**,[6] nearly half from the electronic press.

News on the UB's ranking relative to other universities and on the UB's research activity have received the widest coverage in the media. In addition, the most widely read content on the UB's website has been institutional in nature.

SOCIAL NETWORKS

Looking at social media, the UB closed 2017 with over **160,000** followers on Facebook and practically **15,000** followers on Instagram (the top Spanish university on the two platforms), and more than **43,000** Twitter followers (the top Catalan university). On the Klout index, which measures the influence of users on social media, the UB scores **87**, which indicates that it is the most influential educational institution in Spain.

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

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

"La UB Divulga"

Under the programme "La UB divulga", the university organizes a series of events to publicize scientific activity. The highlights are set out below (links are provided for the projects described in the previous Report on Social Responsibility and only new information for 2017 is included).

- **Espai Ciència.** The event lasted five days and attracted **1,000** young people.
- **Camins infinits.** At present, **15** young researchers from diverse branches of knowledge take part. A total of **18** sessions were held in secondary schools across Catalonia and the project reached **758** students.
- **Botanical tours.** **6** tours took place, with **261** people attending.
- **Toc-toc.** A total of **23** talks were given by **9** researchers in **18** different locations, attracting **1,000** people.
- **Festa de la Ciència.** The UB's third running of the science festival "Festa de la Ciència" took place on 12 May 2017, offering **40** demonstration workshops in various branches of knowledge. Nearly **100** researchers from **9** faculties took part. While there was no headcount taken of the general public in attendance because admission was free, the UB did count the number of students attending: **445** children and young people from early childhood education through secondary school took part.
- **ArqueUB.** This project introduces the general public to excavations being carried out by UB students in the bachelor's degree in Archaeology so that they can learn more about the work of archaeologists. The project, which took place in July 2017 because the site was only accessible at that time, included the following activities:
  - Activity for all ages: "How did the neighbours of the Raval live in centuries past: guided tours of the experimental site on the UB's Humanities Campus (located in the Raval neighbourhood)". The aim was to give the public a chance to learn more about the life of Barcelona's inhabitants in other periods. The public was greeted by archaeologists and UB students in their final year of Archaeology. A total of **75** places were made available, spread over three days.
  - Activity for any students in the final year of secondary school or the first year of higher secondary school who are interested in archaeology. The aim was to give students a chance to engage in teamwork with undergraduate students in Archaeology and to perform the tasks of an archaeologist over the course of a week. Because one of the objectives was to showcase the facilities to local neighbours, the activity was publicized heavily in Raval schools. In total, **6** stays were scheduled with **2** students each. Participating students prepared a field diary in digital format that has been posted on the project website.

Objectives for 2018

- To increase the UB's presence on radio and television.
- To reprint the UB Expert Guide, which is a tool for the media to gain access to knowledge produced at the university.
- To develop new internal channels of communication, like Telegram, and to continue promoting the UB intranet by posting new content.
- To redesign the student web portal.
- To create and develop the communication plan for the institution.

Infrastructure

UB INFRASTRUCTURE	2013–2014	2014–2015	2015–2016	2016–2017
Centres (faculties and university schools)	19	18	16	16
Affiliated centres	6	7	8	8*
Departments	106	106	60	60
UB research institutes and centres	25	25	25	20
Research institutes to which the UB contributes	8	10	10	10
Interuniversity institutes	2	2	3	4
Documentation centres	3	3	3	3
Observatories	10	10	10	10
Libraries	18	17	17	17
Sports facilities	100,000 sq m	100,000 sq m	100,000 sq m	100,000 sq m
Constructed area (sq m)	676,153	676,153	664,191	662,774

* More than one centre currently in the process of being affiliated.

Source: UB Report 2016-2017

INVESTMENT IN MAINTENANCE AND MODERNIZATION OF FACILITIES			
2014	2015	2016	2017*
3,735,891.26	3,752,386.62	3,599,419.29	3,115,168.54

* Provisional data.

Source: Economic Planning and Budgeting

ASSETS	2014	2015	2016	2017*
Income from sales	0	0	0	0
Spending on acquisitions	9,376,495.90	10,510,992.46	8,495,272.90	8,508,632.23

* Provisional data

Source: Economic Planning and Budgeting

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2013–2014	2014–2015	2015-2016	2016-2017
Places offered by the UB*	880	886	848	848
Places filled	878	871	837	844
% occupancy	99.78%	98.31%	98.7%	99.53%

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

Source: Area for Common Services, UB Group and Projects

Objectives for the academic year 2017–2018

- Of the three objectives laid out in the last Report on Social Responsibility, only the target to prepare new regulations to govern the operation and legal regime of the UB's halls of residence and other university or affiliated residences has been met. The other two targets have had to be postponed until the academic year 2018–2019 for various reasons. In the case of building a hall of residence for students on the Barcelona Knowledge Campus, the delay is the result of not starting construction until December 2017 because of a moratorium declared by the Barcelona city council. In the case of building a hall of residence for students on the Bellvitge Health Sciences Campus, the L'Hospitalet de Llobregat city council has not yet completed the land grant on which the hall will be built, leading to a suspension of the application for a building permit and the delayed start of construction.

Objectives for the academic year 2018–2019

- To build the hall of residence for students on the Barcelona Knowledge Campus.
- To build the hall of residence for students on the Bellvitge Health Sciences Campus.

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

The UB conducts surveys on students' satisfaction with the teaching received.

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

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

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

- UB services and global report for 2017

In addition, graduates are surveyed. In this case, the most recent available data are from 2016:

- Global report
- Detailed report by course of study
- Detailed report by faculty/university school

In addition, the AQU, by agreement with all the universities in the Catalan university system, every three years conducts a survey on labour market outcomes with graduates of bachelor's degrees, master's degrees and doctoral programmes. The most recent published surveys correspond to 2017:

- Surveys on labour market outcomes for graduates receiving bachelor's degrees
- Surveys on labour market outcomes for graduates receiving master's degrees
- Surveys on labour market outcomes for graduates receiving doctoral degrees

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

The tables below show some of the highlights from the documents with links above.

ASSESSMENT RESULTS FOR TEACHING STAFF				
	2013	2014	2015	2016
Pool of assessable teaching staff (in standard calls)	439	495	508	468
Assessment applications submitted	317	338	391	363
Assessed teaching staff	306	327	372	337
Favourably assessed teaching staff (in standard calls)	299	302	346	321
Teaching staff applying for assessment out of all assessable teaching staff (in standard calls)	74.5%	69.9%	77.8%	77.6%
Favourably assessed teaching staff out of all potentially assessable teaching staff (in standard calls)	68.1%	61%	68.1%	68.6%

Source: Technical Cabinet at the Rector's Office

OVERALL RATING OF TEACHING STAFF AND SUBJECTS BASED ON STUDENT SURVEYS (RATED ON A SCALE OF 0 TO 10)	2013–2014	2014–2015	2015–2016	2016–2017
Rating of teaching staff in bachelor's degrees	7.13	7.14	7.20	7.22
Rating of teaching staff in university master's degrees	7.53	7.56	7.62	7.73
Rating of subjects in bachelor's degrees	6.89	6.87	6.88	6.85
Rating of subjects in university master's degrees	7.21	7.20	7.22	7.32

Source: Technical Cabinet at the Rector's Office

RATING OF THE UB'S SERVICES, ACTIVITIES AND FACILITIES (IN RELATION TO STUDENT SUPPORT SERVICES, THE FACILITIES OF FACULTIES AND UNIVERSITY SCHOOLS, AND THE UB'S GENERAL SERVICES) (RATED ON A SCALE OF 1 TO 4)				
	2014	2015	2016	2017
Services and activities related to student support	2.63	2.66	2.72	2.75
Services and facilities of faculties and university schools	2.60	2.61	2.62	2.61
General UB services and facilities	2.91	2.92	2.92	2.86
UB overall	2.71	2.73	2.75	2.74

Source: Technical Cabinet at the Rector's Office

	2014	2015	2016	2017
Open documents (Documents at the Digital Repository of the UB)	17,890	22,072	26,926	33,837
Rating from satisfaction questionnaires completed by student users of the Virtual Campus (on a scale of 0 to 10)	7.05	7.4	7.5	6.8

Source: Technical Cabinet at the Rector's Office

Participation, communication and support aimed at students

In relation to the participation of students in decision-making and the channels of communication and dialogue that the UB establishes with them, there have been no important new developments since the Report on Social Responsibility 2014–2015.

The Observatory on Students and Studies, the Student Council (the highest representative body of UB students) and the various delegate committees of the Governing Council, as well as the various associations registered with the UB's Union of University Associations, are effective channels and the intention is to continue reinforcing and strengthening them in order to encourage student participation in the taking of some decisions.

In the academic year 2016–2017, the Office of the Vice-Rector for Students and Language Policy has opened a dialogue with the representatives of associations (including those of a representative nature and those that focus on cultural, recreational, solidarity and other activities) and has taken the decision to begin working to increase the visibility of associations and of the efforts and activities that they carry out.

Objectives for the academic year 2017–2018

- To improve the management of the umbrella group Hotel d'Associacions and its communication channels in order to raise the visibility of associations and of their efforts and activities.

STUDENT SUPPORT

The SAE is the unit responsible for providing support to UB students.

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

- **Prior to entering the UB:** the SAE offers information, clarifies doubts and introduces future students to the university, giving them guidance on the most appropriate degree in light of their interests, expectations, academic pathway, etc.
- **At the start of studies:** help in adaptation to a new social environment and to learning methodology and university work.
- **During life at the University:** the SAE fosters student participation in internal policies, helps to design students' academic project of personal and professional development, and provides training in skills and abilities. In the case of students with special educational needs, the SAE provides a variety of resources and tools to promote an effective equality of opportunities.
- **At the end of the degree:** the SAE fosters employment through agreements on placements, advice on the job-seeking process, etc.

+ information

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

- The Fem Via Programme
- The Avança Programme
- The Viure i Conviure Programme[7]

This is a programme managed by the Roure Foundation in collaboration with the CIC and the Barcelona city council. It helps university students to find accommodation in the homes of elderly people and fosters intergenerational relations, exchange and solidarity. The aim is twofold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

- Studia Project. Collaboration agreement with the Hospital Clínic
- Collaboration agreement with the NGO Projecte Home
- **Collaboration agreement between Crue Universidades Españolas and the Fundación Once**

  This agreement makes it possible for students with functional diversity to pursue external work placements as part of their degree course or outside their degree course. The aim is to enhance their employability and future job prospects.
- Collaboration agreement between the Catalan Ministry of Economy and Knowledge and the Catalan universities to promote better labour market outcomes for young students and university graduates
- **Santander-Crue-Cepyme grant programme for in-company work placements**

  This programme enables students to pursue in-company work placements as part of their degree course or outside their degree course in the professional area in which they will work after graduation. As a result, it improves their subsequent employability.

7. While the programme is not new, recent changes have been made, accounting for the additional description this year

- University Debating League
- Secondary School and Obligatory Secondary School Debating League

Fulfilment of objectives for 2016–2017

- The first objective to organize courses and workshops on mobility for students with special educational needs has been met. The UB held events on the Erasmus+ programme entitled "Quieres irte de Erasmus?"; organized informational talks aimed at UB tutors on the subject of students with special educational needs and on how the Erasmus+ programme works; collaborated on the informational day entitled "Persones amb discapacitat en situacions d'emergència: Com hem d'actuar?"; and took part in exchange events outside the UB, including the national meetings of the SAPDU network and the Espai d'Inclusió 20+20+20 in the Barcelona neighbourhood of Les Corts.
- The second objective to offer financial support to students with a higher degree of dependence who need help from a third person has only partially been met. While the UB has offered economic support to the students in question, the measure is limited in scope and has prerequisites that do not fully conform to actual circumstances.
- The third objective to manage the implementation of a service to provide personal assistance to students who meet a series of perquisites set out in the previous report has not been met. After contacting a variety of organizations who supply assistance services, no viable solution for the direct provision of such a service has been reached. In any event, it has been decided that giving a financial grant to some of these students is a valid alternative.
- The fourth objective to review and reprint an updated handbook for peer support entitled *Guia per a l'alumnat de support* has not been met.
- The final objective has been partially met: a communication system in bulletin format has not been created, but the UB has taken active part in a variety of programmes and events devised for students with special educational needs. They include "Speaking without frontiers" and "Hablemos sin barreras", put on by the Fundación Universia; mobility events entitled "Quieres irte de Erasmus?"; the daylong event "Persones amb discapacitat en situacions d'emergència: Com hem d'actuar?"; the project "Baskin at University", and more.

Objectives for the academic year 2017–2018

- To create and participate in events about students with special educational needs.
- To offer financial assistance to students with a higher degree of dependence who need help from third persons.
- To take new steps to promote collaboration with teaching staff and UB services involved in providing assistance to students with special educational needs, with the objective of improving proposals for classroom adaptation and expanding the range of resources available to students.
- To review and update informational materials on programmes and resources aimed at students with special educational needs (website, postcards, etc.).

LIBRARIES

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

	2013	2014	2015	2016*
Monograph collections	1,676,578	1,888,426	1,765,310	1,678,271
Periodical collections	57,652	62,210	76,181	77,602
Total loans	934,175	888,297	716,556	686,092
Reading desks	6,221	6,055	6,014	6,070

** The figures for 2017 are not yet available.*

Source: UB Report 2016–2017

Cost of studies and grants

COST OF STUDIES

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

TUITION FEES	2013–2014	2014–2015	2015–2016	2016–2017
Average price per credit for bachelor's degrees	€33.52	€33.52	€33.52	€33.52
Average price per credit for university master's degrees*	€43.98	€43.98	€43.98	€43.98

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

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

GRANTS AND FINANCIAL AID

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

- for bachelor's degrees
- for university master's degrees
- for UB-specific master's degrees or postgraduate courses
- for doctoral studies

Over the past academic year 2016–2017, **20,466** applications were received for **general and mobility grants** for bachelor's degrees, pre-EHEA degrees and diplomas, and university master's degrees. A total of **11,861** grants were awarded, with a total value of **28,684,816** euros.

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

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2013–2014	2014–2015	2015–2016	2016–2017
Applications	18,931	19,487	20,623	20,466
Grants awarded	11,544	12,101	12,346	11,861
Percentage of successful applications	60.98%	62.1%	59.87%	57.95%
Successful applications out of total students (pre-EHEA degrees/diplomas, bachelor's degrees and master's degrees)	23.03%	24.55%	25.26%	22.73%

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

Additionally, **12,926** applications for means-tested **Equity grants** were processed, of which **9,807** were awarded. These grants reduce **enrolment fees** for students by between **10%** and **50%** according to which of six means-based categories they are classified in.

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

- one for incoming students, with 5 applications and 1 award, where the general grant is not sufficient;
- one for students repeating subjects, with 274 applications and 232 awards;
- one for students facing extraordinary circumstances, with 143 applications and 66 awards, and
- one for students to study third languages, with 366 applications and 288 awards.

Fulfilment of objectives for 2016–2017

The UB has successfully carried on with the financial assistance and payment options provided through the bkUB programme.

Objectives for the academic years 2017–2018 and 2018–2019

- To maintain the UB's own grant and financial aid programme in order to safeguard the right of access to studies and the right to continue in studies.
- To review the regulations on collaboration grants in order to emphasize the importance of collaboration in the UB's training plan.
- To assert and defend the equalization of tuition fees in bachelor's and master's studies.

University and research[8]

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

RESEARCH AND TECHNOLOGY AND KNOWLEDGE TRANSFER

	2013	2014	2015	2016
Income generated through competitive and non-competitive research funding (thousands of euros)	69,428	87,209	88,988	100,229
Research projects	19,977	25,312	31,471	47,319
Complementary actions	401	305	369	—
Grants and financial aid	15,172	19,835	13,740	7,745
Infrastructure projects	—	185	—	657
Research agreements	193	538	248	445
FBG contracts	8,056	10,043	8,697	10,873
Services provided by CCiTUB to outside institutions	3,057	2,901	3,236	3,250
Income generated by UB researchers at institutions*	22,572	28,090	31,227	29,940

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

Source: The UB in Figures 2017

8. The section on research corresponds to calendar year 2016 because the information for 2017 was not available at the time of data collection.

RESEARCH ACTIVITY	2013	2014	2015	2016
Doctoral theses read	755	752	1,131	1,158
Scientific publications (collected by ISI)	4,998	5,180	5,186	5,381
PDI engaged in competitive research and transfer out of total PDI (FTE)	68.9%	66.2%	62.5%	58.9%
Predoctoral research staff	444	504	546	584
Consolidated research groups (as recognized by the Government of Catalonia)	243	301	301	303
Active research projects	689	663	892	997
Patent applications	48	54	93	67
Priority patent applications	17	15	20	12
New technology-based spin-offs	3	3	6	4
UB research institutes and centres	25	25	25	20
Research institutes to which the UB contributes	8	10	10	10
Interuniversity institutes	2	2	2	4
Documentation centres	3	3	3	3
Observatories	10	10	10	10
Contracted research doctors	254	206	222	216
PAS supporting research	336	371	332	331
International patent extensions	8	15	14	17

Source: UB Report 2016–2017

	2013		2014		2015		2016	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
Income from research (competitive projects)*								
Regional government	106	5,891,262.71	456	11,116,958.63	89	5,772,037.13	112	6,413,326.51
National government	187	11,017,273.27	300	23,300,901.95	299	26,226,823.03	347	32,305,584.75
Local government	1	4,500.00	2	12,000.00	1	5,000.00	2	26,257.23
Foreign public administration	—	—	2	175,068.52	3	79,967.58	—	—
Other	15	128,436.09	12	236,057.47	4	80,978.97	10	383,214.53
European Commission	56	16,171,626.02	29	4,594,091.09	41	10,549,332.30	49	14,369,130.86
Private sector: IPFSL and business	14	369,149.69	30	1,376,720.70	30	1,154,837.82	28	1,045,270.17
Public sector: IPFSL	24	1,967,271.20	33	4,825,987.50	22	1,710,107.75	22	1,178,914.96
Research projects at UB institutes (competitive funding)	97	13,551,966.74	184	20,907,714.68	123	24,157,573.65	142	25,614,937.99
Income from research (non-competitive projects)								
Research projects at UB institutes (non-competitive funding)	—	8,391,364.16	—	6,199,965.74	—	11,086,716.25	382	9,762,438.48
UB research agreements	—	193,811.00	—	538,251.46	—	248,305.75	—	444,801.98
FBG contracts	—	9,600,381.60	—	11,971,345.79	—	10,865,160.40	—	12,532,155.48
CCiTUB services	—	3,057,254.42	—	2,900,710.54	—	3,236,328.13	—	3,249,672.43
Total income from research and technology transfer	—	**70,344,297**	—	**88,155,774**	—	**95,173,169**	—	**107,325,705**

* To a limited extent, the figures on research income have been reallocated to reflect the practices of most universities. As a result, minor changes appear throughout the table.

Source: UB Report 2016–2017 and Technical Cabinet at the Rector's Office

SCIENCE AND TECHNOLOGY CENTRES

The Science and Technology Centres (CCiTUB) are a group of facilities whose main mission is to support research and innovation in the fields of chemistry, materials science and the biosciences. They provide the scientific and industrial community scientific instruments and offer advice on experimental techniques. Their mission is also to act as intermediaries in university-business relations and to promote innovation and technology transfer through agreements and research, development and innovation projects with industry.

CCITUB	2013	2014	2015	2016
Internal users (head researchers)	440	485	479	Not available
External invoicing (in euros)	4,107,176	3,569,029	4,233,125	4,319,554
Value of scientific equipment (in thousands of euros)	41,110	41,110	42,000	43,000

Source: UB Report 2016–2017

Objectives for the academic year 2020-2021[9]

- To create the UB-100 programme, which will be a plan to promote chairs with outside funding to enable the UB to bring in renowned teaching staff and researchers of undeniable quality. The aim is to contribute to positioning the UB among the top 100 universities worldwide within a period of ten years.
- To design a workforce of specialized technical staff (technologists and research managers) to face the growing need for highly skilled personnel who can carry out research support tasks.
- To move forward with the actions laid out in the Action Plan (2017-2020) of the UB's Human Resources Strategy for Researchers, which are framed in terms of the recognition of excellence in the management of research staff. This recognition, which has been given to the UB by the European Commission, aims to promote and enhance hiring, working conditions and the careers of researchers and to contribute to the development of the European Research Area.
- **To increase efficiency in the management of the CCiTUBs**, which given the support they provide to research and innovation must keep their character as a university service open to the territory's industry.
- **To work on strengthening the UB's ethics committees** (Animal Experimentation Ethics Committee and Bioethics Committee), reinforcing their administrative structures to reduce response times and increase efficiency, and creating a code of conduct on research integrity that defines the principles governing research to ensure responsible, quality research and that responds to threats or violations that may put integrity at risk.

9. These are objectives set for the end of the current governing team's term in office.

Social responsibility in teaching and research activity, and dissemination of social responsibility

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

Social responsibility is a key part of the teaching and research activity of the UB. Students are able to study subjects with content that is closely related to social responsibility, ethics or the environment and sustainability. In some cases, special sessions are devoted to these issues within more general subjects. In addition, the UB offers master's degrees that comprehensively address subjects closely linked to social responsibility. Information on this subject area, however, has not been updated from what appears in the Report on Social Responsibility 2012–2013 because of its complexity and the resources that would have to be invested to conduct a rigorous analysis of the role of social responsibility in teaching at the UB.

In addition, service-learning projects play an increasingly important role at the UB.

In 2017, the UB has ended its participation in the Erasmus+ project called UNIBILITY (University Meets Social Responsibility). The UB was represented by the OCI and Dr Isabel Vidal took part jointly with Dublin City University (Ireland), the University of Porto (Portugal), the Public University of Ptuj (Slovenia), the Politehnica University of Bucharest (Romania), the University of Vienna (Austria) and the European University Continuing Education Network (Belgium). The project ran for two years: from October 2015 to October 2017.

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

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

The project has produced several documents:

- A theoretical introduction to the concepts of social responsibility and university social responsibility: *From Corporate Social Responsibility (CSR) to University Social Responsibility (USR)*.
- A manual of best practices entitled *RSU: Guía de prácticas*.
- A document with instructions for training university staff on the subject of social responsibility: *USR Training Material*.
- The final project document, entitled *USR Guidelines*, which sets out the basic guidelines for any university seeking to implement social responsibility.

In addition, various activities have been carried out as part of this project. Highlights include:

- Training for 33 staff members from the various universities participating in the project (May 2016, Vienna)
- Training for 38 students from the various universities participating in the project (July 2016, Barcelona)
- The final conference, held at the UB, to present the project's results (22 September 2017, Barcelona).

Additional information is available on the project website: www.postgraduatecenter.at/unibility.

On 31 July 2017, the UB published *Adaptació i càlcul de la matriu del bé comú a la Universitat de Barcelona*. The UB's researchers (Dr David Ceballos, former head of the Rector's Office, Dr Marta Rodríguez and OCI representatives) adapted the matrix of the common good to the distinctive features of a university institution and then responded to the different indicators that appear in the matrix (now adapted to university reality) with UB data from the academic year 2015–2016. The launch of the publication took place in September 2017 in the UB's Historic Building.

Two other publications on social responsibility deserve mention as well. The first is an article entitled "Control interno, gestión de riesgos y Responsabilidad Social: el caso de la Universidad de Barcelona", written by OCI members and published in 2017 in the Uruguay journal *Cuadernos de RSO*. The second is an article entitled "La adaptación de la Guía G4 de la Global Reporting Initiative (GRI) al ámbito universitario: El trabajo conjunto y pionero de la UB y UPF", written by OCI members together with UPF staff on the social responsibility team, as part of a seminar held at Jaume I University in Castelló to present best practices in social re-

sponsibility. The article appears in the document *Nuevas perspectivas en la gestión de la Responsabilidad Social en las Universidades*.

Lastly, a course on social responsibility and its application to the UB was offered in the context of the time management project, which has been described in detail in other sections of the report. In 2017, nearly all PAS staff at the UB took part.

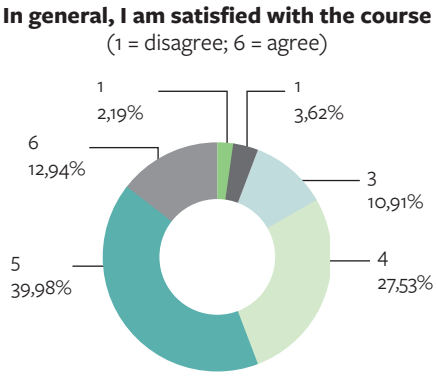
Fulfilment of objectives 2017

- The objective to offer PAS at the UB an online course in social responsibility has been satisfactorily met, because the OCI and Dr Vidal designed such a course and staff were able to take it. Key data on the course appear in the table below:

COURSE ENROLMENT DATA			
	PAS	PERCENTAGE	% WOMEN
Enrolled in course	2,344	100	65.31
Completed course	1,823	77.77	53.11
Have not completed course	521	22.23	12.20

Source: Labour Relations and Personnal Development, and Corporate Training

Participation satisfaction data



- The objective to host the final conference of the UNIBILITY project has been met. The event took place in Barcelona in September 2017.

Objectives for 2018

- To continue publishing articles about the UB's policies on social responsibility and about the concept of social responsibility in order to share this management model with society.

How the UB compares to other universities

RANKINGS

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS	2013–2014	2014–2015	2015–2016	2016–2017
Ranking position	**178**	**166**	**166**	**160**
Evaluation scores by area				
Teaching	24.5	28.4	38.5	32.4
Research	24.7	28.8	37.4	32.5
Citations	74.9	79.7	78.9	83.2
Industry income	30.3	31	31.1	34
Internationalization outlook	45.0	47.8	49.2	50.6
Overall score	–	–	**50.9**	–
UB position in Spain	**2-3**	**2**	**3**	**3**

Source: OCI

ACADEMIC RANKING OF WORLD UNIVERSITIES (JIAO TONG UNIVERSITY, CHINA)	2014	2015	2016	2017
Ranking position	151-200	151-200	151-200	201-300
Evaluation scores by area				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	15.1	15.1	17.8	15.4
N&S	11.5	11.7	12	12.3
PUB	51.8	51.6	50.6	51.0
PCP	18.4	18.7	19.9	20.4
Overall score	–	–	–	–
UB position in Spain	**1**	**1**	**1**	**1-3**

Source: OCI

QS WORLD UNIVERSITY RANKINGS	2013–2014	2014–2015	2015–2016	2016–2017
Ranking position	178	166	166	160
Evaluation scores by area				
Academic reputation	84.7	86	86.9	79.5
Employer reputation	61.5	70.4	74.1	66.4
Teacher:student ratio	–	30.4	–	28.4
Internationalization	–	6	-	–
International students	–	33.8	–	36.1
Citations	39.3	45.3	38.8	32.4
Overall score	55.4	58.7	58.6	52.6
UB position in Spain	**2**	**1**	**1**	**1**

Source: OCI

CAMPUSES OF INTERNATIONAL EXCELLENCE

The UB has two campuses of international excellence, the Barcelona Knowledge Campus BKC and the Health Universitat de Barcelona Campus HUBc.

BKC

The UB and the UPC are joint leaders of the Barcelona Knowledge Campus (BKC), a project to create a knowledge ecosystem to promote employability, social cohesion and territorial economic development. The result of this partnership is a campus defined by, but not restricted to, three areas of specialization: life sciences, social sciences and technologies. BKC also covers other thematic areas following the same standards of excellence: architecture, engineering, sciences and fine arts.

HUBC

The HUBc, the health campus of the University of Barcelona, coordinates the interaction between the UB and leading hospitals and research institutes in the field of health. The goal of the HUBc is to create high-quality settings for the university community in a context of economic development and a sustainable society. The activity of the HUBc is concentrated in three locations: the Campus of Sant Joan de Déu, the Medicine Campus - Hospital Clínic August Pi i Sunyer, and the Bellvitge Health Sciences Campus. The HUBc is the ideal setting to receive the very finest students and researchers, as well as high value-added companies at work in the area of health sciences.

Fulfilment of objectives 2017

- In 2017, the UB has completed the projects funded through the strengthening call 2015 of the Spanish Ministry of Education. As a result, the objective to complete the funded projects has been met.

Objectives for 2018

- To create a programme of external work placements as part of students' degree courses that prioritize the companies in the BKC and HUBc environments: spin-offs, start-ups and technology companies.
- To supplement the programme with activities at business fairs and recruitment events, careers guidance activities, and entrepreneurship laboratories and workshops to emphasize student interest in entrepreneurship and prepare well-trained and experienced professionals for the labour market, where they can join technology companies or research centres.

Responsibility to staff

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Our staff[10]

A total of **8,536** people work at the UB, of which **6,248 (73.20%)** are teaching and research staff (PDI) and **2,288 (26.80%)** are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

STAFF BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER

PAS BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	WOMEN	TEMPORARY	WOMEN	SUBTOTALS	WOMEN
Temporary employees	0	0%	16	25%	16	25%
Civil servants in group A	54	72.22%	3	66.67%	57	71.93%
Civil servants in group B	137	81.02%	45	77.78%	182	80.22%
Civil servants in group C	419	79.24%	3	33.33%	422	78.91%
Civil servants in group D	83	86.75%	258	85.66%	341	85.92%
Civil servants in group E	3	33.33%	0	0%	3	33.33%
University-contracted staff in group 1	168	48.21%	142	57.75%	310	52.58%
University-contracted staff in group 2	132	43.18%	87	49.43%	219	45.66%
University-contracted staff in group 3	207	46.86%	310	54.19%	517	51.26%
University-contracted staff in group 4	151	61.59%	70	62.86%	221	61.99%
Subtotals	**1,354**	**65.21%**	**934**	**64.24%**	**2,288**	**64.82%**

Source: Human Resources

10. The figures are from 31 December 2017.

As the table above shows, there are **2,288** PAS, of which **1,354 (59.18%)** have an open-ended contract and **934 (40.82%)** have a fixed-term contract. We can also see that **64.82%** are women, who are clearly the majority. However, the categories are not homogeneous and the percentage of women varies considerably by group.

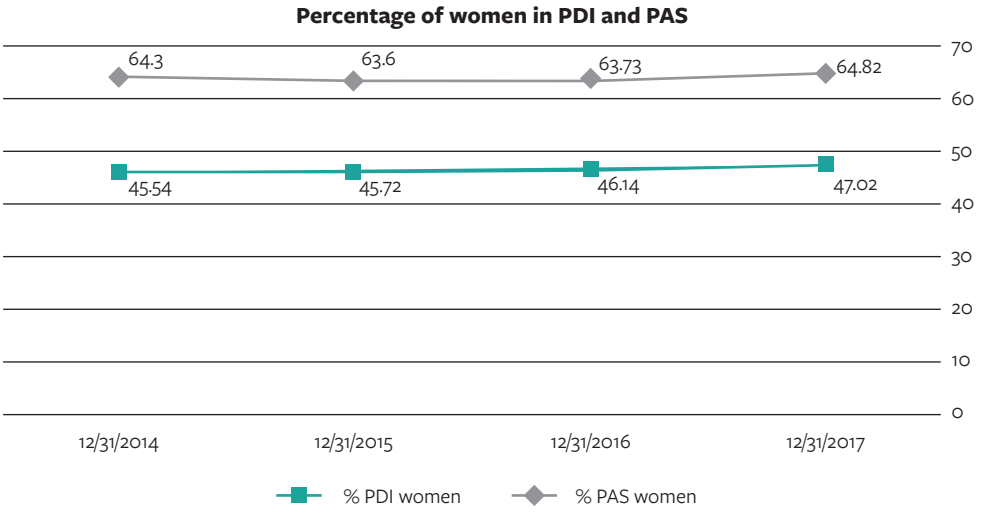
PDI BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	WOMEN	TEMPORARY	WOMEN	SUBTOTALS	WOMEN
Full professor	477	20.96%	5	100%	482	21.78%
University school full professor	17	64.71%	0	0%	17	64.71%
Senior lecturer	1032	44.38%	13	46.15%	1045	44.40%
University school senior lecturer	110	50%	3	66.67%	113	50.44%
Contracted full professor	2	0%	0	0%	2	0%
Senior lecturer	370	48.38%	126	50%	496	48.79%
Assistant lecturer	0	0%	118	48.31%	118	48.31%
Collaborating lecturer on an open-ended contract	75	68%	1	100%	76	68.42%
Collaborating lecturer on an open-ended contract (doctor)	11	54.55%	0	0%	11	54.55%
Adjunct lecturer	1	0%	2,295	51.76%	2,296	51.74%
Adjunct medical lecturer	0	0%	672	47.32%	672	47.32%
Visiting lecturer	0	0%	20	30%	20	30%
Emeritus professor	0	0%	130	36.92%	130	36.92%
Lecturer at the ICE (Government of Catalonia)	0	0%	5	40%	5	40%
Researchers with specific funding	0	0%	765	49.93%	765	49.93%
Total	2,095	41.05%	4,153	50.04%	6,248	47.02%

Source: Human Resources

As the table above shows, there are **6,248** PDI, of which **2,095** (**33.53%**) have open-ended contracts and **4,153** (**66.47%**) have fixed-term contracts. Women represent **47.02%** of this group.

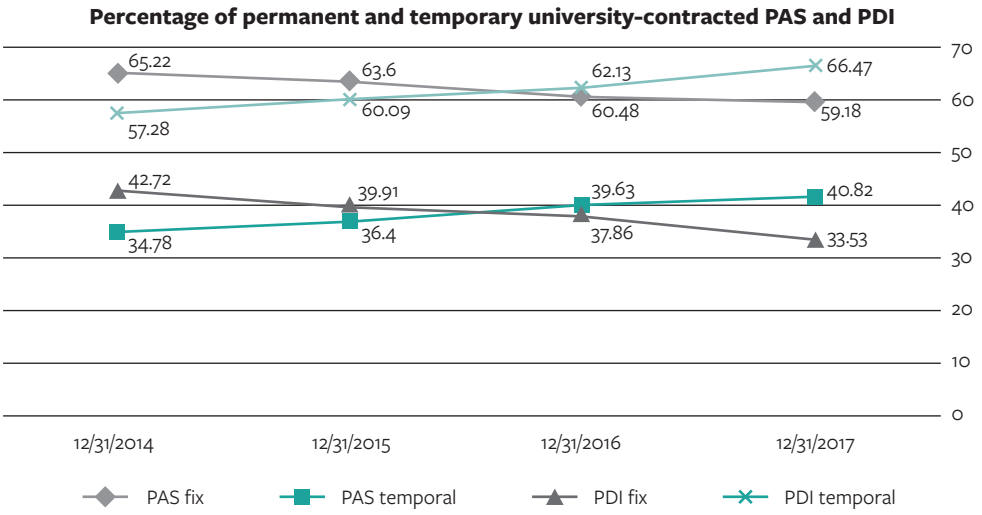
A comparison of PAS and PDI figures shows greater employment instability among PDI, because their percentage of fixed-term contracts is much higher. To interpret the table above correctly, however, it is necessary to bear in mind that a significant portion of the PDI in employment categories classified as temporary do not carry out teaching or research as their primary activity (for example, adjunct lecturers or adjunct medical lecturers). In the case of gender, the majority of PAS are women, while the majority of PDI are men.

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



Source: OCI

There is a fairly steady total percentage of women in PAS and PDI, though there is a slight upward trend in the percentage of women in PDI.



Source: OCI

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

STAFF BY EMPLOYMENT TYPE, AGE AND GENDER

	PAS BY EMPLOYMENT TYPE, AGE AND GENDER					
	CIVIL SERVANTS	WOMEN	UNIVERSITY-CONTRACTED STAFF	WOMEN	SUBTOTALS	WOMEN
> 65	19	78.95%	16	50.00%	35	65.71%
60-64	144	82.64%	125	46.40%	269	65.80%
55-59	198	75.76%	148	54.05%	346	66.47%
50-54	279	80.65%	248	52.02%	527	67.17%
45-49	152	83.55%	187	53.48%	339	66.96%
40-44	113	79.65%	172	44.77%	285	58.60%
35-39	74	83.78%	128	53.91%	202	64.85%
30-34	28	71.43%	122	58.20%	150	60.67%
25-29	14	71.43%	100	62.00%	114	63.16%
< 25	0	0%	21	52.38%	21	52.38%
Subtotals	**1,021**	**80.12%**	**1,267**	**52.49%**	**2,288**	**64.82%**

Source: Human Resources

Of the **2,288** members of PAS, **1,021 (44.62%)** are civil servants and **1,267 (55.38%)** are university-contracted staff. The largest age group, which accounts for **23.03%** of the total, is the one with people who are between 50 and 54 years of age.

	PDI BY EMPLOYMENT TYPE, AGE AND GENDER					
	CIVIL SERVANTS	WOMEN	UNIVERSITY-CONTRACTED STAFF	WOMEN	SUBTOTALS	WOMEN
> 65	308	27.27%	166	34.94%	474	29.96%
60-64	416	34.62%	260	34.23%	676	34.47%
55-59	446	41.48%	458	44.32%	904	42.86%
50-54	302	46.36%	538	44.80%	840	45.36%
45-49	151	47.68%	659	50.08%	810	49.63%
40-44	20	50.00%	743	56.39%	763	56.23%
35-39	1	0.00%	651	53.76%	652	53.68%
30-34	0	0%	500	57.20%	500	57.20%
25-29	0	0%	556	53.06%	556	53.06%
< 25	0	0%	73	43.84%	73	43.84%
Total	**1,644**	**38.63%**	**4,604**	**50.02%**	**6,248**	**47.01%**

Source: Human Resources

In the case of PDI, there are **1,644 (26.31%)** civil servants and **4,604 (73.69%)** permanent university-contracted staff. In terms of age, the two largest groups are those between 55 and 59 years of age (**903**) and those between 50 and 54 (**840**).

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

EVOLUTION OF PAS AND PDI BY AGE BAND (%)								
	31-12-2014		31-12-2015		31-12-2016		31-12-2017	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
> 65	0.13	9.16	0.44	9.02	0.48	8.86	1.53	7.59
60-64	10.25	11.69	10.47	11.33	10.43	11.55	11.76	10.82
55-59	12.48	15.70	13.91	15.82	14.48	15.81	15.12	14.45
50-54	20.76	15.66	21.82	15.11	22.71	14.81	23.03	13.45
45-49	20.67	13.93	18.33	14.48	16.90	14.27	14.82	12.97
40-44	13.14	12.36	13.52	12.53	13.07	12.88	12.46	12.21
35-39	10.56	11.67	9.63	12.31	8.50	11.52	8.83	10.44
30-34	6.79	7.00	6.05	6.72	6.82	6.79	6.56	8.00
25-29	3.90	2.54	4.15	2.44	4.58	2.98	4.98	8.90
< 25	1.31	0.30	1.68	0.23	2.03	0.54	0.92	1.17

Source: OCI

The table above shows the ageing of the PAS workforce: the percentage of PAS members who are 50 years old or more has risen from **43.62%** in 2014 to **51.44%** in 2017.

In the PDI workforce, the trend is exactly the opposite: the percentage of PDI members who are 50 years old or more has fallen from **52.21%** to **46.31%**, while the percentage who are 39 years old or less has risen from **21.51%** to **28.51%** (the figures compare 2014 with 2017).

EVOLUTION OF PAS AND PDI BY EMPLOYMENT TYPE (%)				
	31-12-2014	31-12-2015	31-12-2016	31-12-2017
Publicly-contracted PAS	43.23	42.01	40.36	44.62
University-contracted PAS	56.77	57.99	59.64	55.38
Publicly-contracted PDI	36.71	33.37	31.10	26.31
University-contracted PDI	63.29	66.63	68.90	73.69

Source: OCI

The table above shows that the PDI workforce follows the trend of recent years, with the percentage of university-contracted members rising at the expense of publicly-contracted members, while the PAS workforce has broken with the trend and the percentage of publicly-contracted members has risen to **44.62%**.

Number of new hires and staff turnover[11]

This section shows new hires and staff turnover at the UB.

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

PAS NEW HIRES						
	TEMPORARY UNIVERSITY-CONTRACTED STAFF		NON-PERMANENT CIVIL SERVANTS		SUBTOTALS	% BY AGE
	MEN	WOMEN	MEN	WOMEN		
> 65	0	0	0	0	0	0
60-64	0	1	0	0	1	0.79
55-59	3	1	0	0	4	3.15
50-54	1	3	0	1	5	3.94
45-49	2	3	1	0	6	4.7
40-44	4	4	0	3	11	8.66
35-39	4	5	0	1	10	7.87
30-34	11	10	3	8	32	25.20
25-29	8	23	2	7	40	31.50
< 25	4	4	3	7	18	14.17
Subtotals	37	54	9	27	127	100

Source: Human Resources

11. The figures are from 31 December 2017.

The **127** PAS new hires in 2017 all have a temporary university contract (**91** individuals) or are non-permanent civil servants (**36** individuals). Of the 127 in total, **81** or **63.78%** are women, while **46** or **36.22%** are men. In addition, **70.87%** of the new hires are 34 years of age or younger.

PDI NEW HIRES						
	TEMPORARY UNIVERSITY-CONTRACTED STAFF		CIVIL SERVANTS		SUBTOTALS	% BY AGE
	MEN	DONES	MEN	WOMEN		
> 65	0	1	0	0	1	0.21
60-64	5	3	0	0	8	1.72
55-59	7	16	0	0	23	4.94
50-54	13	17	0	0	30	6.44
45-49	24	21	0	0	45	9.66
40-44	31	46	0	0	77	16.52
35-39	41	41	0	0	82	17.60
30-34	32	68	0	0	100	21.46
25-29	36	45	0	0	81	17.38
< 25	9	10	0	0	19	4.08
Subtotals	198	268	0	0	466	100

Source: Human Resources

The legal constraints on hiring new PDI staff with open-ended contracts or through public examinations are the same as those mentioned above for PAS. Of the total of **466** new PDI hires, all are temporary university-contracted staff. By gender, **268 (57.51%)** are women and **198 (42.49%)** are men. In terms of age, the largest number of newly contracted PDI staff are between 25 and 39 years of age **(56.44%)** and this means that new hires tend to make the PDI staff younger overall.

RESEARCHERS WITH SPECIFIC FUNDING (PDI) WHO ARE JOINING THE UB FOR THE FIRST TIME						
	TEMPORARY UNIVERSITY-CONTRACTED STAF		CIVIL SERVANTS		SUBTOTALS	% BY AGE
	MEN	WOMEN	MEN	WOMEN		
> 65	0	0	0	0	0	0
60-64	0	0	0	0	0	0
55-59	1	1	0	0	2	0.56
50-54	0	1	0	0	1	0.28
45-49	2	4	0	0	6	1.67
40-44	7	12	0	0	19	5.29
35-39	30	26	0	0	56	15.60
30-34	42	32	0	0	74	20.61
25-29	81	76	0	0	157	43.73
< 25	29	15	0	0	44	12.26
Subtotals	192	167	0	0	359	100

Source: Human Resources

We believe that it is appropriate to separate the data on researchers with specific funding from the data for other PDI. This is because of the distinctive features of the former group and their special impact on new hiring. In 2017, there have been **359** new hires, with women accounting for **167** (**46.52%)** of the total. The contracted researchers are very young: **64.34%** are between 25 and 34 years of age.

STAFF TURNOVER BY AGE, GENDER AND EMPLOYMENT AND CONTRACT TYPE

PAS ACTIVE IN 2017 AND NOT ACTIVE AT 31/12/2017											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		SUBTOTALS	PERMANENT		TEMPORARY		SUBTOTALS	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	0	0	1	1	2	1	1	0	0	2	0.63
60-64	1	3	0	1	5	1	3	0	1	5	1.57
55-59	2	0	4	4	10	1	0	5	4	10	3.14
50-54	0	2	2	3	7	1	0	1	5	7	2.20
45-49	1	2	2	8	13	0	2	3	8	13	4.09
40-44	0	3	5	10	18	0	0	5	13	18	5.66
35-39	0	2	13	20	35	0	1	13	21	35	11.01
30-34	2	8	33	25	68	0	0	35	33	68	21.38
25-29	2	7	39	51	99	0	0	41	58	99	31.13
< 25	3	7	26	25	61	0	1	29	32	61	19.18
Subtotals	11	34	125	148	318	4	7	132	175	318	100
Totals	45		273		318	11		307		318	

Source: Human Resources

The number of PAS who have been active at some point in 2017 and are no longer active as of 31 December is **318**. Of the total, **182 (57.23%)** are women and **136 (42.77%)** are men. By type of contract, **11 (3.46%)** were permanent and **307 (96.54%)** were temporary. By employment type, **45 (14.15%)** were civil servants and **273 (85.85%)** were university-contracted staff. By age bands, the largest group of staff leaving the UB as of 31 December were between 25 and 29 years old, followed by those between 30 and 34 years old.

PDI ACTIVE IN 2017 AND NOT ACTIVE AT 31/12/2017*											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		SUBTOTALS	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	52	17	37	24	130	51	19	38	22	130	21.49
60-64	10	18	14	9	51	10	19	14	8	51	8.43
55-59	4	2	12	10	28	5	3	11	9	28	4.63
50-54	5	1	18	24	48	5	1	18	24	48	7.93
45-49	3	2	18	28	51	5	2	16	28	51	8.43
40-44	1	0	24	36	61	3		22	36	61	10.08
35-39	0	0	36	48	84	0	0	36	48	84	13.88
30-34	0	0	27	64	91	0	0	27	64	91	15.04
25-29	0	0	22	27	49	0	0	22	27	49	8.10
< 25	0	0	7	5	12	0	0	7	5	12	1.98
Subtotals	75	40	215	275	605	79	44	211	271	605	100
Totals	115		490		605	123		482		605	

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

Of the **605** PDI who have ceased to be active as of 31 December 2017, **115 (19.01%)** were civil servants and **490 (80.99%)** had university contracts. By type of contract, **123 (20.33%)** were permanent and **482 (79.67%)** were temporary. In terms of permanent PDI leaving the UB (**123**), the largest group by far was made up of individuals entering retirement (**80.49%** were 60 years old or more). From a look at the overall figures by age, we again see that retirement is a significant cause (**21.49%** of individuals leaving the UB were aged 65 or older).

Staff remuneration

HIGHEST, LOWEST AND AVERAGE STAFF REMUNERATION

This section shows the average remuneration for the 5% of staff with the highest pay, the 5% with the lowest pay, and the average for the workforce as a whole. The figures are broken down by PAS and PDI and correspond to the monthly gross salary received in November 2017 by full-time staff at the UB.

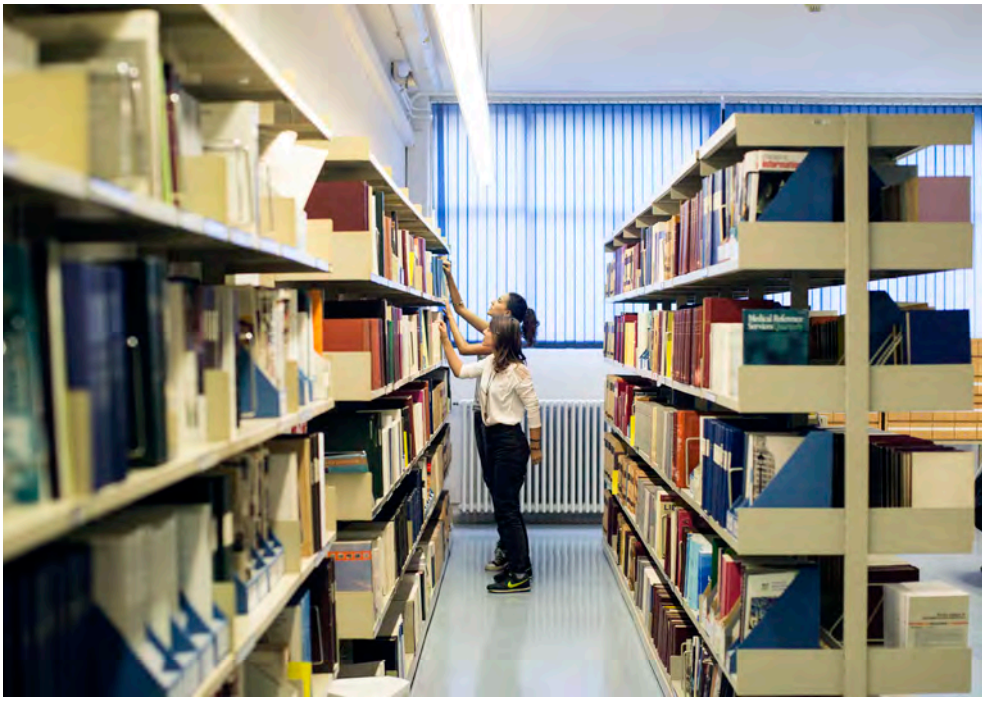
PDI

MONTHLY SALARIES PDI	
Average monthly remuneration for the highest paid 5% of PDI	6,629.15
Average monthly remuneration for the lowest paid 5%	1,216.92
Average monthly remuneration for PDI as a whole	4,216.73
Note 1. The figures are based on November salaries and take into account only fixed and periodic items. As a result, they include no exceptional payments (e.g. schools, master's programmes, postgraduate studies, special remunerated commissions, etc.).	
Note 2. The figures only reflect full-time staff.	

Source: Human Resources

As the table above shows, the average remuneration received in November by the highest paid 5% of PDI is **6,629.15** euros, a figure that is significantly higher (over five times) than the average remuneration received by the lowest paid 5% of PDI (**1,216.92** euros). The average PDI remuneration is **4,216.73** euros.

If we bear in mind that the UB makes 14 payments a year to its staff and we extrapolate from their monthly salary, we find that the gross annual salary of the highest paid 5% would be



92,808.1 euros, while the gross annual salary of the lowest paid 5% would be **17,036.88** euros and the average would be **59,034.22** euros.

PAS

MONTHLY SALARIES PAS	
Average monthly remuneration for the highest paid 5% of PDI	4,684.49
Average monthly remuneration for the lowest paid 5%	1,331.55
Average monthly remuneration for PDI as a whole	2,325.29
Note 1. The figures are based on November salaries and take into account only fixed and periodic items. As a result, they include no exceptional payments (e.g. schools, master's programmes, postgraduate studies, special remunerated commissions, etc.).	
Note 2. The figures only reflect full-time staff.	

Source: Human Resources

The average salary of the highest paid 5% of PAS is **4,684.49** euros, which is nearly 3.5 times higher than the average salary of the lowest paid 5% (**1,331.55** euros). The average salary for PAS as a whole is **2,325.29** euros.

If we make the same extrapolation made earlier for PDI, the annual salary of the highest paid 5% of PAS is **65,582.86** euros, while it is **18,641.7** euros for the lowest paid 5% of PAS. The average PAS annual remuneration is **32,554.06** euros.

A comparison of the two groups points to higher salary differences in PDI than in PAS. This is because while the lowest salaries in the two groups are very similar, the average salary and the salary for the highest paid 5% are much higher for PDI.

SALARY DIFFERENCES AMONG EMPLOYEES

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

EVOLUTION OF SALARIES*		2014	2015	2016	2017
PDI	Maximum salary	40,681.62	43,391.64	43,825.92	44,266.20
	Minimum salary	19,440.33	20,367.76	20,571.46	20,777.17
PAS	Maximum salary	83,571.54	90,000.12	90,900.22	91,809.22
	Minimum salary	19,020.56	20,894.88	21,101.50	21,312.51
General Manager's salary		92,857.18	92,857.18	100,000.00	101,000.20
Group IV temporary staff salaries		19,558.26	19,558.26	20,894.88	21,101.50

* The figures do not include three-yearly increments or performance-related bonuses. The yearly extra payment has been discounted for 2012, 2013 and 2014.

Source: Human Resources

RATIO BETWEEN HIGHEST AND LOWEST SALARIES*			
2014	2015	2016	2017
4.78	4.91	4.91	4.86

* Ratio calculated from the table above. Three-yearly increments and performance-related bonuses are not included. The yearly extra payment has been discounted for 2013 and 2014.

Source: Human Resources

The ratio between the highest and lowest salaries has remained quite steady over the past four years.

STAFF COSTS

STAFF COSTS RELATIVE TO TOTAL EXPENDITURE (MILLIONS OF EUROS)	2014	2015	2016	2017*
Staff costs	264.12	279.471	284.999	288.253
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	371.93	417.633	406.301	402.670
Total expenditure (including only operating costs)	340.09	358.035	358.051	355.244
Staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	71.01%	66.92%	70.19%	71.58%
Staff costs over total costs (including only operating costs)	77.66%	78.06%	79.60%	81.14%

* Provisional data

Source: Economic Planning and Budgeting

Employees with functional diversity

	31-12-2014	31-12-2015	31-12-2016	31-12-2017
PAS	2.72%	3.05%	2.82%	2.61%
PDI	0.75%	0.87%	0.93%	0.87%
Total	1.34%	1.5%	1.47%	1.39%

Source: Human Resources

In 2017, the UB had **121** employees with functional diversity. Of these, **68** were PAS and **53** were PDI. These employees represent **1.39%** of the entire UB workforce.

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 the pertinent fiscal legislation.

Level of official studies of employees[12]

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2014	2015	2016	2017
PhD	3,686	3,831	3,802	3,791
Holders of pre-EHEA degrees or diplomas	2,945	3,084	3,287	3,676
Subtotals	**7,597**	**7,796**	**7,985**	**8,536**

Source: Human Resources

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2014	2015	2016	2017
PhD	3,563	3,703	3,678	3,683
Holders of pre-EHEA degrees or diplomas	1,751	1,829	2,035	2,565
Percentage of PDI who are PhD holders	0.67	0.67	0.64	0.59
Total	**5,314**	**5,532**	**5,713**	**6,248**

Source: Human Resources

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	2014	2015	2016	2017
PhD	123	128	124	108
Holders of pre-EHEA degrees or diplomas	1,194	1,255	1,252	1,111
Upper secondary school education graduates	431	598	521	701
Vocational training	257	121	224	43
Obligatory secondary school graduates	278	162	151	325
Subtotals	**2,283**	**2,264**	**2,272**	**2,288**

Source: Human Resources

12. The figures are from 31 December of each year. Thus, the data for 2017 are from 31 December 2017.

Staff training

UB staff receive ongoing training to improve and refresh their skills and to apply these skills in their daily work.

TRAINING FOR PAS

The UB's Corporate Training unit manages training services. Each year, it prepares a training plan that includes a variety of courses in response to the professional and personal training needs of both administrative and service staff. In addition, tuition assistance is available, for example, to study official languages of the EU at the UB's School of Modern Languages or at the Escola Oficial d'Idiomes. Self-access learning resources are also available.

In the academic year 2016–2017, the management of experience programme featured two important new courses:

- Practical course on becoming a volunteer (2016)
- Coaching for life changes (retirement) (2017)

+ information

PAS hours of training

Below is a table showing the number of PAS training hours broken down by gender and employment category.

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

DETAILED BREAKDOWN OF PAS TRAINING HOURS BY GENDER AND EMPLOYMENT CATEGORY FOR 2017*						
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	48,621	32.79	3661	13.28	1,296	37.52
Men	14,738.75	18.31	1144	12.88	609	24.20
Civil servants	39,335	38.75	3037	12.95	973	40.43
University-contracted staff	24,024.75	18.87	1768	13.59	932	25.78
Subtotals	**63,359.75**	**27.69**	**4,805**	**13.19**	**1,905**	**33.26**

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

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

Source: Human Resources

As the table above shows, the average hours of training corresponding to women are significantly higher than the average hours of training for men (**32.79** hours per woman and **18.31** hours per man). Also, civil servants receive more training than university-contracted staff (**38.75** hours per civil servant to **18.87** hours per university-contracted staff). The average number of training hours in courses held at the UB is nearly **13.19** hours and the average hours per staff member engaged in training activities is **33.26**. The trends since 2016 are positive, with total training hours rising from **56,429.75** to **63,359.75**.

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

Source: Human Resources

TRAINING HOURS FOR UB GROUP AND PDI DELIVERED BY CORPORATE TRAINING IN 2017				
	UB GROUP		PDI	
	TOTAL NUMBER OF REGISTRATIONS	TOTAL HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL HOURS
Women	47	1,680	44	117
Men	13	607.50	42	107
Subtotals	**60**	**2,287.50**	**86**	**224**

Source: Human Resources

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

Evaluation of courses taken by PAS

The table below shows the marks given by users of Corporate Training courses, grouped by area. The scale is from 1 to 8.

COURSE EVALUATIONS 2017		
AREA	COURSE MARK	INSTRUCTOR MARK
ICT	6.8	7.4
Communication	6.9	7.5
Organization and quality	7.2	7.6
Health, safety and the environment	6.9	7.4
Law	6.7	7.4
Foreign languages	6.0	6.1
Management skills	6.9	7.5
Academic management and performance assessment (SED)	7.0	7.4
Learning and Research Resources Centre (CRAI)	6.7	7.1
Laboratories and animal facilities	7.0	7.4
Electronic Administration	6.9	7.3

Source: Human Resources

Fulfilment of objectives 2017

The following objectives have been met:

- All specific training needs have been covered.
- The results achieved from the course and instructor evaluations have remained similar to results achieved in 2016.
- Courses have been held to help PAS members adapt to Web tools 2.0.
- PAS members have been adapting to online administration procedures, though there remains a need to provide additional training.
- The training programme aimed at helping middle managers implement the new organizational model has been very well received and applied in the workplace.

Objectives for 2018

- To maintain the level of student satisfaction with courses and instructors in 2017.
- To increase the average number of PAS training hours, particularly training hours related to job positions.

TRAINING FOR PDI

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

+ information

In the academic year 2016–2017, the ICE has offered the following training programmes:

TRAINING PROGRAMMES IN THE ACADEMIC YEAR 2016–2017 AIMED AT IMPROVING THE COMPETENCES OF TEACHING STAFF

COMPETENCE IN METHODOLOGY	COMPETENCE IN COMMUNICATION AND INTERPERSONAL SKILLS	TEACHING PLANNING AND MANAGEMENT	TRAINING IN ICTS	DESIGN AND DEVELOPMENT OF RESEARCH	TRAINING PLAN IN LANGUAGES TO ACHIEVE INTERNATIONALIZATION IN TEACHING	MASTER'S DEGREE IN UNIVERSITY TEACHING FOR NEW LECTURERS
– Designing and testing your gamified classroom (2 groups) – Case studies as a degree programme method – How students learn: learning strategies – Session on how work placements as part of students' degrees and their final degree projects can be service-learning projects – Workshop on how work placements as part of students' degrees and their final degree projects can be service-learning projects – Session on moving from innovation to the consolidation of good teaching practices – Project-based learning: how to get started now! – Gamifying learning: beyond square one – Development of creative thinking – Neuroscience for university instructors: learning, the brain and teaching methodologies – Active learning in large groups – Cooperative learning techniques – Enthusiasm in the classroom. Keys to designing motivational learning	– Education and vocal technique – Competitive debate in the classroom: the foundations of persuasion – Leadership and communication in the classroom – How to improve university classes – Training in communication skills: how to listen – Training in communication skills: how to ask questions – Using the positive dialectic and your voice	– Time management and administration – Stress management – Empathy and assertiveness: the art of handling emotions and setting limits – Neuroproductivity: discover a new way to organize yourself (2 groups) – Mindfulness, stress and resilience – What do I do with my special waste? Waste management from lab to treatment plant – Women and the transformation of the university reality: teaching, research, management and policy design MANAGEMENT TRAINING – Session on university management: The creative management of chaos – How to communicate better – Strategic management at the university, competences for management and situational leadership – Prevention, conflict resolution and negotiation in teaching and research groups	– Design and production of educational videos – Invisible ICTs: teaching strategies for the use of ICTs in the classroom – Mobile devices in the classroom: from enemy to friend – Making the most of your virtual classroom: designing and configuring a "lesson" in Moodle – Introduction to WordPress – Infographics and image processing tools – Blended training in higher learning	PROGRAMME FOR YOUNG RESEARCHERS – Module 1. Introduction to research and resources – Module 2. Techniques to improve research – Module 3. Managing R&D: transfer activities, innovation and entrepreneurship OTHER RESEARCH TRAINING – Introduction to research tools – Basic course in R programming language – Multivariate statistical techniques – Writing as a part of the research process – Practical handbook to complete applications for research premiums being offered by the Government of Catalonia (AQU) to permanent, university-contracted teaching staff – Accreditation system for teaching staff: Practical guide to completing applications for three-yearly research increments – Evaluating research: the permanent challenge – Explaining science: stage and oral storytelling techniques for scientific dissemination	– Oral skills for teaching & research purposes (upper-intermediate) (2 groups) – Oral skills for teaching & research purposes (advanced) (5 groups) – Basic skills and tools to teach content subjects in English groups (4 groups) – Basic skills and tools to teach content subjects in English II – Intermediate English, module 2 – English, level 5, module 1 – English, level 5, module 2 – Advanced English 1, module 1 – Advanced English 1, module 2 – Rosetta Stone programme for online self-taught language learners (120 licences) – Good writing skills in English – Professional presentations in English	– Target audience: new UB lecturers and grantholders with instructional tasks – Level of studies: UB-specific master's degree, adapted to Bologna and totalling 60 ECTS credits – General objective: to provide basic training to new lecturers to enable them to pursue a process of professionalization as university instructors – The 60 ECTS credits are spread over two academic years, with weekly workshops on teaching issues

Source: ICE

PDI HOURS OF TRAINING

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR

	2013–2014						2014–2015					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	35,732.1	15.20	–	–	1,446	24.71	36,587.5	15.14	–	–	1,745	20,97
Men	22,450.4	7.91	–	–	999	22.47	20,213	6.99	–	–	1,006	20,09
Subotals	58,182.5	11.21	–	–	2,445	23.80	56,500.5	10.64	–	–	2,751	20,54

BREAKDOWN OF PDI HOURS OF TRAINING BY GENDER*

	2015–2016						2016–2017					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	36,965.35	14.62	3,662	10.09	2,276	16.24	29,333.5	11.38	2,095	14.00	1,290	22.74
Men	18,376.45	6.12	2,028	9.06	1,318	13.94	17,765	5.66	1,194	14.88	766	23.19
Totals	54,341.80	9.82	5,690	9.55	3,594	15.12	47,098.5	8.24	3,289	14.32	2,056	22.91

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

Source: ICE

The number of PDI members receiving training has fallen sharply since the academic year 2015–2016 (from **3,594** to **2,056**). However, the average hours of training per PDI member has risen from **15.12** to **22.91**. Women continue to register higher average hours of training than men do (**11.38** for women compared to **5.66** for men).

Evaluation of courses taken by PDI

For all courses organized by the ICE, participants receive a satisfaction questionnaire to rate various aspects of the courses. The questionnaires use a scale of 1 (minimum satisfaction) to 6 (maximum satisfaction). Below is a table showing the average scores for ICE courses. The table does not include any training activities that are organized by faculties and accredited by the ICE as part of the training plan for UB teaching staff, because the evaluation of these activities depends on the faculties.

PROGRAMMES	OVERALL SATISFACTION
TRAINING IN TEACHING	
Teaching competences	5.30
Digital teaching competences	4.50
Internationalization plan for teaching	5.22
PROFESSIONAL DEVELOPMENT	5.5
MANAGEMENT TRAINING	4.8
TRAINING IN RESEARCH	
Training for young researchers	5.2
Research training for UB teaching staff	4.6

Source: ICE

Fulfilment of objectives 2017

- The objective to group ICE courses by the competences they address and then to show participant satisfaction levels in a table has been met.

Costs of staff training

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

BUDGET FOR PAS TRAINING	2014	2015	2016	2017
Cost of trainers (euros)	187,406.60	163,990	209,305.15	173,323.20
Cost of staff training (euros)*	82.09	72.43	92.12	75.75

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

Source: Human Resources

The overall cost of the teaching staff who give PAS training courses has fallen (from **209,305.15** euros in 2016 to **173,323.20** in 2017). The average cost of PAS training has also fallen from **92.12** euros per person to **75.75** euros per person.

COSTS OF PDI TRAINING (EUROS)	2014	2015	2016	2017
Direct expenses				
Training costs covered by the UB	121,428.98	108,383.65	145,325.88	92,692.12
Subsidized costs	75,881.38	77,565.60	78,893.95	88,439.25
Total	**197,310.36**	**185,949.25**	**224,219.83**	**181,131.37**
Indirect costs				
Staff costs	488,143.76	495,048.15	516,788.31	520,750.46
Costs related to hiring classroom space	13,200	28,960	35,360	36,800
Subotals	**501,343.76**	**524,008.15**	**552,148.31**	**557,550.46**
Total spending on PDI training	**698,654.12**	**709,957.40**	**776,368.14**	**738,681.83**

Source: ICE

With respect to 2016, spending on PDI training has fallen **4.85%** to **738,681.83** euros. The decrease is a result of the fall in direct costs, because indirect costs have continued to rise. It is also notable that the direct costs covered by the UB have fallen sharply, while the direct costs covered by subsidies have risen.

Objectives for 2018

- To increase the investment in PAS training.

Safety and occupational risk prevention

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

+ information

TYPES OF WORK-RELATED ACCIDENTS AND ILLNESS AND NUMBER OF CASUALTIES

The scheme covering the work-related accidents and illness of UB staff is set out in previous reports on social responsibility.

The table below gives a summary of work-related accidents and illness for staff[13] affiliated with the mutual insurance company for occupational accidents and illness in 2017. (This does not include staff affiliated with the Mutualitat General de Funcionaris Civils de l'Estat.) The average number of affiliated staff in the reporting period was **7,059**.[14]

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

14. The figure refers to the period from January to December 2017, inclusive, and corresponds to notifications of workplace injuries managed by Mutua Universal in the Delt@ and IGATT Systems and to work-related illnesses managed by the Observatori de Malalties Professionals (CEPROSS). The affiliated staff figure (7,059) breaks down as follows: 2,274 PAS, 4,283 PDI and 502 interns.

INJURIES OR WORK-RELATED ILLNESS	NUMBER		LEAVE GRANTED IN DAYS	DEGREE OF SEVERITY			
	MEDICAL LEAVE	RELAPSE		MILD	SEVERE	VERY SEVERE	FATAL
Injuries *in itinere*	20	0	567	20	0	0	0
Injuries in working hours	12	0	407	12	0	0	0
Work-related illness	0	0	0	0	0	0	0
Subtotals	**32**	**0**	974	**32**	**0**	**0**	**0**

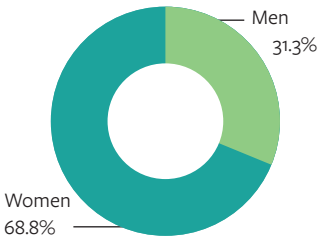
Source: OSSMA

As the table above shows, there have been **32** workplace injuries resulting in medical leave. This represents a fall of 40% from the previous year (**51 workplace injuries**). The number of days relating to medical leave has fallen sharply to **974**, more than 50% lower than in 2016 (**1,883** days).

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

The number of workplace injuries resulting in medical leave has been much higher for women (**68.8%** or **22** workplace injuries) than for men (**31.2%** or **10** workplace injuries). Bearing in mind that the distribution of men and women is roughly 50% according to the UB's Report for the academic year 2016–2017, the figures show an over-representation of women.

Workplace injuries by gender



In 2017, no work-related illness has been detected. There have been **28** workplace accidents that have not resulted in medical leave.

For 2017, the occupational injury rates are as follows:

- Incidence rate:[15]
  - PDI: 116
  - PAS: 307
  - Grantholders: 0
  - Overall staff average: 170

These rates are much lower than the rate of 981 indicated by the Spanish Ministry of Employment and Social Security in the statistical yearbook 2016 for the category CNAE 85 Educación.

- Frequency:[16]
  - PDI: 1.5
  - PAS: 1.9
  - Grantholders: 0
  - Overall staff average: 1.6

These frequencies are much lower than the frequency of 8 indicated by the Spanish Ministry of Employment and Social Security in the statistical yearbook 2016 for the category CNAE 85 Educación.

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

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

a) Jobs that expose staff to ionizing radiation in controlled areas;

b) Jobs that expose staff to substances or mixtures causing acute toxicity in category 1, 2 or 3, particularly carcinogenic, mutagenic or toxic agents affecting reproduction, in category 1A or 1B;

c) Activities involving high-risk chemical products;

d) Jobs that expose staff to biological agents in groups 3 and 4;

e) Activities involving the manufacture, handling or use of explosive materials, including pyrotechnic items and other objects or instruments that contain explosive materials;

f) Jobs involving surface or underground mining, and surveys on the earth's surface or from marine platforms;

g) Activities involving underwater immersion;

h) Activities in projects involving construction, excavation, earth movement or tunnelling, which have a risk of falls from a height or cave-ins;

i) Activities in the steelmaking and shipbuilding industries;

j) Significant production or use of compressed, liquified or dissolved gases;

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

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

k) Jobs that produce high concentrations of silica dust, and

l) Jobs involving risks related to high-tension electricity.

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

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

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

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

- Staff who work with carcinogenic, mutagenic or toxic chemical products affecting reproduction or marked by acute toxicity:
  - Researchers and laboratory staff in the experimental centres
  - Various units of the CCiTUBs
  - Various transversal services in the experimental area

- Staff who work with ionizing radiation and other physical agents:
  - Staff and users of the facilities of the Radiological Protection Unit
  - Staff and users of nuclear magnetic resonance equipment
  - Staff and users of equipment that uses laser or ultraviolet light

- Staff who perform repetitive motions or may need to handle heavy loads, including the following activities:
  - Lending in the libraries
  - Certain laboratory activities
  - Certain office activities
  - Certain activities involving the provision of medical care

STAFF REPRESENTED ON HEALTH AND SAFETY COMMITTEES

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

	NUMBER OF STAFF REPRESENTATIVES	NUMBER OF INSTITUTIONAL REPRESENTATIVES	EMPLOYEES (APPROXIMATE FIGURE)*
Publicly-contracted PDI	7		1,777
University-contracted PDI	1		3,936
Publicly-contracted PAS	4		917
University-contracted PAS	4		1,355
Subotals	**16**	**16**	**7,985**

* Data extracted from the UB Report 2016–2017. The total number of UB staff was 7,985 (5,713 PDI and 2,272 PAS).

Source: OSSMA

As stipulated in article 38 of Law 31/1995 on the prevention of occupational risks, the Health and Safety Committee is a joint body made up of an equal number of prevention delegates and institutional representatives. In any company with more than 4,000 employees, the Health and Safety Committee must have 8 prevention delegates. The regulations that govern how the Committee operates were approved on 19 October 2004 and the number of institutional representatives was increased to 16 to ensure better representation of the faculties, university schools and transversal units. In parallel, given the parity of the Committee, the number of prevention delegates was also increased to 16 people in accordance with the distribution indicated in the table above. This distribution has remained constant: it has not been changed despite significant variations in the number of people in the different groups.

The Committee meets at least four times a year in keeping with regulations.

Objectives for the academic year 2017–2018

The objectives established in the previous Report on Social Responsibility will be maintained:

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

A new objective has also been added:

- To change the makeup of the prevention delegates who represent PDI members on the Health and Safety Committee, because 7 of the 8 PDI representatives are publicly contracted and only 1 is university-contracted. The aim for 2018 is to have 4 PDI representatives who are publicly contracted and 4 who are university-contracted.

Policies, projects and actions to address special PAS needs

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

WORK-LIFE BALANCE

The UB has continued to offer a pool of **56** hours annually to PAS members to enable them to achieve better work-life balance. In 2017, the workforce requested a total of **86,292** hours, a figure that is slightly lower than 2016 (**90,951** hours). Of the total hours, **67.21%** relate to personal duties and errands, **15.97%** to taking care of children, **5.21%** to taking care of parents, and **11.61%** to taking care of other relatives.

The project is overseen by a monitoring committee that involves the Office of the General Manager, Human Resources and members of the CCOO and UGT trade unions. The monitoring committee meets at least once a year to review the scheduled activities and make training proposals.

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

TIME MANAGEMENT PROJECT WITH TRAINING AND PRACTICAL APPLICATION

Based on the agreements mentioned above, PAS staff who voluntarily sign up for the project have 15 minutes a day within the workday to organize their tasks as effectively as possible. To have access to the 15 minutes in 2017, they had to take an online training course on social responsibility and its application within the UB, and to complete a satisfaction questionnaire. The course was **6** hours in length and had to be completed between 20 March and 31 July 2017 (which was extended to 18 September). A total of **1,823** PAS staff completed the course (com-

pared to 1,851 in 2016), representing **77.77%** of all PAS staff. Of the total PAS completing the course, **67.55%** were women.

The results of the satisfaction questionnaire are set out below:

- **80.45%** were very or completely satisfied with the course.
- **75.41%** would strongly or completely recommend the course to colleagues.

PLAN FOR THE MANAGEMENT OF EXPERIENCE

This project, which was launched in 2015, is aimed at PAS members who are civil servants and are turning 60 years old. Participation in the project is voluntary. In 2017, **76** people took part (compared to **52** in 2016) and they were offered the opportunity to participate in a series of activities designed for individuals nearing the end of their professional career:

- **14** have been members of the sub-committee to define the accreditation procedures for active participation in social responsibility projects;
- **8** have been members of the sub-committee to develop after-work activities for PAS;
- **47** have taken the practical course on coaching for life changes (retirement), and
- **7** have spent the hours taking active part in social responsibility projects.

The participants are given a maximum of **100** hours a semester to spend on the scheduled activities.

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

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

This programme has been described in the section on the UB Solidarity Foundation.

Fulfilment of objectives 2017

- The objective to teach a course on social responsibility and its application to the UB has been met.
- The objective to prepare timetable regulations that better reconcile work-life balance with the convening of meetings has not been met.

Objectives for 2018

- To deliver a course raising awareness about cybersecurity at the UB as part of the time management project in order to train the UB's PAS members (over 2000) on the issue.
- To make work timetables more flexible to achieve better work-life balance.

Bodies to manage conflicts and disputes among University stakeholder groups

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UB OMBUDS OFFICE

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

+ information

Queries received

A portion of the Ombuds Office's activity involves responding to preliminary queries that have not yet been formalized as a written complaint. In the academic year 2016–2017, the Ombuds Office responded to **223** queries by telephone (**136** from students) and received **23** visits from people seeking to share concerns or issues.

Of the total preliminary queries received, **94** have subsequently turned into formal complaints that the Ombuds Office has addressed.

Cases addressed

The table below shows the trend in the number of cases addressed over the past four years. The information distinguishes the gender of the individual submitting a complaint or request and the group to which he or she belongs.

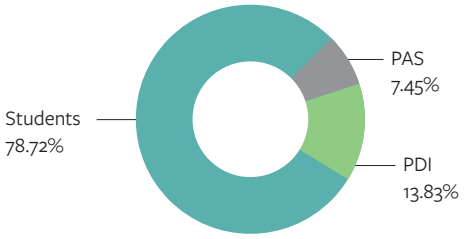
CASES ADDRESSED	2013–2014	2014–2015	2015–2016	2016–2017
Subtotals	128*	92	112	94**
Cases resolved	87.6%	95.9%	90.3%	96.8%
PDI	9	10	7	13
PAS	5	7	4	7
Students	103	68	95	74
Other	11	7	6	–
Women	66	39	75	59
Men	57	53	37	31

* The total for women and men is 123 (not 128) because one case was anonymous and another case involved a group (including five men and women).
** The total for women and men is 90 (not 94) because one case was anonymous and another case involved a group (including three men and women).

Source: Ombuds Office

As the table above shows, the Ombuds Office has dealt with **94** cases in the academic year 2016–2017.

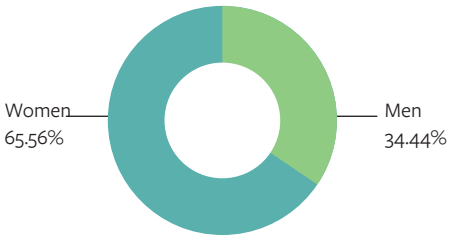
Users by group



Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students **(78.72%)**.

Users by gender



Source: Ombuds Office

In the case of gender, the percentage of women (**65.56%**) who contact the Ombuds Office is greater than the percentage of men (**34.44%**).

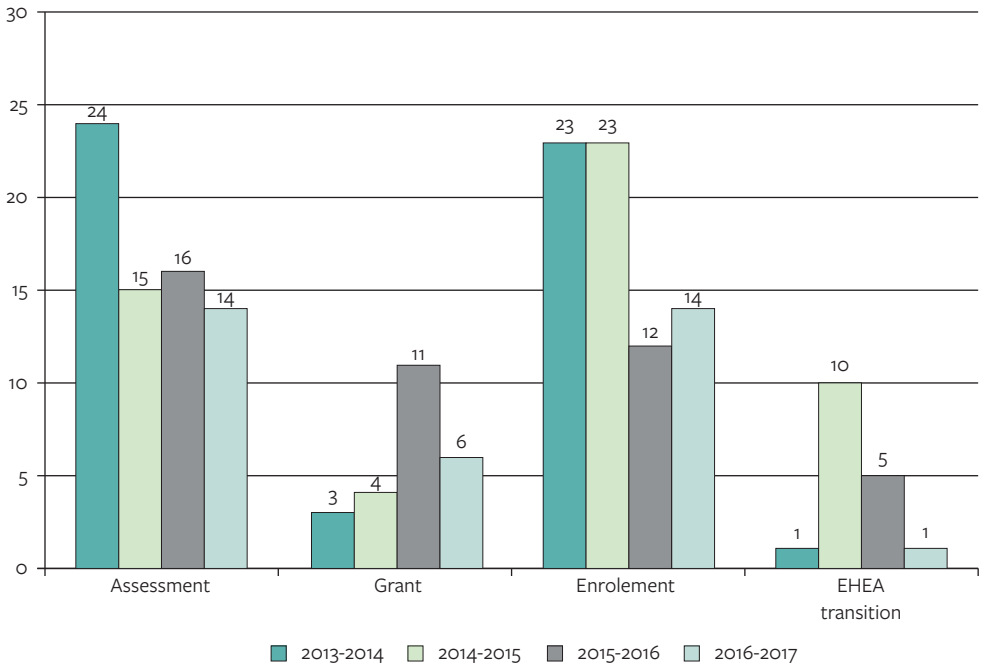
Types of dispute

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

- assessment **(14 cases)**
- enrolment **(14 cases)**
- grants **(6 cases)**
- delays in the availability of the receipt for a degree in an affiliated centre **(6 cases)**

The bar graph below compares the number of cases relating to four types of dispute over the past four years.

Evolution of the following issues by academic year



Source: Ombuds Office

Of the **94** total cases, the Ombuds Office has referred **38** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In referral cases, the Ombuds Office has indicated to the individual involved where and how to submit a request to the pertinent authorities, and has monitored the situation. In **26** of the cases addressed, the Ombuds Office has ruled in favour of the complainant.

Additional information on the activity of the Ombuds Office in the academic year 2016–2017 is available at http://www.ub.edu/comint/og/sindic/docs/memoria_2016-17.pdf.

SUPPORT AND MEDIATION OFFICE

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The Support and Mediation Office is an open place where UB staff can come and share their concerns and issues. It is an ideal tool to resolve any interpersonal conflicts that may arise at the university and all available services are offered on the principle of confidentiality to protect anonymity and privacy.

+ information

Cases addressed

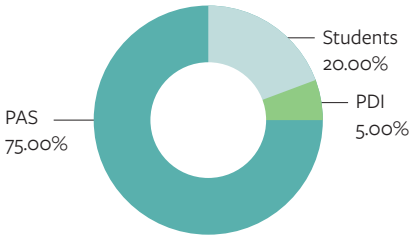
CASES ADDRESSED*	2014	2015	2016	2017
Total cases	22	20	19	21
Cases resolved**	90.91%	94.12%	94.74%	90.48%
Total number of people attended	56	44	36	40
PDI	13	3	5	2
PAS	40	38	24	30
Students***	3	3	7	8
Women	38	33	21	28
Men	18	11	15	12
PDI women	5	2	0	0
PAS women	31	28	16	19
Students, women	2	3	5	6
Students, men	1	–	2	2
PDI men	8	1	5	2
PAS men	9	10	8	11

* The cases addressed also include cases from the prior year that had not yet been resolved.
** The percentage of cases resolved in 2014 and 2015 does not include student cases that were referred to the Office of the Vice-Rector for Students and Language Policy. In 2016, the Support and Mediation Office began to handle student cases as well.
*** In 2014 and 2015, these cases were always referred to the Office of the Vice-Rector for Students and Language Policy, but starting in 2016 the Support and Mediation Office now offers its services to students as well.

Source: Support and Mediation Office

Of the **21** cases that the Support and Mediation Office managed in 2017, **19** were resolved. These cases involved **40** members of the university community. The pie chart below shows the users by origin.

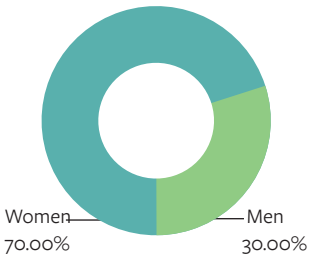
Users by group



Source: Support and Mediation Office

As the pie chart above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**75%**). In addition, students now represent **20%** of total users, which is a remarkable figure in light of the fact that the Support and Mediation Office is only in its second year of working with this group.

Users by gender

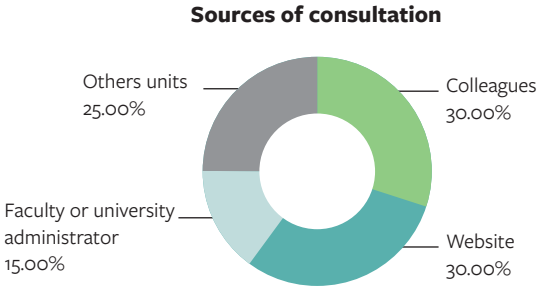


Source: Support and Mediation Office

Compared to 2016, the percentage of women using the Support and Mediation Office has risen sharply from **58.30%** to **70%** of all people attended.

Sources of consultation

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



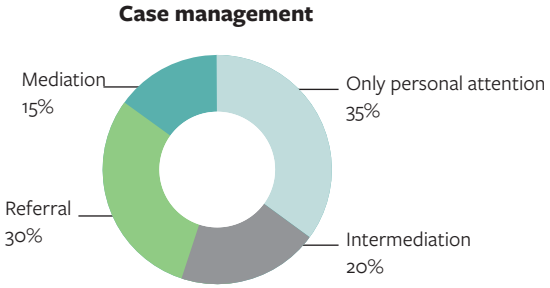
Source: Support and Mediation Office

In 2017, the most common sources of consultation have been word of mouth and direct access through the website (the two sources account for **30%** each). To strengthen the role of administrators as a source of consultation, sessions will be held for them in 2018.

Case management

- Attention
- Mediation
- Intermediation
- Referral

The pie chart below shows a breakdown by case management of the 21 cases addressed by the Support and Mediation Office in 2017.



Source: Support and Mediation Office

As the pie chart above shows, personal attention is sufficient to resolve **35%** of all cases. Only **15%** of cases have reached the final stage, mediation.

Fulfilment of objectives 2017

- With respect to the first objective to disseminate the Support and Mediation Office's services more widely among the student body, the first session on the UB and mediation has been held in February 2018, with an excellent turnout. While the session did not take place in 2017 as planned, it has been achieved in early 2018.
- The second objective to improve the database with computer software has not been met. As a result, it will remain for 2019.
- In line with the third objective to improve social cohesion in conjunction with other UB units, the Support and Mediation Office has met with other units (particularly the SAE, OSSMA and Human Resources and Personnel Development) in order to coordinate the handling of cases better.

Objectives for 2018

The following objectives from the previous Report on Social Responsibility will be maintained:

- **Database**
  - To update the database, adding new parameters to facilitate statistical studies.
  - To improve the security of the database in order to protect the confidentiality of personal data more efficiently.
- **Diffusion**
  - To present the Support and Mediation Office to the Conference of Deans.
  - To organize a meeting to share the experiences of PAS and PDI managers and supervisors.
  - To hold awareness-raising sessions in the UB's various faculties and schools.
- **Training**
  - To conduct mediation training aimed at PDI.
- **Coordination**
  - To improve the systems of coordination among the various units that work with people.

Objectives for 2019

- To improve the database with computer software.

Equality

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

In the academic year 2016–2017, the intention to achieve equality between men and women has given rise at the highest institutional levels to the creation of the Office of the Vice-Rector for Equal Opportunities and Social Action. To fulfil the established objectives, the Governing Council has also formed a new delegate Equality Committee, which will be chaired by the UB's rector.

In turn, the Equality Committee has set up working groups to prepare the Third Equality Plan and to revamp the protocol for prevention, detection and action in situations of sexual or gender harassment. The working groups have taken up the work done through 2016 and are now devising new indicators to ensure that the diagnosis of the situation at the UB reflects the reality as accurately as possible and responds to the wishes and needs of the university community. To this end, a new survey will be prepared and in-depth interviews will be conducted with experts on the subject (to be determined by the Equality Committee) and with randomly selected UB employees.

Below is a detailed list of the Equality Unit's actions and projects in the academic year 2016–2017:

- Disseminating teaching and research activities carried out to promote the gender perspective by means of the UB's Internet-based channels of communication and disseminating activities carried out to commemorate the International Women's Day, on 8 March, and the International Day for the Elimination of Violence against Women, on 25 November.

- Offering and implementing a support service for the entire university community, as a comprehensive protection measure against gender-based violence. For the first time, the Committee against Gender-Based Violence has been activated in 2017 as stipulated in the protocol for prevention, detection and action in situations of sexual or gender harassment, as a function of the severity of the particular situation.
- Rolling out the procedure by which transsexual and transgender people in the UB community can change their names. In 2017, the Government of Catalonia has also activated and applied its own protocol by which transsexual and transgender people at universities can change their names, which means that incoming students can now complete their enrolment with their preferred name. In any event, the UB has decided to keep its previously created procedure, because it can be used at any time and not strictly according to the Government of Catalonia's protocol (that is, it can be used by anybody who entered the UB before 2017).
- Specific training and informational activities to combat gender-based violence have been held. This has included a repeat of the course "Cuida't, cuida", which is aimed at the entire UB student body and seeks to offer tools for sexual and affective relationships that are both safe and healthy. The training is accompanied by a contest on Twitter: participants have to tweet an image related to building healthy sexual and affective relationships, together with a caption. Prizes are awarded at the closing ceremony for the academic year. In addition, a new lecture series on gender, health and equality was instigated by the Equality Committee of the Faculty of Medicine and Health Sciences in December 2017.
- Promoting participation in networks that foster the exchange of information and the development of joint activities in order to carry out cooperation projects involving nationally and internationally renowned professionals, as a measure to optimize and expand the initiatives and activities carried out by the equality committees in the UB's faculties and university schools.

- Participation in some of the following networks:
  - Vives University Network working group on gender equality
  - Catalan Institute for Women
  - Network of Gender Equality Units for University Excellence
  - LERU Gender Thematic Group
  - CIC Women and Gender Committee
  - Crue Sector Committee on Sustainability, Gender Policy Group

Fulfilment of objectives for 2016-2017

- Preparation of the Third Equality Plan is a fundamental objective on which the Equality Committee and the Equality Unit are working, but it has not yet been finished and its final draft is postponed to 2017–2018.
- The second objective to prepare the internal regulations of the Equality Unit and the various equality committees in the faculties and university schools in order to improve their management has not been met, but it may be met in the academic year 2017–2018.
- The third objective is an implicit purpose of the Equality Unit and work has been done in many areas to make a daily impact both through training and through information, events and graphic documents distributed on the subject of the UB's harassment protocol.

Objectives for the academic year 2017–2018

- To prepare the Third Equality Plan.
- To finalize the overhaul and improvement of the protocol for prevention, detection and action in situations of sexual or gender harassment.
- To prepare the internal regulations of the Equality Unit and the various equality committees in the faculties and university schools to improve their management.

Objectives for the academic year 2018–2019

- To increase the number of equality committees to reach the maximum possible number of members of the university community.
- To improve the communication policy of the Equality Unit in order to publicize all of its activities and prepare a bulletin with new developments and improvements in the area of equality.
- To prepare a campaign to raise the visibility of women doing research at the UB.

Responsibility to the environment and the community

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Suppliers

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

With other parts of the public administration, the UB shares a transversal conception of public tenders in the service of broader principles and values. This conception involves the transformation of public tenders into an instrument in the service of social responsibility, creating a tool that goes beyond the mere execution of a particular building project, the provision of a service or the procurement of a supply.

Service-learning projects

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Service-learning projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs of the environment in order to make improvements. It is, therefore, an ideal methodology to incorporate social responsibility in higher education and exercise the UB's civic commitment toward its surroundings.

In recent years, the role of service-learning projects has grown as a teaching approach at the UB. Below is a brief description of the main areas where service-learning projects are being implemented at the UB.

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SERVICE-LEARNING GROUP AT THE UB

The service-learning working group at the UB has been meeting since 2013 to work on disseminating and extending service-learning projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and areas of knowledge: Biology, Earth Sciences, Economics and Business, Education, Fine Arts, Geography and History, Law, Medicine and Health Sciences, Pharmacy and Food Sciences, Philology, the UFR of the School of Social Work, and now Chemistry (in last year's report, no teaching staff in the Faculty of Chemistry were yet involved).

The four primary aims are:

- To identify the various projects being pursued at the UB that are close to the idea of service-learning and share its philosophy and main components even though they did not originate as part of the approach.
- To publicize and promote service-learning projects as an approach that can respond in an integrated manner to the three missions of the UB (teaching, research and knowledge transfer) and to do so from a perspective that is aligned with social responsibility.

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

In the academic year 2016–2017, the main actions carried out by the service-learning group at the UB are:

- Setting up an ICE working group on service-learning projects, involving all faculties that have shown interest.
- Providing to the service-learning coordination group, which is made up of the service-learning group coordinators in each faculty.
- Incorporating the teaching staff at the Faculty of Chemistry into the SL Group.
- Continuing and expanding the transversal project "Sharing Ideas: The University Goes to School".
- Organization of a session on work placements in degree courses and the final degree project as service-learning projects during the Fourth Conference on Service-Learning at the University of Barcelona, in collaboration with the ICE.
- Organization of a workshop on how to introduce service-learning projects in final degree projects and work placements, in collaboration with the ICE.
- Presenting the service-learning group's work at various national and international academic conferences: International Art+Social+Textile Conference (invited speaker), Ninth Conference of Health Sciences Lecturers (poster), Sixth Conference on Exchanging Service-Learning Experiences of the Jaume Bofill Foundation (poster) and Infarma Barcelona (poster). In addition, various members of the service-learning group have given presentations on service-learning in terms of its field of application at various specialist workshops, seminars and conferences.
- Participation in service-learning project networks: Catalan University Network of Service-Learning Projects, Spanish University Network of Service-Learning Projects and the Ibero-American Service-Learning Projects Network.

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

Fulfilment of objectives for 2016–2017

- In the academic year 2016–2017, teaching staff in the Faculty of Biology and the Faculty of Philology have joined the SL Group. This is considered to have met the objective to promote SL in areas where it had not yet been seen.
- SL experiences at the UB have been presented to the various candidates for rector.
- To increase the quality of SL projects, training areas have emphasized the key aspects of the methodology. To embed SL projects, it is important to note the launch of interdisciplinary projects.
- To raise the visibility of the UB's SL Group, presentations of the group's efforts have been made in a variety of academic venues and publications.

Objectives for the academic year 2017–2018

- To continue with efforts to incorporate SL programmes in areas where it is not yet known (especially the sciences).
- To present the work done by the UB in relation to SL to the new rector's team, adopting a multifaceted perspective that involves teaching, research and transfer and employs university social responsibility as the common denominator.
- To raise the visibility of SL efforts being carried out at the UB.
- To open joint lines of work with other universities in the context of the Catalan University Network of Service-Learning Projects.

SERVICE-LEARNING PROJECT: "RIGHT TO RIGHTS"

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

+ information

Work on the project is organized around legal clinics on specific topics. In the academic year 2016–2017, the legal clinics have been:

- Fight Against Impunity
- Immigration Law
- Functional Diversity
- Women's Rights
- Real Estate Law and Mediation
- Civil Rights
- Rights of Persons, Local Syndicates and Women in Management
- Consumer Rights
- Human Rights
- Social Rights
- Gender and Anti-Discriminatory Rights
- Environmental Law
- Administrative Practice in Immigration and Refugee Law
- General Law
- Prison Law
- Protection of Children and Adolescents

During the academic year, the number of places for work placements and for bachelor's degree and master's degree final projects has been maintained. Activities include:

- Joint organization of a course with the University of Alcalá on the rights of people with HIV.
- Continuation of the Uniland case before the UN's Aarhus Convention Compliance Committee.
- Organization of the Eleventh Seminar on the Feminist Analysis of the Law.
- Promotion of the Observatory on Administrative Practice in Immigration Law.
- Collaboration in the organization of the international seminar "Access to justice on environmental matters from an international, European and Spanish perspective".

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

Interested parties can follow the activity of the Right to Rights project on Twitter and Facebook.

Fulfilment of objectives for 2016–2017

- It has not been possible to prepare a collective book containing the legal and learning experience gained through the Right to Rights project, so the objective to publish one has not been met. The objective has been postponed to the academic year 2017–2018.
- The objective to promote bachelor's degree final projects and master's degree final projects linked to the subjects addressed in the various legal clinics has been met.

Objectives for the academic year 2017–2018

- To publish a collective book with the legal and learning experiences from the Right to Rights project in recent years.
- To encourage master's students to do work placements and applied research in relation to the working groups of the various legal clinics in the Right to Rights project.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF EDUCATION

The Faculty of Education has carried on with its efforts to incorporate service-learning projects into its departments. The aim is to institutionalize the projects and establish the minimum sustainable infrastructure needed for implementation. During the academic year, the Faculty of Education has worked to link the competences developed in its bachelor's degrees with the learning done in the various SL projects.

The table below provides a detailed look at the various service-learning models being pursued at the Faculty.

Service-learning in the first year of studies

First-year students who start any of the bachelor's degrees of the Faculty are offered the opportunity of a first-hand training and civic experience linked to their studies and valued and recognized with academic credits.

PROJECT	DESCRIPTION	COLLABORATING COMPANY/ INSTITUTION	PARTICIPANTS
Friends of reading	Help for students in primary and secondary school to improve their reading skills and enjoy reading.	Education Consortium of Barcelona	21
Raising smiles	School tutoring programme for minors in shelters or care homes in Catalonia.	Daydream Foundation	8

Source: Service-Learning Office of the Faculty of Education

Service-learning in the second to fourth year of studies

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

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Physical education and social and educational intervention	Organization of sessions of motor play for prisons and for mental health centres.	Directorate-General for Prisons and Resources of the Government of Catalonia, Catalan Federation of Associations of Relatives and People with Mental Health Problems	57
Rossinyol project	Weekly time with a child introducing him or her to different parts of the city, recreational and leisure venues, and areas of cultural production.	Solidarity Service Foundation	3
Study tutoring in a multicultural context	Supervision of a group of four or five children in primary education within the "Som-hi" project to offer tutoring one day a week.	Migra Studium Foundation	4
Learning support in a project work context	Extraordinary classroom support for students with special educational needs, whose families are broken or who are at risk, in a context of profound change in the educational methodology being used in schools.	Maria Sabastida School Choir	1
Smiles in youth centres	Students join the association's team. The service has two aspects: one, to supplement the actions taken by the participating association in all phases of the project (from the creation of a professional diagnostic to the design of an implementation project) and two, to implement the project in the rural schools of south-eastern Morocco, in the Sahara Desert.	Katxima Community Development Association	10
Classes with immigrants	Preparing and teaching classes relating to language learning, digital technologies, and literacy for immigrant youths and adults, and giving personal and professional support to users.	Casc Antic Inclusion and Training Space	4
For inclusive schooling	Giving support to teachers and students with special educational needs.	La Ginesta Special Education Centre	7
Cognitive stimulation and social and educational intervention	Group expression, communication and motor-social dynamics with inmates in psychiatric or geriatric units in the men's prison in Barcelona ("la Model").	Association for Participation, Action and Movement in Society	8
Educational tutoring at Al Vent!	Educational tutoring in a socialization and learning space focusing on homework and the study and reinforcement of instrumental subjects, while prioritizing habits, routines and group work.	La Vinya Foundation	1

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Bocins Open Recreational Centre	Support combining recreation, sport, workshops, educational tutoring and many other transversal activities for working in groups and various other skills, with the aim of involving the families of children and youths in the daily life of the centre.	La Vinya Foundation	3
Programme to combat child poverty	Providing educational opportunities to children suffering from exclusion in order to break the cycle of intergenerational poverty.	Save the Children	2
Study support in an open centre	Part of the social and educational programmes of the Centre Obert Muntanyès. This is a line of work that bolsters the school learning process and encourages regular integration into school in order to prevent absenteeism and dropping out. Children and young people receive support in their daily assignments, with a focus on study habits, orderliness and the organization of their school work.	Pare Manel Foundation	3
Support for family reunification and interculturality	Encouraging the inclusion of immigrant teenagers in the welcoming process and promoting intercultural harmony through activities focused on training, knowledge of the environment nd social participation.	Enxarxa	1
Baskin on the Mundet Campus	Encouraging students in the Faculty of Education to take part in a baskin team with other university students who may or may not have a disability and with other young people, particularly those with an intellectual disability. The programme also offers the chance to take part in an international exchange with students from other universities who are participating in the project.	Baskin Mundet	7

Source: Service-Learning Office of the Faculty of Education

Service-learning in individual subjects

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

Other projects of the Faculty of Education

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

The PSAU programme, which promotes university access for sectors of the population that have traditionally been excluded, has been up and running since the academic year 2011-2012. In recent years, it has provided support to 46 students.

For more information on PSAU

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

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

For more information on ORUS

Fulfilment of objectives for 2016-2017

- The first objective was to increase the number of participants in the Faculty's service-learning projects, but the number has remained similar.
- Efforts have been made to improve the relationship between the content linked to bachelor's degrees and the service-learning activities carried out by students in order to focus their activities on competences related to their future professions.
- A catalogue of research projects has been agreed with various social agents in professional fields taught at the Faculty in order to ensure that the projects represent good academic work and have complete social utility in accordance with the need to produce useful knowledge for the resolution of real and specific difficulties.
- Efforts have been undertaken with other UB faculties to collaborate in the development of service-learning across the entire UB and to take part in solving issues that affect the institution as a whole.

Objectives for the academic year 2017–2018

- To maintain the volume of SL projects in the Faculty's departments.
- To increase the number of participants in the Faculty's service-learning projects.
- To improve student support processes, particularly student reflection, the link between learning in the academic setting and learning in the service environment must be facilitated as much as possible.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF ECONOMICS AND BUSINESS

The Faculty of Economics and Business continues to pursue three major lines of activity involving service-learning projects connected to bachelor's degree final projects and external work placements:

- Starting in the academic year 2014–2015, there is a new line of final projects called Social Projects. Selecting this option, students in Economics, Sociology or Business Administration and Management develop lines of study proposed by Finançament Ètic i Solidari, an association that promotes ethical banking. Through this experience, students can gain first-hand experience of ethical banking and finance as a viable alternative to the traditional financial system.

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

Also, as part of the SL Group's project "Sharing Ideas: The University Goes to School", the Faculty of Economics and Business has collaborated in the following workshop/lectures:

- "Entrepreneurs in the classroom"
- "Discovering the University"
- "Gender and Technology: Promoting New Careers in Technology"
- "Global Processes in the Local Environment and Global Cities"

Since the academic year 2015–2016, the Faculty of Economics and Business has also promoted the Caritas award for the bachelor's degree final project with the best social content. The contest is carried out by Caritas and Universities with Heart, with which the UB has signed a collaboration agreement. This year's winner is Guillem Vallbona, a student with a dual degree in ADE and Law, whose final project is entitled "Hazelnut Business in Abkhazia: Integration Tool for IDPs/Returnees and Other War-Affected Communities."

In collaboration with the ICE, the Faculty has also held a training session for teaching staff on the topic of service-learning as a way to increase the Faculty's social responsibility.

Lastly, the Faculty's SL experiences have been presented at a variety of conferences and other events both nationally and internationally:

- 8th National Conference and 3rd International Conference of the Service-Learning Projects University Network (Seville, 2017)
- 1st European USR Conference: "University meets social responsibility" (Barcelona, 2017)
- 1st International Conference in Experiences in Active Learning in Higher Education (Barcelona, 2017)

Objectives for the academic year 2017–2018

- To incorporate service-learning projects into some of the bachelor's degree subjects in the Faculty.
- To study the possibility of setting up a business clinic[17] and opening up new avenues to develop SL, with the involvement of the Faculty's academic authorities.
- To raise the visibility of all SL activity through the website, posting new information and updating current information.
- To continue promoting service-learning among the Faculty's teaching staff through workshops and other sessions.
- To expand the thematic lines of bachelor's degree final projects linked to service-learning.
- To include as participants in the workshops/lectures of the "Sharing Ideas" project the students who are doing bachelor's degree final projects so that this collaboration becomes part of their learning.

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SERVICE-LEARNING PROJECT: "SHARING IDEAS: THE UNIVERSITY GOES TO SCHOOL"

The "Sharing Ideas: The University Goes to School" project began in the academic year 2015–2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project of the service-learning group at the UB. It is now a transversal project because it draws on teaching staff from a variety of branches of knowledge in several faculties. The project involves students working in pairs to prepare workshop/lectures on topics of general interest relating to their studies and then going to secondary schools in Barcelona to share them. The typical format is to give an explanation of roughly 20 minutes, followed by a half-hour workshop or debate.

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

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

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

The table below shows the work carried out as part of the project during the academic year 2016–2017. It should be noted that some data may be missing because it has not been possible to check with all participants.

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

"SHARING IDEAS": INFORMATION FROM THE FIRST PERIOD (SEPTEMBER 2016 TO JANUARY 2017)					
SCHOOL	**TITLE**	**FACULTY**	**UB STUDENTS**	**CLASS GROUPS**	**STUDENTS**
Escola Vedruna Àngels	Let's not play with bullying!	Education	4	1	26
Escola Tecnicoprofessional Xavier	How does a substance become a medicine?	Medicine	2	2	36
	Vaccines, the most effective tool: truth or lie?	Medicine	2	2	36
Institut Montjuïc	Working for the common good: service-learning	Education	2	2	40
Institut Galileo Galilei	Does globalization have an impact on our fauna?	Biology	4	2	43
Escola Voramar	Do we speak languages or dialects?	Philology	3	4	73
Institut Vila de Gràcia	Are we what we eat? What do you want to be? Food myths and mistakes	Pharmacy	4	2	60
	What a wild night! Which drugs did I take? Let's investigate them	Medicine, Economics and Business, and Geology	5	2	57
Institut Salvador Espriu	Ideas to prevent harmful levels of alcohol consumption	Pharmacy	9	3	90
Col·legi Inmaculada Concepció Horta	Discovering the university	Economics and Business	2	1	26
Institut Icària	Tobacco: looking beyond the lung problems	Medicine	2	1	60
Institut Quatre Cantons	Ideas to prevent harmful levels of alcohol consumption	Pharmacy	27	9*	227
Institut Valldemossa	Working for the common good: service-learning	Education	2	2	51
	What aspects do you have to take into account when you rent your first flat?	Law	2	1	18
Institut La Sedeta	Barcelona: a literary construction	Philology	2	2	60
	Fantasy literature: escape or subversion?	Philology	2	1	30
Institut Miquel Tarradell	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	2	34
	Discovering the university	Economics and Business	2	1	29
Institut Costa i Llobera	What a wild night! Which drugs did I take? Let's investigate them	Medicine, Economics and Business, and Geology	5	4	120
Oak House School	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	2	61
IPSI	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	2	43
Jesuïtes de Gràcia Col·legi Kostka	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	25
La Mallola	Sexually Transmitted Diseases	Medicine	3	1	—
	Transplants, artificial organs and growing organs	Medicine	3	1	—

"SHARING IDEAS": INFORMATION FROM THE FIRST PERIOD (SEPTEMBER 2016 TO JANUARY 2017)					
SCHOOL	**TITLE**	**FACULTY**	**UB STUDENTS**	**CLASS GROUPS**	**STUDENTS**
IES Sant Andreu	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	1	—
Institut Frederic Mistral	Sexually Transmitted Diseases	Medicine	3	1	—
Escola Vedruna Palamós	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	49
Escola Intermunicipal del Penedès	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	—
Col·legi Claret	Sexually Transmitted Diseases	Medicine	3	1	18
Institut Milà i Fontanal	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Institut Anna Gironella de Mundet	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Total: 28	36	10	120	56	1,452
Col·legi Claret	Sexually Transmitted Diseases	Medicine	3	1	18
Institut Milà i Fontanals	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	–
Institut Anna Gironella de Mundet	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	–
Total: 28	**36**	**10**	**120**	**56**	**1,452**

* The workshop/lectures at the Institut Quatre Cantons were divided into nine groups: five class groups for the third year of ESO and four class groups for the fourth year of ESO. The Faculty's participating students were divided into three groups of three students each.

"SHARING IDEAS": INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	**TITLE**	**FACULTY**	**UB STUDENTS**	**CLASS GROUPS**	**STUDENTS**
Escola Vedruna Àngels	Is everybody the same? Is everybody different?	Biology	2	1	24
Escola Virolai	Art, light and life	Fine Arts	1	2	60
	Using the creative methods of artists	Fine Arts	3	2	60
Escola Tecnicoprofessional Xavier	Would you eat beef from cloned cattle?	Medicine	2	1	?
	How does advertising influence what people eat?	Medicine	2	2	?
Institut Montjuïc	Discovering the university	Economics and Business	2	2	26
	Travelling microbes or travellers with microbes?	Medicine	2	2	17
Institut Galileo Galilei	Sexually Transmitted Diseases: a spectre of the past and of the present	Biology	3	4	60
	How does advertising influence what people eat?	Medicine	3	4	60
Escola Voramar	What does the present tell us about our linguistic past?	Philology	2	2	48
	How do you fight to protect and defend the environment?	Law	3	1	27
	Do multinationals have obligations?	Law	3	1	27

"SHARING IDEAS": INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	**TITLE**	**FACULTY**	**UB STUDENTS**	**CLASS GROUPS**	**STUDENTS**
Institut Fort Pius	Recycling: reanimating matter	Fine Arts	3	1	17
	Food-related illnesses	Medicine	2	1	15
	How does advertising influence what people eat?	Medicine	3	1	17
Institut Alzina	Keys to understanding the contemporary Arab world	Philology	3	2	30
Institut Isabel Infanta d'Aragó	Travelling microbes or travellers with microbes?	Medicine	3	1	18
	Gender and technology: promoting new careers in technology	Economics and Business	2	1	26
	Using the creative methods of artists	Fine Arts	2	2	69
Institut Vall d'Hebron	Using the creative methods of artists	Fine Arts	2	2	52
	Art, light and life	Fine Arts	1	3	99
	2050: are we headed toward global collapse?	Biology	2	2	60
Institut La Sedeta	Do we speak languages or dialects?	Philology	2	2	55
	What do we know about our linguistic past?	Philology	2	2	55
FEM Col·legi La Merced	Discovering the university	Economics and Business	1	1	6
	Entrepreneurs in the classroom	Economics and Business	2	1	10
	Apps for health and well-being, and personal data: what, who and how?	Medicine	3	1	20
Institut Miquel Tarradell	Sexually Transmitted Diseases	Medicine	2	1	26
	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	1	26
Institut Milà i Fontanals	Discovering the university	Economics and Business	—	—	—
	What do healthcare professionals do?	Medicine	—	—	—
	What does the present tell us about our linguistic past?	Philology	—	—	—
Institut Jaume Balmes	Tobacco: looking beyond the lung problems	Medicine	2	1	30
IES Joan Coromines	Marvellous brains	Biology	2	2	65
	Travelling microbes or travellers with microbes?	Medicine	2	1	29
	Transplants, artificial organs and growing organs	Medicine	2	1	10
	Art, light and life	Fine Arts	22	1	23
	Using the creative methods of artists	Fine Arts		1	22
Institut Príncep de Girona	Let's not play with bullying!	Education	4	2	60
	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	3	42
Institut Manuel Zafra	"You will always be an ass, pious reader": Catalan Baroque literature	Philology	3	3	—
IES Les Vinyes Castellbisbal	Entrepreneurs in the classroom	Economics and Business	2	3	—
	2050: are we headed toward global collapse?	Biology	3	2	52

"SHARING IDEAS": INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	**TITLE**	**FACULTY**	**UB STUDENTS**	**CLASS GROUPS**	**STUDENTS**
Institut Damià Campeny	What does the present tell us about our linguistic past?	Philology		2	24
Escola Sagrada Família	Do we speak languages or dialects?	Philology	2	1	23
	What does the present tell us about our linguistic past?	Philology	—	—	—
Institut Vila de Gràcia	Why is gender-related violence on the increase among young people?	Law	2	2	45
Institut Mercè Rodoreda	Do we speak languages or dialects	Philology	2	2	50
IES Joaquim Pla i Farreras	Immunodeficiency disorders	Medicine	2	1	6
Col·legi Alemany de Barcelona	Sexually Transmitted Diseases	Medicine	3	1	?
Cardenal Espínola. Abat Oliba	Vaccines against cancer	Medicine	—	—	—
Escola Mestral SSCL	Sexually Transmitted Diseases	Medicine	2	4	100
Institut Lluís Vives	Vaccines are the most effective tool: truth or lie?	Medicine	2	1	18
Institut Narcís Monturiol	Vaccines against cancer	Medicine	2	1	33
IES Manuel Carrasco i Formiguera	Sexually Transmitted Diseases	Medicine	4	2	50
Institut Sant Ramon Nonat	Transplants, artificial organs and growing organs	Medicine	2	1	28
Zürich Schule	Sexually Transmitted Diseases	Medicine	2	1	8
Liceu Francés de Gavà	Sexually Transmitted Diseases	Medicine	2	—	—
Centre d'Educació Primària Àngels Alemany i Boris	Using the creative methods of artists	Fine Arts	3	1	658*
Escola Els Horts	Recycling: reanimating matter	Fine Arts	2	1	20
Total: 35	60	8	141	90	1,748 + 658

** Group listening activity, involving 658 students listening selectively to the landscape around the school.*

Source: Service-learning group at the UB

Summary of Workshop/Lectures for 2015–2016 and 2016–2017

	SCHOOLS	WORKSHOP/ LECTURES	FACULTIES	UB STUDENTS	CLASS GROUPS	SECONDARY SCHOOL STUDENTS
1st semester 2015–2016	14	22	7	56	37	906
2nd semester 2015–2016	18	36	8	91	73	1,756
1st semester 2016–2017	28	36	10	120	56	1,452
2nd semester 2016–2017	35	60	8	141	90	1,748 + 658

Source: Service-learning group at the UB

Objectives for the academic year 2017–2018

In the previous report, three objectives appear for the academic year 2017–2018: to increase the number of workshop/lectures given, to increase the number of schools involved and to increase the number of UB faculties taking part. These objectives are now to be further increased and unified as follows:

- To increase the impact of the project on all indicators (number of workshop/lectures given, number of schools involved and number of UB faculties and teaching staff taking part).

In addition, a new objective has been set for the academic year 2017–2018:

- To improve the preparatory training of UB students taking part in the project (to enhance their communication skills and their capacity for reflection on the task being undertaken).

SERVICE-LEARNING PROJECT: "ANTIBIOTICS: RESPONSIBLE CONSUMPTION"

This project, which draws on the participation of students and teaching staff in the Faculty of Library and Information Sciences and the Faculty of Medicine and Health Sciences, aims to promote the responsible use of antibiotics among the general public and to combat the spread of antimicrobial resistance caused by the irresponsible use of antibiotics. Based on an analysis of prescribed medications in the city of L'Hospitalet de Llobregat, an increased consumption of antibiotics has been identified. Reports from the World Health Organization have also sounded the alarm. Because of the risk of newly resistant microorganisms, antibiotics can cease to be useful therapeutically if they are not prescribed or administered correctly.

After the analysis, the students in the bachelor's degree in Medicine taking part in the project prepared an action plan aimed at promoting best practices among the general public and healthcare professionals. An audiovisual campaign was designed to raise awareness about the causes of the emergence of antimicrobial resistance. The campaign fostered collaboration between bachelor's students in Medicine and their peers in Audiovisual Communication, while teaching staff acted as tutors. The project required students not only to learn content related to pharmacology and audiovisual communication but also to work on transversal competences identified by the UB.

The final product of the project consisted of three one-minute videos with the slogan "Antibiotics: Responsible Consumption", which have been shown widely to raise awareness of the need for responsible consumption of antibiotics.

The project has been presented at two international conferences on pharmacology and teaching innovation and, more recently, at the international conference Experimental Biology 2018, in the section on Pharmacology Education, held in the United States and attended by 14,000 participants. To fund the students' travel to the conference, the project received sponsorship from the company Bcngenerics, the Office of the Vice-Rector for Students and Language Policy, and the UFRs of the Faculties of Medicine and Dentistry.

The original project members include 3 students and 1 lecturer in Medicine and 8 students and 2 lecturers in Audiovisual Communication.

At present, 2 students in Medicine and 2 students in Audiovisual Communication are working together with teaching staff to expand the initial campaign.

UB Alumni

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

+ information

Membership in UB Alumni is available to the following groups:

a) former students who have obtained a UB degree (llicenciatura degree, bachelor's degree, postgraduate degree or doctoral degree);

b) PAS and PDI staff whether or not they have graduated from the UB;

c) people who have studied for some period at the UB (in a llicenciatura, bachelor's, postgraduate or doctoral degree programme) but have not graduated;

d) staff who work in any UB Group organization, and

e) anyone who has a special tie to the UB and applies for membership.

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

The UB Alumni is organized through the Alumni Council[18] and an administrative support unit. It holds activities and services hosted jointly by member-created clubs.[19] Highlights include

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

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

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

Alumni Clubs and the Alumni Council

In 2017 UB Alumni had 8 clubs in total and 51 members on the Alumni Council.

	RESULTS			
	2014	2015	2016	2017
Council members	60	55	53	51
Number of clubs	32	32	7	8

Source: UB Alumni

The Club of the University of Experience, whose members include students and former students who are 55 years old or more and who have taken a training programme through the University of Experience, has become one of the most active in spite of its short history.

Activities

In 2017, UB Alumni organized **61 activities** representing two broad types:

- Activities organized as part of one of the subject clubs: film societies, cultural visits, lectures on topical issues, talks, etc.
- Activities associated with the development of members' professional careers and employability.

NUMBER OF SCHEDULED ACTIVITIES			
2014	2015	2016	2017
67	45	59	61

Source: UB Alumni

People attending activities are asked to complete a questionnaire rating the activity. The table below shows the evolution of participant satisfaction in recent years.

RESULTS			
2014	2015	2016	2017
83.60%	87.20%	84.44%	85.20%

Source: UB Alumni

Development of professional careers and employability

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

GROUP ACTIVITIES TO IMPROVE EMPLOYABILITY (ENHANCING COMPETENCES)			
2014	2015	2016	2017
5	7	11	13

Source: UB Alumni

OPEN POSITIONS ADVERTISED IN THE JOB BANK			
2014	2015	2016	2017
998	1,478	1,510	2,519

Source: UB Alumni

INDIVIDUALIZED CAREERS GUIDANCE			
2014	2015	2016	2017
Not available	9	21	45

Source: UB Alumni

Fulfilment of objectives for 2016-2017

- The number of organized activities was **61**, which is greater than the figure of **59** for the previous year, and the overall satisfaction for the activities was **85.20%**. As a result, the first two objectives have been met.
- The job bank has been strengthened and the total number of open positions on offer to former students has risen **66.82%** over the previous year. The number of new companies submitting open positions to the job bank has grown by **24.4%**. As anticipated, the assistance has proved most useful for recent graduates, because free membership has been introduced for anyone graduating in the past two years. Free membership covers the services of the job bank, individualized careers guidance and activities linked to the improvement of work-related competences.
- The UB has implemented a new management tool for online mailings that has lowered the costs of mailings and increased their impact. As a whole, the steps taken have reduced annual costs by **70.6%** and the reading of bulletins (single openings) has risen from **11%** to **36%**.
- During the academic year 2016–2017, efforts have been made to segment the delivery of bulletins by interest:
  - **37** fortnightly online mailings with information of general interest have gone to all members of UB Alumni;
  - **12** online mailings with segmented content have gone to members of the UB Alumni's Club of Experience, and

– **2** campaigns have gone out to 2017 graduates offering free membership with access to professional development services, together with segmented mailings based on the studies they have completed.

In total, the number of segmented mailings has risen by **850%**.

- UB Alumni now has **833** new members thanks to the free membership offered to individuals who have graduated in the past two years. This has resulted in a major increase in the number of memberships overall from **5,198** in 2016 to **6,318** in 2017. The objective to increase the number of members, therefore, has been met.
- In mid-2017, work began on the project Alumni Network, a social network for UB students and former students that has similar features to the more general networks like Facebook and LinkedIn and has been designed to serve as a directory for the purposes of networking. Because the project is in the development phase, the objective to have it ready in 2017 has not been met. The objective will be kept for 2018.
- The Twitter account of UB Alumni is its chief communication link with members. At the end of 2017, UB Alumni had **2,155** Twitter followers. Its second most important communication tool is Facebook (**2,794** followers), especially with older users. In addition, activities linked to professional careers continue to be publicized through the UB's LinkedIn profile. As a result, the objective to continue developing a rapid and effective communication link with members through social media has been met.

Objectives for 2018

- To increase the number of members in UB Alumni by simultaneously working to attract new members and to ensure the loyalty of current members.
- To strengthen the job bank, especially with recent UB graduates.
- To offer an attractive portfolio of services.
- To create a membership directory as a networking tool for members.
- To promote and develop the activities of the Alumni Clubs.

University of Experience

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+ information

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged 55 years and older. The programmes have a duration of one or two academic years and some programmes offer a further year. The subjects are taught by UB teaching staff. A mixed teaching model is used: the specific subjects are combined with optional subjects taken from bachelor's degree programmes in the various departments affiliated with the training programme.

The University of Experience performs an important social service:

- No prior training or education is required for admission.
- It offers university training and promotes culture among older members of society.
- To facilitate the integration of older people in the sociocultural context of the university.
- It encourages inter-generational communication through university studies.
- It offers a meeting place where students can share a new cultural experience.

The University of Experience also offers part-time and retired UB teaching staff an opportunity to remain connected to the institution's projects, maintaining or strengthening their working and teaching relationship with the UB. In the academic year 2016–2017, the University of Experience has drawn on the participation of **315** teachers (52% men and 48% women).

The table below shows the University of Experience course offering.

PROGRAMMES	ACADEMIC YEAR	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Libraries and Archives in the Digital Era	1st	■	■	■	■	■	■	■
Education and Transformation	1st	■	■	■	■	■		
Language and Literature	1st	■	■	■	■	■	■	■
	2nd		■	■	■	■	■	■
	Extension				■	■	■	■
Psychology	1st	■	■	■	■	■	■	■
	2nd		■	■	■	■	■	■
	Extension			■	■	■	■	■
Philosophy	1st		■	■	■	■	■	■
	2nd			■	■	■	■	■
	Extension				■	■	■	■
Health Sciences	1st			■	■	■	■	■
	2nd				■	■	■	■
Art History	1st			■	■	■	■	■
	2nd				■	■	■	■
	Extension					■	■	■
History, Society and Territory	1st				■	■	■	■
	2nd					■	■	■
	Extension						■	■
Food and Gastronomy	1st				■	■	■	■
	2nd					■	■	■
Astronomy and Meteorology	1st					■	■	■
	Extension						■	■
Biology: Men and Biodiversity	1st					■	■	■
	2nd							■
Philosophy (Badalona)	1st						■	■
	2nd							■
Art History (Badalona)	1st						■	■
	2nd							■
Fine Arts	1st							■

Source: University of Experience

As the table above shows, the University of Experience offered a total of **29** courses in **12** programmes during the academic year 2016–2017. The table below shows the evolution of the number of programmes and courses over the past four years:

NUMBER OF PROGRAMMES AND COURSES*				
	2013–2014	2014–2015	2015–2016	2016–2017
Programmes	9	11	10	12
Courses	17	23	25	29

* The table reflects some slight differences with respect to the figures reported in previous Reports on Social Responsibility, because some courses were not held as a result of insufficient enrolment.

Source: University of Experience

In the academic year 2016–2017, the University of Experience has had a total of **1,249** students. Of the total, **645** (51.64%) were starting a programme and **604** (48.36%) were students in their second year or beyond. The table below shows the evolution of the number of students over the past four years:

NUMBER OF STUDENTS PARTICIPATING			
2013–2014	2014–2015	2015–2016	2016–2017
731	928	1,114	1,249

Source: University of Experience

Complementary activities

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. In the academic year 2016–2017, the activities have included:

- Physical Activity
- English
- Choral group
- French
- The language of music
- Movement
- Theatre
- Qijong (beginners and advanced groups)

Fulfilment of objectives for 2016–2017

- The objective to add a new programme to the offering has been met, because the programme in Fine Arts has been instigated.

Objectives for the academic year 2017–2018

- To update or modify the programmes with the lowest demand.
- To offer an additional course in the Fine Arts programme.
- To offer an additional course in the History of Art programme (Badalona group).
- To maintain existing complementary activities and implement a computer software workshop.

Objectives for the academic year 2018–2019

- To offer a new programme in Economics and Law.

Health Promotion

Safeguarding the health of staff and students and promoting healthy habits are priorities of the UB. In this respect, the UB joined the Catalan Network of Healthy Universities and the Spanish Network of Healthy Universities in April 2011. The aim of these two networks is to promote environments that support healthy habits. It should also be noted that the occupational medicine unit provides personal information on healthy habits to UB staff during their check-ups, addressing issues like diet, physical exercise and the harms of tobacco.

+information

UB SPORTS

The promotion of sports plays an important role in the UB's commitment to promoting a healthy university. Thanks to some 100,000 sq m of sports facilities, the UB has offered a wide range of supervised activities during the academic year 2016–2017. In addition, the entire university community has access to the UB's excellent facilities, which include a pool, tennis and padel courts, supervised activities rooms and fitness rooms, a football pitch with artificial grass and a rugby field, a multi-use sports centre, an athletics track and more.

UB Sports promotes physical activity, sport and healthy habits among students and the rest of the university community through a wide-ranging programme of activities that include the Barcelona University Leagues, the University Championships of Catalonia and Unirun.

Barcelona University Leagues

Since 2012, the UB has run the Barcelona University Leagues, which draw on the participation of every university in the city. In terms of participation, the UB stands out with 64 of the 124 teams taking part in the academic year 2016–2017.

University Championships of Catalonia

The University Championships of Catalonia are the premiere sporting competition in the Catalan university world. For the 33rd running of the event in the academic year 2016–2017, the UB sent 12 teams and more than 300 athletes in 20 different sports. The aim was to maintain the UB's leadership as the top-ranked Catalan university in the medal count and number of athletes medalling. In the 2016–2017 championships, the UB had 9 winning athletes, including the best university athlete in the absolute category, Marta Alsó, an INEFC student who won top place in the European Universities Judo Championship held in Coïmbra (Portugal) in the summer of 2017. The UB finished top of the medal standings with 89 medals: 31 gold, 27 silver and 31 bronze.

Unirun

The UB sponsored the creation of Unirun, the top running competition for Catalan universities, which held its third annual event in the academic year 2016–2017. The race attracted 3,000 participants, with 789 sporting the colours of the UB.

Fulfilment of objectives for 2016–2017

The fulfilment of the established objectives cannot be verified because the Committee for Social Development and Ageing no longer exists.

Objectives for the academic year 2017–2018

- To increase the participation of the UB community in Unirun.
- To raise the visibility of UB Sports and the activities that it organizes.
- To maintain the UB's level of competitiveness in the championships of Catalonia, Spain and Europe.
- To add a new dimension to the UB's promotion of health so that the concept of *health* is no longer linked solely to physical health but also takes on social, environmental and other aspects. During the academic year 2017–2018, the UB's promotion of health will be linked transversally to a variety of units, services and offices of the vice-rector that need to be involved in the project, which will now be coordinated by the Office of the Vice-Rector for Equal Opportunities and Social Action.

UB Solidarity Foundation

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The UB Solidarity Foundation undertakes projects that focus on development cooperation and social action.

+ information

INTERNATIONAL DEVELOPMENT COOPERATION PROJECTS

- **Support to the Oujda community (Morocco) plan for good governance and sustainable water management**

  The aim is to contribute to good governance and the sustainable management of water resources in the eastern region of Morocco in order to improve the quality of life for citizens.

  Period of execution: 2015–2017

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

  The chief aim is to provide knowledge on the comprehensive management of water resources through training courses and sessions aimed at technical staff working in the various administrations of the Saint-Louis region, including employees of Gaston Berger University (UGB) and the Saint-Louis city council, as well as regional development associations. One of the most important steps is the construction of a pilot water treatment plant to treat a portion of the wastewater from the UGB campus. The effort includes experimentation with low-cost sanitation techniques that respect the environment, together with training, advice and follow-up with local staff in charge of the plant's operation.

  Period of execution: 2016–2018

- **Course on natural technologies for sustainable wastewater management in rural and peri-urban areas (Senegal)**

  This is a training course in which 40 people take part. The instructors include teaching staff from the UGB and other Senegal universities, as well as visiting UB experts.

  Period of execution: 2017–2018

MAJOR SOCIAL INTERVENTION PROJECTS

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

- **The PAULA Peace Education programme**

  In collaboration with the ICE, the UB Solidarity Foundation is developing the Paula web portal, which is aimed at promoting the **integration of education on human rights and global citizenship into the educational curriculum** by providing support to teachers and professors who work at different levels of education. The Paula web portal gives instructors a wide range of resources to support teaching on human rights, sustainable development and global citizenship. The project also integrates other initiatives that emphasize the potential of the formal curriculum to provide education for peace, such as the Prize in Research for Peace for projects undertaken by students in upper secondary school, lifelong learning activities for teaching staff and the educational network called Research for Global Citizenship, which supports research in upper secondary schools.

  The highlights of results from the Paula programme in the academic year 2016–2017 include:
  - 21 secondary schools have held research support activities for upper secondary school students based on the Paula programme;
  - 46 workshops on research for human rights and global sustainable development have taken place, with participation by more than a thousand upper secondary school students;
  - 216 upper secondary school students in 15 schools have taken part in advisory meetings about their research projects;
  - 28 students in 26 schools have taken part in an upper secondary school research group on the conflict in Syria and the refugee crisis;
  - 96 upper secondary school teachers have taken part in lifelong learning activities certified by the ICE;
  - 4 exhibitions, 6 videos and 6 infographics have been done on training research for global citizenship;
  - 1 interactive world map has been published in connection with Agenda 2030 and the Sustainable Development Goals;
  - 5 touring exhibitions have been showcased in 18 public secondary schools.
  - 71 upper secondary school projects have taken part in the 12th Prize in Research for Peace; 81 upper secondary school students in 53 schools have worked on the preparation of these projects;
  - 13 students are doing the master's or postgraduate degree in Education, Globalization and Social Transformation.

  Period of execution: 2005–2017

- **Research for peace: programme to support research in upper secondary schools**

  Period of execution: 2017

- **Research for global citizenship**

  Period of execution: 2015–2017

- **Interdependent, jointly responsible**

  Period of execution: 2016–2018

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

  Period of execution: 2015–2017

- **Observatory on human rights and conflict**

  Period of execution: 2017

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

  Period of execution: 2015–2018

- **Mare Nostrum project**

  Period of execution: 2016–2017

- **The European inHERE project to facilitate the access of refugees to higher education**

  Period of execution: 2016-2018

- **Erasmus+ programme in the internationalization of education**

  The aim of the project entitled "Our memories and I", which receives funding through the EU's Erasmus+ programme, is to promote art and artistic expression among secondary school students as an innovative pedagogical methodology for the acquisition of historical knowledge and the consolidation of collective memory. The methodology seeks to develop new communication skills and tools that enable students to go beyond their local schools and environments. Social inclusion, the promotion of diversity and mutual comprehension are the central challenges for the educational institutions participating in the project as representatives of different countries: Catalonia, France, Italy and Germany.

  Period of execution: 2017-2019

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

  Period of execution: 2017

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

  Period of execution: 2017

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

  In 2017, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk by the writer and activist Remei Sipi.

  Period of execution: 2017

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

  Financial assistance is available to PAS members at the UB who are taking care of dependent minors with some degree of disability. In 2017, the call has resulted in some 30 awards of assistance for a total of €47,120.

  Period of execution: 2017

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- **European Observatory on Memories**

  The European Observatory on Memories is the outgrowth of a project instigated by the UB Solidarity Foundation in 2012 with support and joint funding from the European Commission. The initial project has evolved thanks to contributions from members and collaborators alike and is now an established tool for the analysis and consideration of memory policies being developed in Europe and on other continents. Today, there are 41 members in 16 countries.

  In 2017, the UB continued to build the network of organizations associated with the Observatory and organized a variety of seminars and workshops in relation to public policies on memory and the use of public space, addressing the different locations of the institutions in the network: Barcelona, Navarra, Sarajevo, San Sebastián, Grosseto, London, Venice and Lisbon.

  Period of execution: 2013-2017

OTHER PROGRAMMES

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

ECONOMIC RESOURCES INVESTED IN COOPERATION PROJECTS AND SOCIAL PROJECTS

The table below shows financial resources from outside funding sources (including contributions in kind, such as the provision of venues, voluntary or non-voluntary work, and expenses on venues covered by local partners), as well as the UB's own financial investments in these projects.

Support to the Oujda community (Morocco) plan for good governance and sustainable water management	€37,296.39
Contribution to the durable management of water resources in Saint-Louis (Senegal)	€138,832.45
Course on natural technologies for sustainable wastewater management in rural and peri-urban areas (Senegal)	€113,394.00
Research for peace: programme to support research in upper-secondary schools	€106,000.00
Research for global citizenship	€127,100.00
Interdependent, jointly responsible	€75,000.00
"Defending the Defenders": support for human rights defenders to have an impact on humane security policies in Catalonia	€111,865.00
Observatory on human rights and conflict	€13,980.00
UB programme in support of refugees and people fleeing conflict zones	€269,479.45
Mare Nostrum project	€38,953.50
The European inHERE project to facilitate the access of refugees to higher education	€43,120.00
Technical assistance provided to local councils in the area of cooperation, peace education and social action	€66,011.13
Tardor Solidària (Autumn for Solidarity)	€5,815.00
Social intervention project in the Barcelona neighbourhood Torre Baró	€32,257.26
Call for financial assistance to people with dependent minors	€47,120.00
European Observatory on Memories	€237,466.00
Subtotals	€1,463,690.18

Source: UB Solidarity Foundation

BUDGET

The table below shows the percentage of the economic resources of the Solidarity Foundation invested in development cooperation projects and in social action projects in relation to the overall Solidarity Foundation budget.

BUDGET 2017	
Total budget	€979,529.78
Investment in development cooperation and social actions	€852,045.81
% of total budget invested in development cooperation and social actions	86.98

Source: UB Solidarity Foundation

Fulfilment of objectives 2017

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

Culture

The Office of the Vice-Rector for Arts, Culture and Heritage has taken part in a wide variety of cultural activities, whether in an organizational capacity or in collaboration with other UB units and other public and private institutions. The vast majority of these activities are free and open to the general public.

At the same time, the Office of the Vice-Rector for Arts, Culture and Heritage has promoted a line of work that aims to strengthen and expand the tools used in the preservation, appreciation and enrichment of the heritage of the UB as a historic university of the country.

Music

The UB has hosted its **30th Season of Music**, bringing 16 public concerts to the Paranymph in the UB's Historic Building. The season included two performances of the traditional Christmas concert featuring the University of Barcelona Choir, the University of Barcelona Orchestra and various soloists and choral groups that were invited to join in a performance of Franz Joseph Haydn's *Missa in tempore belli*. Another highlight was the concert of the 20th Season of University Choirs and Orchestras.

Dance

The **7th Contemporary Dance Season**, entitled "Doing Contemporary Dance", has explored the main strands of dance in the twentieth century and featured three sessions using the innovative format of pedagogical performance.[20]

20. This is a teaching methodology that combines performance with theoretical discourse in order to strengthen the effectiveness of the pedagogical work.

Theatre

The **Aula de Teatre** is a UB theatre initiative that is structured in three parts. In the first quarter, participants work with non-theatre materials that they themselves contribute (poems, images and stories). Monographic sessions on subjects such as fencing and stage violence supplement the activities. In the second quarter, the focus shifts to the staging of a group work. This year, the selection was Eugene Ionesco's *Rhinoceros*. Lastly, in the third quarter, participants focus on body and spatial awareness, the creation of characters and group listening on stage. Ultimately, their efforts were brought together in a staging of Bertolt Brecht's *The Threepenny Opera*.

Heritage and collections

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

As it does every year, the UB has expanded its cultural heritage through donations (the work *Espai de meditació* by Ricard Vaccaro) and acquisitions (artworks by students graduating in Fine Arts in the academic years 2015–2016 and 2016–2017 and the UB's Sant Jordi poster for 2017).

Other activities have focused on the conservation and improvement of the UB's cultural and artistic heritage, including conservation and restoration work on the circus murals in the Mundet Campus theatre.

Virtual Museum

The UB's Virtual Museum featured news and reviews of **13 temporary exhibitions** put on display in various UB locations.

The most important achievement of the year is the new web page for the Virtual Tour of the Historic Building, which has been expanded and completely revamped.

Guided tours

The UB conducted **196 guided tours** of the Historic Building for the general public, members of institutional delegations and various organizations, drawing a total of 4,625 people. In addition, new combined tours are now available for the Historic Building and the Seminari Conciliar de Barcelona. This year witnessed 10 combined tours involving 238 participants.

Publications

The UB has promoted the dissemination of the winning original poster for Sant Jordi 2017, publishing and widely distributing commemorative posters and postcards of the image through UB Publications and Editions.

Agreements

The UB has signed an agreement with the Victoria de los Ángeles Foundation to establish a headquarters in the UB's Historic Building and to increase the importance of music at the university significantly. The results of the agreement will become clear in the academic year 2017–2018.

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

During the academic year, the Office of the Vice-Rector for Arts, Culture and Heritage has collaborated in a conference on the architecture of Elias Rogent, bringing together scholars and professionals to study the UB's historical and artistic heritage. The Office of the Vice-Rector for Arts, Culture and Heritage has also taken part in or given support to a variety of workshops, lectures, conferences, seminars and other cultural and musical activities. Highlights include:

- Workshop on cultural management for the Vives University Network
- Meeting of the Vives University Network's working group on cultural management
- Session of the council focused on promoting and disseminating Gaudí's work
- Conference on Elias Rogent and Barcelona, focusing on architecture, heritage and restoration

Exhibitions

The UB has organized, hosted or given support to eight exhibitions:

- "Reality under Siege: Between Tradition and Contemporaneity", an exhibition of student works from the master's programme in Contemporary Artistic Creation in the Faculty of Fine Arts
- "Gaudí at Night", an exhibition of photos by Manel Armengol in the context of the Gaudí 2nd World Congress

- "The Whole of Life," an exhibition of photos by Ana Portnoy
- "The *Assumpció Català* Telescope"
- "Elias Rogent and Barcelona: The Building of the Literary University"
- "Olfactorium Badalona", by the artist Nasevo
- "Africas: Peoples, Lands and Realities"
- "Forjadors de la Festa", an exhibition of traditional and popular culture

Fulfilment of objectives 2017

- Launching a comprehensive plan for the heritage of the UB that embeds the project of the future UB Museum (which has a plan and project constructed on an open, participative model involving collection managers and experts, among others). The plan will be continually updated as new works are added to the UB's artistic heritage.
- The biological contamination in the UB's Rare Book and Manuscript Library has been resolved after necessary steps were taken to eliminate the woodworm infestation in the benches and wall panels of the Paranymph. In addition, two murals by Josep Guinovart have been restored. As a result, the objective to carry out the most urgent conservation and restoration work to protect the UB's cultural heritage has been met.
- The objective to maintain, expand and diversify the programme of artistic and cultural activities has been met.

Objectives for the academic year 2017–2018

- To strengthen the feeling of belonging and increase participation among members of the UB community through the arts, culture and heritage and to enhance the impact on society by expanding dissemination of what the UB is doing and by promoting the participation of members of the UB community in cultural activities.
- To increase knowledge and recognition of the UB's collections as a foundation for a future UB museum.
- To implement steps to enrich and preserve the UB's cultural heritage.
- To introduce a new online method to advertise concerts and obtain tickets.
- To carry out conservation and restoration work on the art on loan to the UB from the Prado Museum, which has not been addressed since 2008.
- To publish the first volume of a work on the history of Catalan theatre entitled *Història de les arts escèniques catalanes, la teatralitat medieval i la seva pervivència*.
- To sign a specific new agreement with the Museum of the History of Catalonia to organize a new exhibition in the autumn of 2017 on the UB's heritage in accordance with the framework agreement reached between the two institutions.

UB Volunteering

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UB Volunteering, created in 2011, is open to the university community and the general public and its goal is to create a university that shows greater solidarity and commitment to civil society, organizing or collaborating in activities in support of local charitable organizations.

+ information

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

- Report on activities for 2017
- Report on activities for 2016
- Report on activities for 2015
- Report on activities for 2014

Summary of activities

This section lays out the overall data for 2017 on material and financial donations and on participation.

PARTICIPATION	
Collaborating organizations	42
Activities	133
Volunteers	1,911
Total social impact (people benefiting)	5,012

Source: UB Volunteering

MATERIAL DONATIONS	
Toys collected	787
Books recycled	489
Food collected (kg)	3,201
School material	(unquantified)

Source: UB Volunteering

FINANCIAL DONATIONS (IN EUROS)	
Amics de la Gent Gran	40
Friends of Neurology	440
Magic Line Sant Joan de Déu	4,322
UB Alumni basket for Sant Joan de Déu social projects	4,274
Race for Women	500
Let's Take a Step Forward for the Spanish Association against Cancer (AECC)	1,140
Solidarity Service Foundation	1,180
Total	11,896

Source: UB Volunteering

THE ENVIRONMENT

Introduction to the environment section

In July 2012 the UB Senate approved the UB's Sustainability Plan, which was prepared by the Senate's delegate committee on sustainability with technical support from OSSMA. The Sustainability Plan has ten strategic lines focusing on specific subjects or areas of work. For each strategic line, a set of operational targets has been defined and a series of actions has been undertaken to meet the targets.

To evaluate the development of the Sustainability Plan, a series of monitoring indicators are updated each year. The most recent edition is the Monitoring Report 2017, which contains data corresponding to the academic year 2016–2017. In many cases, the indicators included in the Monitoring Report follow the logic of the academic year, but sometimes the information corresponds to the calendar year 2016. In this respect, it differs from most of the information appearing in the report, which corresponds to 2017 when it is collected for a calendar year and not for an academic year.

UB environment contents

The tables below show information on environmental content collected by OSSMA.

INTERNAL ENERGY CONSUMPTION						
	RESULTS				CURRENT OBJECTIVE	FUTURE OBJECTIVE
	2013	2014	2015	2016	2016	2017
Electricity (MWh)	45,320	43,386	42,370	41,067	To reduce consumption by 1.5%	To reduce consumption by 0.5%
Natural gas (MWh)	16,971	15,610	14,805	13,968		
Energy (GJ)	215,686	204,508	198,360	189,644		

Source: OSSMA

As the trend above shows, consumption has been falling since 2010. The target set for 2016 in the previous report was to reduce the consumption of electricity, natural gas and total energy by **1.5%**. This was intended to lead to electricity consumption of 41,734.45 MWh, natural gas consumption of 14,582.93 MWh and a total energy consumption of 195,384.6 GJ. As the table above indicates, all three targets have been amply achieved.

In terms of **external energy consumption**, mobility costs were 310,224 GJ in 2013. This figure only reflects energy consumption produced by the journeys of employees and students in relation to their workplace or place of study. The figures are not provided annually as they are taken from the UB's mobility survey.

To see the figures for energy consumption by means of transport, you can consult any of the UB's mobility reports.

ENERGY INTENSITY						
	RESULTS				CURRENT OBJECTIVE	FUTURE OBJECTIVE
	2013	2014	2015	2016	2016	2017
Consumption per surface area unit (kWh/sq m)	109.20	102.19	98.27	94.25	To reduce consumption by 1.5%	To reduce consumption by 0.5%
Consumption per person (kWh/person)*	886.37	833.82	805.53	838.02		

* The consumption per person is calculated based on the total full-time university population. For example, the 2016 figure brings together information from the academic year 2015–2016 on the number of students — in bachelor's degrees and pre-EHEA degrees and diplomas, UB-specific master's degrees and postgraduate studies, and university master's degrees — as well as trainee researchers, PDI and PAS.

Source: OSSMA

As the trend above shows, consumption has been falling since 2012. The target set in 2015 was to reduce consumption per surface area unit and per person by 1.5% in 2016. The target for consumption per surface area unit has been achieved, while the target for consumption per person has not been achieved. Indeed, consumption per person has risen since the previous year.

REDUCTION IN ENERGY CONSUMPTION					
	RESULTS				
	2010	2013	2014	2015	2016
Electricity (GJ)	183,642	–20,490	–27,454	–31,109	–36,235
Natural gas (GJ)	70,338	–17,804	–22,018	–24,511	–27,101

Source: OSSMA

In 2010, the UB began to monitor energy consumption, resulting in a change in the trends. The declining figures that are provided always refer back to that year, and they include savings arising from efficiency initiatives, changing habits and a declining university population.

TOTAL WATER WITHDRAWAL BY SOURCE						
	RESULTS				CURRENT OBJECTIVE	FUTURE OBJECTIVE
	2013	2014	2015	2016	2016	2017
Supply from mains (m^3)	307,059	228,338	212,863	191,862	To reduce consumption by 1.5%	To reduce consumption by 0.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling. In addition, the target to achieve a 1.5% reduction by 2016 was amply achieved.

OTHER INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 2)*			
RESULTS**			
2013	2014	2015	2016
17,726	14,382	14,450	19,558

* For more information on the meaning of scope 2, go to indicator 305-2 of the GRI's environmental standards.

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

Source: OSSMA

These figures, which are expressed in annual tonnes of CO_2, correspond exclusively to emissions produced from the generation of electricity and gas for consumption at the UB. The indicator is calculated by applying the energy-related emission factors published by the Catalan Office for Climate Change to the consumption of electricity and natural gas. Therefore, while energy consumption at the UB has declined, emissions have not fallen. This is because the mix of energy production can change, causing the emission factor to change too.

OTHER INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 3)*			
RESULTS			
2013	2014	2015	2016
24,481	–	–	–

* For more information on the meaning of scope 3, go to indicator 305-3 of the GRI's environmental standards.

Source: OSSMA

The results above show annual emissions of CO_2 in tonnes. Just as with the indicator for external energy consumption, this indicator only takes into account the emissions produced by the journeys of employees and students in relation to their workplace or place of study. The figures are not provided annually as they are taken from the UB's mobility survey.

To see the figures for energy consumption by means of transport, you can consult any of the UB' s mobility reports.

INTENSITY OF GREENHOUSE GAS EMISSIONS				
	RESULTS			
	2013	2014	2015	2016
Emissions (scope 2)* per surface area unit (kg CO_2/sq m)	25.21	25.07	33.65	26.07
Emissions (scope 3)** per surface area unit (kg CO_2/sq m)	43.17	–	–	–
Emissions (scope 2) per person*** (kg CO_2/person)	0.205	0.205	0.276	0.214
Emissions (scope 3) per person (kg CO_2/person)	348.35	–	–	–

* For more information on the meaning of scope 2, go to indicator 305-2 of the GRI's environmental standards.
** For more information on the meaning of scope 3, go to indicator 305-3 of the GRI's environmental standards.
*** The consumption per person is calculated based on the total full-time university population. For example, the 2016 figure brings together information from the academic year 2015–2016 on the number of students — in bachelor's degrees and pre-EHEA degrees and diplomas, UB-specific master's degrees and postgraduate studies, and university master's degrees — as well as trainee researchers, PDI and PAS.

Source: OSSMA

REDUCTION IN GREENHOUSE GAS EMISSIONS					
	RESULTS				
	DADES 2007	2013	2014	2015	2016
Scope 2:* electricity (CO_2 tons)	16,898.5	–5,669.0	–5,314.5	–55.8	–4,287.0
Scope 2: natural gas (CO_2 tons)	3,768.8	–616.8	–883.0	–1.031.9	–1.210.6

* For more information on the meaning of scope 2, go to indicator 305-2 of the GRI's environmental standards.

Source: OSSMA

The baseline for the table above is 2007, the year in which the emission factors associated with energy generation began to fall. This emission factor[21] has even greater importance than energy consumption savings from efficiency initiatives, changes in habits or the reduction in the university population. The figures provided in the table always refer to reductions relative to 2007.

NO_x, SO_2 AND OTHER SIGNIFICANT GASEOUS EMISSIONS, BY TYPE AND WEIGHT				
	RESULTS			
	2013	2014	2015	2016
SO_2	17,538.8	18,916.2	22,964.7	14,986.4
NO_x	12,281.7	12,972.3	15,719.4	10,687.0

Source: OSSMA

These figures, which are expressed in annual kilos, correspond exclusively to emissions produced from the generation of electricity for consumption at the UB. This indicator is calculated by applying the emission factors published each year by the Electricity Observatory of the World Wide Fund for Nature (WWF) to the electricity consumption. As a result, any fluctuations from one year to the next are often more dependent on the emission factors published by the observatory than on any reduction in energy consumption (which has been falling for years).

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE (IN KG)					
	WASTE GENERATED	RESULTS			
CER CODE	DESCRIPTION	2013	2014	2015	2016
200301	Rubbish	613,870	590,961	720,274	733,540
200108	Organic material	186,239	163,894	169,221	163,396
150101 - 200101	Paper and cardboard	440,046	317,557	352,198	347,674
150102 - 150104	Light packaging	50,976	51,486	43,271	44,573
150107	Glass	79,511	89,355	94,080	99,124
200125	Vegetable oils	4,860	3,860	4,655	3,705
200121	Fluorescents	1,582	1,398	1,632	1,385
161604	Batteries	231	73	293	397
080318	Ink and toner cartridges	2,388	2,078	2,118	1,704
200135 - 200136	Electric and electrical equipment	5,168	4,414	12,039	5,610
140602	Halogenated compounds	10,444	9,695	9,773	7,200
140603	Non-halogenated compounds	11,556	8,628	9,068	8,414
0601XX	Inorganic acids	8,246	6,060	5,362	5,441
0602XX	Inorganic bases	2,196	2,437	2,339	1,693
160508	Organic solutions or solutions with high chemical oxygen demand	1,862	1,273	2,111	2,979
160507	Inorganic compounds	2,761	1,727	1,752	2,664
1302XX	Mineral oils	237	306	120	385

21. The emission factors associated with energy are published by the Catalan Office for Climate Change.

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE (IN KG)					
	WASTE GENERATED	RESULTS			
CER CODE	DESCRIPTION	2013	2014	2015	2016
160403 - 160509 - 1609XX	Hazardous waste	311	567	834	924
160506	Expired reagents	1,895	1,932	1,738	1,885
150202 - 090199	Contaminated solids	3,839	4,155	4,835	7,275
150110	Contaminated packaging	5,798	5,220	5,490	5,705
090103	Photographic developer	300	531	589	709
090104	Photographic fixer	240	746	591	489
180101 - 180103 - 180201-02	Bio-hazardous material (group III)	13,688	21,907	22,337	11,179
180108 - 180207	Cytotoxics (group IV)	4,437	3,798	4,561	4,890
180202-03	Animal remains	12,778	9,989	14,410	13,602

Source: OSSMA

BREAKDOWN OF ENVIRONMENTAL SPENDING AND INVESTMENT (IN EUROS)				
	RESULTS			
	2013	2014	2015	2016
Waste management	231,686.88	201,260.43	220,880.49	218,847.68
Environmental actions	5,513.89	7,979.01	7,196.67	5,285.28

Source: OSSMA

These figures contain the costs of managing municipal waste and special waste, including the supply of drums and transport costs. The figures also include spending on projects that are part of the Sustainability Plan.

By contrast, they do not include any costs relating to personnel, the treatment of emissions (filters), insurance, cleaning, investments in actions to save energy or achieve greater energy efficiency, or the purchase of organically certified materials.

The trend for environmental spending and investment is downward, because the cost of waste management is falling as a result of the reduced waste being generated and because there is almost no budgetary allocation for projects in the Sustainability Plan or for actions directed at energy savings and efficiency.

RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY

	RESULTS			
	2013	2014	2015	2016
Competitive calls	25.6%	14.9%	12.2%	8.1%
Contracts	13.0%	17.7%	19.5%	15.8%
Subtotals	**16.8%**	**15.8%**	**16.8%**	**12.2%**

Source: OSSMA

The figures in the table above show the percentage of research projects that have content relating to sustainability, out of the total number of research projects awarded annually. Research on sustainability topics presents variable cycles in the absolute number of projects carried out and in their percentage relative to total research actions. As a result, no clear overall trend can be established. Nevertheless, there has been a clear decline from 2015 to 2016.

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

PROPORTION OF SUBJECTS WITH CONTENT RELATED TO SUSTAINABILITY

	RESULTS			
	2013	2014	2015	2016
EHEA bachelor's degrees and pre-EHEA degrees and diplomas	4.9%	–	–	–
Master's degree	6.6%	–	–	–
Subtotals	**5.7%**	**–**	**–**	**–**

Source: OSSMA

The above table shows the percentage of subjects that have content relating to sustainability out of the total number of subjects taught. The indicator is not updated regularly.

PAPER CONSUMPTION (IN KG)				
	RESULTS			
	2013	2014	2015	2016
Self-service machines	16,116	13,946	9,181	8,183
Copy services	29,708	50,320	49,075	48,141
Procurement	103,229	98,250	97,305	93,500
Subtotals	**149,054**	**162,516**	**155,561**	**149,824**

Source: OSSMA

The table above shows the amount of paper consumed annually (in kilos). The trend in recent years is downward. The data from copy services show a steep increase from 2013 to 2014 because contracted service providers who had not initially provided information were added to the totals at the time. This also affects the overall total.

ECONOMICS

Bodies included in the consolidated financial statements

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

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

Source: Economic Planning and Budgeting

Financial information

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

FINANCIAL RESOURCES (EUROS)	2014	2015	2016	2017***
Net income*	373,533,354	397,067,451	409,195,423	403,185,296.88
Significant financial resources**	241,228,156	261,050,366	259,848,171	268,075,080.32

* 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) and does not include the liquidated income, since 2012, from the halls of residence with economic autonomy.
** Includes current transfers and subsidies and capital subsidies received.
*** Provisional data.

Source: Economic Planning and Budgeting

PERCENTAGE OF INCOME RECEIVED IN LOANS	2014	2015*	2016**	2017***
Total income	382,008,609.18	405,215,029.00	435,540,936.02	411,444,679.34
Total loan income	186,937.98	12,747,398.11	24,485,962.28	3,719,075.53
Percentage of income received in loans	0.05%	3.15%	5.62 %	0.9%

* The figures do not include a public-private contract to enlarge the Faculty of Law, which may be characterized as a loan. They do include 8.5 million euros to convert the emphyteutic lease on the Can Canela building into a loan, and 4.2 million euros of a public-sector loan designated for research.
** The figures include a loan of 17,663,003.97 for building work carried out in 2016 under a public-private contract for the enlargement of the Faculty of Law.
*** Provisional data. The figures include a loan of 2,429,203.03 for building work carried out in 2017 under a public-private contract for the enlargement of the Faculty of Law.

Source: Economic Planning and Budgeting

Economic value generated and distributed

ECONOMIC VALUE GENERATED AND DISTRIBUTED

MONETARY FLOWS 2017*	
Income from public sector transfers**	259,174,601.91
Income from academic fees	107,359,427.01
Income from the provision of services	23,007,680.38
Income from assets	3,546,902.01
Purchases of goods and services from third parties	62,036,428.48
Staff salaries before withholding taxes and social security contributions	251,296,216.06
Public sector payments: taxes and social security contributions	103,479,638.91
Capital spending	43,019,927.16
Grants awarded	9,235,343.04
Other expenses***	44,317,982.36
Public grants received for research	21,078,234.00

* Provisional data. The monetary flows refer to rights and obligations recognized in the budgetary year 2017 except the line on public sector payments (taxes and social security contributions).

** Transfers from the Government of Catalonia and the Spanish state.

*** Includes financial expenses, amortization of loans and expenses arising from financial assets, transfers to UB Group entities, employers' social security contributions and staff-related social expenditure.

Source: Economic Planning and Budgeting

BUDGET OUTCOME AND ACCUMULATED DEFICIT

These figures come from official data presented in the UB's yearly accounts and they have been audited.

	2014	2015	2016	2017*
Budget outcome	5,058,221.53	3,382,415.26	13,749,355.64	5,579,367.48
Accumulated deficit at 4-6-2017	-56,850,816.67	-53,154,789.30	-52,042,207.36	Not available

* Provisional data. Without adjustments for earlier invoices allocated to the financial year or for invoices pending allocation.

Source: Economic Planning and Budgeting

LIST OF CONTENTS FROM THE GLOBAL REPORTING INITIATIVE

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List of contents from the Global Reporting Initiative

To prepare the Report on Social Responsibility for the academic year 2016–2017, the UB has used the Consolidated Set of GRI Standards for the preparation of sustainability reports for the first time. The Consolidated Set replaces the former G4 Guide of the GRI, which is the model followed by the UB in past years when preparing its reports on social responsibility.

The UB is working together with the UPF to adapt the new standards more closely to the needs of public universities in order to provide information that is genuinely meaningful. This year only a portion of the adapted standards have been applied, but the next Report on Social Responsibility, which will be for the academic year 2017–2018, is expected to apply the entire guide being created by the UB and the UPF on the adaptation of the Consolidated Set of GRI Standards.

Given that this year's report marks the first application of the consolidated set of standards, a description of the structure is set out below to aid in understanding. Some of the key features in the preparation of the report appear as well, along with a description of the report's characteristics.

STRUCTURE OF THE CONSOLIDATED SET OF GRI STANDARDS FOR THE PREPARATION OF SUSTAINABILITY REPORTS

The Consolidated Set is divided into four series: series 100, which contains the so-called "universal standards", and series 200, 300 and 400, which address different topic-specific standards. Some of the most notable aspects of the standards are mentioned below.

The universal standards in series 100 include *GRI 101: Foundation*, which presents the reporting principles for preparing sustainability reports. The principles define the report content and

report quality. They also explain the basic process for using the GRI Standards in sustainability reports.

The second universal standard is *GRI 102: General Disclosures*. It contains **56** content areas for disclosure on organization profile, strategy, ethics and integrity, governance, stakeholder engagement and reporting practice. Organizations are required to report on some of the **56** content areas (the so-called "core disclosures") if they wish to prepare a report in accordance with the GRI standards. The content areas that are not mandatory are 102-15, 102-17 and 102-19 to 102-39. Reporting on non-mandatory content areas identifies whether the UB is producing a sustainability report that is core or comprehensive (comprehensive reports provide responses to the non-mandatory content areas).

The third and final universal standard is *GRI 103: Management Approach*. This standard addresses the materiality of disclosures and their coverage (or boundary, in the new language), the organization's management approach and its components, and the organization's evaluation of the management approach.

The topic-specific series are *GRI 200: Economics*; *GRI 300: Environmental* and *GRI 400*: *Social*. Each of the **three** series contains a variety of topic-specific standards that are broken down into one or more disclosures. In total, there are **33** topic-specific standards, which are distributed across the three series as follows:

- *GRI 200: Economics*: **6** standards and **13** disclosures
- *GRI 300: Environmental*: **8** standards and **30** disclosures
- *GRI 400: Social*: **19** standards and **34** disclosures

Total: 77 disclosures

Universities that prepare sustainability reports are not required to report on the **77 disclosures** contained in the topic-specific standards, but they do need to provide any and all information that is significant (or "material" in the GRI language) for the organization and/or for their stakeholders.

CHARACTERISTICS OF THE REPORT ON SOCIAL RESPONSIBILITY 2016–2017

As explained in the previous section, the requirement for an organization to be regarded as working "in accordance" with the GRI standards is that it must report on a minimum set of disclosures. The table below has an asterisk in the OC column (the 'in accordance' option) to identify these items. Of the two 'in accordance' options, the UB has met the requirements for the more ambitious one, the comprehensive option.

To supplement the Report on Social Responsibility, there is also a set of UB-specific contents with additional information to give a more accurate picture of the institution.

To make the report shorter and easier to use, the table only includes the headings for each GRI disclosure area. Readers are encouraged to read the full description of each disclosure area by

downloading the Consolidated Set of GRI Standards.[22] As noted earlier, the UB and UPF working team has modified a number of the disclosure areas (most of the modifications appear in *GRI 102: General Disclosures*). As a result, some headings do not correspond exactly to the headings in the original document. When a disclosure area has been significantly changed beyond the heading, a full description has been added to the heading. In other instances, two or more disclosure areas have been grouped together. When this has been done, the code and heading of the disclosure area only appears once (in connection with the first of the grouped disclosure areas).

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

✓ Reported content

NM Non-material content[23]

→ Contents covered in the Notes

22. No direct link is provided because GRI requires registration prior to accessing the document.

23. Non-material content is content that is regarded as important neither by the University of Barcelona nor by its stakeholder groups. Consequently, the Report on Social Responsibility provides no information on such content.

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Series 100. University standards					
GRI 101: Foundation	This establishes the Reporting Principles that must be followed to prepare a Report on Social Responsibility, defining the report content and report quality. It also explains the basic process for using the GRI Standards for sustainability reporting. In this respect, therefore, no specific point can be identified. Rather, it is an approach that needs to pervade the entire report. A detailed description is also provided of the specific claims, or statements of use, which are required for organizations using the GRI Standards. The claims of reporting are set out in disclosure 102-54.				
GRI 102: General disclosures	**1.** *Organizational profile*				
	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	11-12
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates: A. Countries where the university has its primary operations. Details of the types of activity carried out in each of these countries	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Areas of knowledge and types of students: A. Description of the university's fields or areas of knowledge B. Types of students at whom the university's academic offering is targeted	✓	→
	*	102-7	University size	✓	12
	*	102-8	Information on staff and other workers. Notification of all significant changes in staff numbers.	✓	58-62
	*	102-9	Supply chain	**NM**	
	*	102-10	Significant changes	✓	20
	*	102-11 and 102-15	Precaution, impacts, opportunities and risks: A. Indication whether the university incorporates precautionary policies in relation to environmental, economic and social sustainability, that is, whether it takes into account impacts on sustainability when defining activities, and the risks to its stakeholder groups from these impacts. Description of precautionary policies, if any, and if there are none, an explanation of the reasons. B. Description of the university's approach to taking into account the existing local and global reality in its three aspects (environmental, economic and social) and the needs of its stakeholder groups when defining its challenges, objectives and future opportunities. C. How the university safeguards its own survival as a public institution. This point needs to include two kinds of information in relation to risks: i. How to ensure the rational use of its economic resources. ii. How to determine the priorities and types of actions to carry out to ensure its survival in a crisis.	✓	→
	*	102-12	Statutes, charters and principles to which the university subscribes	✓	→
	*	102-13	Associations and organizations to which the university belongs	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
GRI 102: General disclosures	**2.** *Strategy*				
	*	102-14	Statement from the rector and from the Board of Trustees	✓	5-7
	3. *Ethics and integrity*				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	→
		102-17	Mechanisms for advice and ethical concerns	✓	→
	4. *Governance*				
	*	102-18	Governance structure of the university	✓	→
		102-19	Delegating authority	**NM**	
		102-20	Executive-level responsibility for economic, environmental and social topics	**NM**	
		102-21	Communication and participation processes for stakeholder groups on economic, environmental and social topics	✓	→
		102-22	Governing bodies	✓	14-15
		102-23	Executive functions, if any, of the rector	✓	→
		102-24	Nominating and selection of the governing bodies	✓	→
		102-25	Conflicts of interest	**NM**	
		102-26	Role of governing bodies in setting the aims, values and strategy of the university	✓	→
		102-27	Collective knowledge of governing bodies	✓	→
		102-28	Evaluating the strategic directives of the university: A. Description of the monitoring and evaluation systems for the strategic directives of the university and the level at which they are reported. B. Indication whether these systems are internal or external to the university. C. Actions taken in response to monitoring and evaluation.	✓	→
		102-29 and 102-31	Identifying, managing and evaluating economic, environmental and social impacts: A. Description of the role of the governing bodies in identifying, managing and evaluating economic, environmental and social impacts and their risks and opportunities. B. Specification of the governing body or bodies that perform the role described in section A and with what frequency. C. Indication whether stakeholder consultation is used to support the governing bodies' identification, management and assessment of economic, environmental and social impacts, risks, and opportunities. D. If the response to C is yes, indication of the governing body or bodies that engage in stakeholder consultation, how and with what frequency.	✓	→
		102-30	Effectiveness of risk management processes: A. Indication whether the university analyses the effectiveness of its risk management processes for economic, environmental and social topics. B. If the analysis in section A is done, indication of who does it, how and with what frequency, and what role is played by the different governing bodies.		→
		102-32	Review and approval of this report		→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
GRI 202: General disclosures		102-33 and 102-34	Communicating concerns: A. Description of the process by which stakeholder groups convey their concerns, suggestions, doubts, etc., to the governing team of the university. B. Description of the nature and total number of concerns, suggestions, doubts, etc. conveyed by stakeholder groups to the governing bodies of the university. C. Indication of the mechanisms to address and resolve these concerns, suggestions, doubts, etc.		→
		102-35	Remuneration policies of the governing bodies	✓	→
		102-36	Processes for determining the remuneration of employees	✓	→
		102-37	Opinion of stakeholder groups on remuneration	✓	→
		102-38	Comparison of remuneration	✓	68-70
		102-39	Percentage increase in annual total compensation ratio	✓	→
	5. *Stakeholder inclusiveness*				
	*	102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	13
	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→
	6. *Reporting practice*				→
	*	102-45	Entities included in the consolidated financial statements of the university	✓	144
	*	102-46	Organization and processes used in preparing reports	✓	16-17
	*	102-47	List of material topics in the report	✓	16-17
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	→
	*	102-50	Reporting period	✓	→
	*	102-51	Date of most recent previous report	✓	→
	*	102-52	Reporting cycle of report	✓	→
	*	102-53	Point of contact at the university	✓	→
	*	102-54	Claims of reporting in accordance with the GRI standards	✓	→
	*	102-55	GRI content index	✓	149-160
	*	102-56	External assurance	✓	→
GRI 103: Management Approach		103-1	Explanation of the material topic and its boundary	✓	18-19
		103-2	The management approach and its components	✓	18-19
		103-3	Evaluation of the management approach	✓	18-19

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Series 200. Economic standards					
GRI 201: Economic performance		201-1	Monetary flows A. Income from public sector transfers B. Income from academic fees C. Income from provision of services D. Income from assets E. Purchases of goods and services from third parties F. Staff salaries before withholding taxes and social security contributions G. Public sector payments: taxes and social security contributions H. Capital spending I. Grants awarded J. Other expenses Public grants received for research	✓	146-147
		201-2	Financial implications and other risks and opportunities arising from climate change	✓	→
		201-3	Defined benefit plan obligations and other retirement plans	✓	→
		201-4	Financial assistance received from government	✓	145
GRI 202: Market presence		202-1	Ratio of standard entry level wage by gender compared to local minimum wage	**NM**	
		202-2	Proportion of senior management hired from the local community	**NM**	
GRI 203: Indirect economic impact		203-1	Infrastructure investments and services supported through economic investments	✓	→
		203-2	Significant indirect economic impacts	✓	→
GRI 204: Procurement practices		204-1	Proportion of spending on local suppliers	✓	→
GRI 205: Anti-corruption		205-1	Operations assessed for risks related to corruption	✓	→
		205-2	Communication and training about anti-corruption policies and procedures	✓	→
		205-3	Confirmed incidents of corruption and actions taken	✓	→
GRI 206: Unfair competition		206-1	Legal actions for anti-competitive behaviour, anti-trust, and monopoly practices	✓	→
Series 300. Environmental standards					
GRI 301: Materials		301-1	Materials used by weight or volume	**NM**	
		301-2	Recycled input materials used	**NM**	
		301-3	Reclaimed products and their packaging materials	**NM**	
GRI 302: Energy		302-1	Energy consumption inside the university	✓	136
		302-2	Energy consumption outside the university	✓	136
		302-3	Energy intensity	✓	137
		302-4	Reduction in energy consumption	✓	
		302-5	Reduction in energy requirements for products and services	**NM**	
GRI 303: Water		303-1	Water withdrawal by source	✓	137
		303-2	Water sources significantly affected by water withdrawal	**NM**	
		303-3	Recycled and reused water	**NM**	

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
GRI 304: Biodiversity		304-1	Operational sites owned, leased, managed in, or adjacent to protected areas or areas of high biodiversity value outside protected areas	NM	
		304-2	Significant impacts of activities, products and services on biodiversity	NM	
		304-3	Protected and restored habitats	NM	
		304-4	IUCN Red List species and national conservation list species with habitats in areas affected by operations	NM	
GRI 305: Emissions		305-1	Direct GHG emissions (scope 1)	NM	
		305-2	Indirect GHG emissions, in creating energy (scope 2)	✓	137-138
		305-3	Other indirect GHGs (scope 3)	✓	138
		305-4	GHG emissions intensity	✓	138
		305-5	Reduction in GHG emissions	✓	138-139
		305-6	Emissions of ozone-depleting substances	NM	
GRI 305: Emissions		305-7	Nitrogen oxides (NO_x), sulphur oxides (SO_x), and other significant air emissions	✓	139
GRI 306: Effluents		306-1	Water discharge by quality and destination	NM	
		306-2	Waste by type and disposal method	✓	139-140
		306-3	Significant spills	NM	
		306-4	Transport of hazardous waste	NM	
		306-5	Water bodies affected by water discharges and/or runoff	NM	
GRI 307: Environmental compliance		307-1	Non-compliance with environmental laws and regulations	✓	→
GRI 308: Supplier environmental assessment		308-1	New suppliers that were screened using environmental criteria	✓	→
		308-2	Negative environmental impacts in the supply chain and actions taken	NM	
Series 400. Social standards					
GRI 401: Employees		401-1	Number of new employee hires, employee turnover, retirements and temporary staff	✓	63-67
		401-2	Social benefits provided to full-time, contracted employees that are not provided to other employees	✓	→
		401-3	Parental leave	✓	→
GRI 402: Employee/ university relations		402-1	Minimum notice periods regarding changes to working conditions	✓	→
GRI 403: Occupational health and safety		403-1	Representatives on formal occupational health and safety committees	✓	84-85
		403-2	Injuries, illnesses, accidents, days lost, absenteeism and number of victims	✓	81-83
		403-3	Staff with high rate or high risk of work-related illness	✓	83-84
		403-4	Union agreements on occupational health and safety	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
GRI 404: Training and education		404-1	Average annual hours of training per staff member	✓	73-75 and 78
		404-2	Programmes for upgrading employee skills and transition assistance programs	✓	73, 76-77 and 87
		404-3	Assessment of teaching staff and professional development	✓	→
GRI 405: Diversity and equal opportunities		405-1	Description of employees and governing bodies in terms of indicators of diversity	✓	14-15
		405-2	Basic salary of women and men	✓	→
GRI 406: Anti-discrimination		406-1	Incidents of discrimination and corrective actions taken	✓	→
GRI 407: Freedom of association and collective bargaining		407-1	Operations and suppliers in which the right to freedom of association and collective bargaining may be at risk	**NM**	
GRI 408: Child labour		408-1	Operations and suppliers at significant risk for incidents of child labour	**NM**	
GRI 409: Forced or compulsory labour		409-1	Operations and suppliers at significant risk for incidents of forced or compulsory labour	**NM**	
GRI 410: Security practices		410-1	Security personnel trained in human rights policies or procedures	**NM**	
GRI 411: Rights of indigenous peoples		411-1	Incidents of violations involving rights of indigenous peoples	**NM**	
GRI 412: Human rights assessment		412-1	Operations that have been subject to human rights reviews or impact assessments	✓	→
		412-2	Employee training on human rights policies or procedures	✓	→
		412-3	Significant investment agreements and contracts that include human rights clauses or that underwent human rights screening	**NM**	
GRI 413: Local communities		413-1 and 413-2	University impact on local environment: A. Number of faculties that the university has located in different geographical areas of the city/country. B. Number of faculties in which the university has introduced development programmes, impact assessments and local community engagement: i. Assessment of social, economic and environmental impacts of the university on local environment. ii. Publication of social, economic and environmental impacts. iii. Development programmes for local communities based on their needs. iv. Advisory processes and committees involving the local community (on the expansion of a faculty, creation of a new venue and other decisions that may affect the environment). v. Formal complaint processes/mechanisms for the local community (noise problems, access issues, etc.). C. Detailed actions taken in the faculties in relation to section B and results obtained. D. Indication whether any university faculties have or could have a negative impact on local communities as a result of the analysis in the previous points, and an indication of which faculties. E. Description of the negative impact and actions taken by the university.	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
GRI 414: Supplier environmental assessment		414-1	New suppliers that were screened using social criteria	✓	→
		414-2	Negative social impacts in the supply chain and actions taken	NM	
GRI 415: Public policy		415-1	Contributions to political parties and/or representatives	NM	
GRI 416: Customer health and safety		416-1	Assessment of the health and safety impacts of product and service categories	NM	
		416-2	Incidents of non-compliance concerning the health and safety impacts of products and services	NM	
GRI 417: Marketing and labelling		417-1 and 417-2	Transparency in information on the academic offering: A. Explanation whether there is an internal protocol or regulation at the university that requires clear and transparent presentation of all relevant information on studies and subjects on offer. Such a protocol or regulation could cover aspects such as: – cost of studies – assessment system for subjects – language of instruction for a given subject – class timetable – teaching staff for subjects – other B. Brief description of the protocol, if any, with details on how long before the start of studies it must be complied with. C. How the university evaluates and ensures compliance with the protocol and any penalties that apply in case of non-compliance. D. Description of incidents of non-compliance with protocol during the period covered by this sustainability report.	✓	→
		417-3	Incidents of non-compliance concerning marketing communications	✓	→
GRI 418: Customer confidentiality		418-1	Substantiated complaints concerning breaches of customer privacy and losses of customer data	✓	→
GRI 419: Socioeconomic compliance		419-1	Non-compliance with laws and regulations in the social and economic area	✓	→

UB-SPECIFICIC DISCLOSURES

CODE	CONTENT	STATUS	PAGES
Global impact on society	Studies on the UB's economic, environmental and social impact	✓	→
University of Experience	Current degrees offered and degrees to be offered in upcoming academic years	✓	118-120
UB Volunteering	Volunteering projects to which the UB contributes and objectives for the forthcoming years	✓	132-133
Equality	Information on the activity of the UB's Equality Unit	✓	94-96
UB Alumni	Information on the activity of UB Alumni	✓	114-117
Culture	Cultural activities in which the UB participates or collaborates	✓	128-131
Halls of residence	Places in halls of residence	✓	38
SAE	Initiatives, programmes and agreements to provide better services to students with specific individual needs	✓	42-44
RH1	Level of official studies of employees	✓	72
RH2	Employees with functional diversity	✓	71
RH3	Staff costs in relation to total costs	✓	70
RH4	Investment in staff training	✓	79-80
RH5	Bodies whose mission is to manage conflicts and disputes among stakeholder groups	✓	88-93
VAO	The reconciliation of personal and work life	✓	86-87
OMPI	Internationalization	✓	30-34
Health	Areas designed to promote health and healthy habits among stakeholder groups	✓	121-122
Attention to special PAS situations	Attention to special situations of administrative and service staff	✓	86-87
Research 1	Research activity and outcomes	✓	49
Research 2	A. Competitive research funding B. Non-competitive research funding	✓	49
Research 3	International university rankings	✓	54-55
Research 4	Science and Technology Centres	✓	50
Research 5	Campus of International Excellence	✓	55-56
Teaching 1	Number of students	✓	25
Teaching 1B	Number of students by branch of knowledge	✓	24
Teaching 1C	Incoming students by branch of knowledge	✓	24
Teaching 2	Academic performance of students	✓	26
Teaching 3	Student employability	✓	26
Teaching 4	Languages at the UB	✓	27-29
Teaching 5	Grants and other measures to ensure that students are not obliged to withdraw from their courses for strictly economic reasons	✓	46-47
Teaching 6	Price per credit	✓	46
Teaching 7	Higher education offering	✓	24
Teaching 7B	Courses of study by branch of knowledge	✓	23
Teaching B	Social responsibility in teaching and research activity, and dissemination of social responsibility	✓	51-53

CODE	CONTENT	STATUS	PAGES
Total loans 1	Percentage of income received in loans	✓	145
Facilities 1	Investment in maintenance and modernization of facilities	✓	37
Facilities 2	Income and costs from sales and purchases of assets	✓	38
Facilities 3	Infrastructure	✓	37
FS1	International development cooperation in other countries.	✓	123-124
FS2	Social projects in Spain	✓	124-126
FS3	Summary of funds invested in development cooperation projects in other countries and in social projects in Spain	✓	127
FS4	Percentage of total budget allocated to development cooperation projects in other countries and to social action projects in Spain	✓	127
MA1	Research projects related to the environment and sustainability	✓	141
MA2	Proportion of subjects with content related to sustainability	✓	141
MA3	Consumption of paper	✓	142

CODE	NOTES
102-1	University of Barcelona
102-3	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
102-4	The two main activities of the UB (teaching and research) are basically carried out in Spain.
102-5	Articles 1–11 (chapter I) of the UB Statute.
102-6	As the leading university in Catalonia, the intention of the UB is to address all areas of knowledge: the UB offers teaching in the arts and humanities, sciences, health sciences, social and legal sciences and engineering. As a Catalan public university, the UB predominantly focuses on the young people of Catalonia and the rest of Spain who wish to complete university studies, regardless of their socioeconomic status.
102-11 and 102-15	The principle of environmental caution is addressed in the Sustainability Plan, which is reviewed annually through the submission of a Monitoring Report to the University Senate. In this respect, the OSSMA is a fully established unit of the UB that oversees the reduction in environmental impacts from the institution's activity. The recent creation of the Office of the Vice-Rector for Equal Opportunities and Social Action is intended to ensure that the university also incorporates the perspective of social and economic sustainability into the decision-making process. The university must not only be aware of the impacts of its activity on sustainability, but it must also understand the social, economic and environmental reality and adapt its strategies and priorities accordingly. In this respect, the Governing Council, the Senate and other UB governing bodies have recently issued statements on matters of current concern that have had a major impact on Catalan society and, when deemed necessary, they have implemented programmes or taken steps to address new situations (in the midst of the recession, for example, the bkUB grant programme was instituted and it remains in place). As a public institution, the university is subject to a system of public accounting and budgeting that requires the preparation and approval of an annual budget by the pertinent bodies, which in the case of the UB are multistakeholders. The approved budget is binding. That is, it is necessary to verify the existence of credit for any expenditure, which must be duly shown as necessary and appropriate. Various units have responsibility for oversight and supervision: the Office of the General Manager, the Governing Council, the Board of Trustees and the OCI, with preliminary auditing performed by the controller. The preparation of the annual budget, the participation of various bodies in the approval of the budget and the preparation of economic sustainability plans involving formal oversight of spending processes and control mechanisms to ensure strict compliance represent a series of procedures to safeguard the viability and survival of the university as a public institution.
102-12	During the academic year 2016–2017, the Erasmus+ Charter (2014-2020) is still in course, awarded by the European Commission, according to which the UB undertakes to respect the principles of the Erasmus+ programme, which has three basic pillars: non-discrimination, equal opportunities and transparency. The UB has also renewed its commitment to the support of current initiatives (the Catalan national pact for industry, Barcelona Refuge City, open knowledge and libraries, Economy for the Common Good, etc.). In addition, the UB Solidarity Foundation is a member of these important initiatives: Citizens' Agreement for an Inclusive Barcelona The Citizens' Agreement for an Inclusive Barcelona is a space for engagement, public-private cooperation and joint action by the city's institutions and organizations working to build a more inclusive Barcelona, with a higher quality of life for everyone. It is a shared space bringing together the city government and civil society and its purpose is to increase the capacity for joint organization and action through the promotion of cooperation and the articulation of networks of action to push forward the plural and democratic construction of a critical common good: social inclusion. Lafede, Organization for Global Justice Lafede, which was created in 2013 as a merger of the former Catalan Federation of NGOs for Development, Catalan Federation of NGOs for Human Rights, and Catalan Federation of NGOs for Peace, now has 114 member organizations, including the UB. Lafede disseminates the activities and campaigns of its members and promotes collective campaigns on behalf of the sector, drawing on membership participation. Each year, Lafede organizes training and awareness activities as well as politically oriented events (press conferences, manifestos and documents setting out demands, meetings with parliamentary groups, etc.). Lafede also provides support for three set calendar dates for collective mobilization that are highly symbolic for global justice: the school day for non-violence and peace, the international day for the eradication of poverty and the international human rights day.

CODE	NOTES
102-12	Crue sector committee on Internationalization and Cooperation Although it is not a statement of principles or adherence signed by the UB, the Governing Council has approved a protocol on the management of information and establishment of actions to take in case of emergencies that may affect members of UB groups abroad or of external groups at the university. Objectives for 2018 In 2018, the UB will sign up as a member of the Voluntary Agreement Programme to reduce greenhouse gas (GHG) emissions, sponsored by the Catalan Office for Climate Change (OCCC).
102-13	INTERNATIONAL AGREEMENTS In the academic year 2016–2017, the UB has signed **129** international agreements with institutions in 39 countries. Over the course of the academic year, the UB received more than **12** delegations representing university institutions, consulates and embassies from **eight** countries around the world, including Australia, Colombia, the United States, South Korea and Norway, while student groups also visited from all over the globe. INTERNATIONAL FAIRS The UB has established contacts at the fairs in which it has taken part: – APAIE, 20-24 March 2017 in Kaohsiung and Taipei (Taiwan): contacts with **32** institutions in **10** countries. – NAFSA, 28 May - 2 June 2017 in Los Angeles (US): contacts with **24** institutions in **14** countries. – EAIE, 12-15 September 2017: contacts with **27** institutions and companies in **20** countries. FUNDACIÓN CAROLINA In the academic year, a total of **349** postgraduate grants have been offered as part of the Carolina Foundation's grant programme. Of these, **10** have gone to the UB in the following master's programmes: – 2 grants for the Master in International Studies – 2 grants for the Master in International Security (Santander Bank) – 2 grants for the Master in International Economic Law – 2 grants for the University Master in International Relations (Santander Bank) – 2 grants for the University Master in Economics, Regulation and Competition in Public Services (Fundación Aquae). In addition, **140** grants for doctoral studies and postdoctoral short stays have been offered, with **2** going to the UB (one in the sciences and one in the arts). AUF AND UNIMED PROJECTS IN WHICH THE UB PARTICIPATES Erasmus + KA2 Strategic Partnership (AUF) – Master Ressources en Eau et Risques Environnementaux dans les Métropoles Africaines (MAREMA) Erasmus + KA2 Capacity-Building in the field of Higher Education (UNIMED) – SAGESSE. Amélioration de la Gouvernance dans le système de l'Enseignement Supérieur en Tunisie – Enerbrain. Building capacity in renewable and sustainable energy for Libya – RESCUE. Refugees Education Support in MENA Countries – EuNIT. European project design and management in the South Mediterranean region – RESUME. RESeaU Méditerranéen pour l'Employabilité – OPENMED. Opening-up education in South Mediterranean countries – MIMIR. Modernization of Institutional Management of Innovation and Research (coordinated by the UB) Erasmus + KA2 Strategic Partnership for Higher Education (UNIMED) – inHERE. Higher Education supporting Refugees in Europe Tempus IV (UNIMED) – INFOBC. L'innovation dans la formation pour les Biens Culturels: un curriculum euro-méditerranéen pour la préservation des biens culturels INTERREG MED. Horizontal projects (UNIMED) – PANACeA. Streamlining Networking and Management efforts in Mediterranean Protected Areas for Enhanced Natural Conservation and Protection

CODE	NOTES
102-13	In the environmental area, two new memberships should be highlighted: – The Barcelona Mobility Pact (April 2017) – European Network for Sustainable Mobility at Universities (September 2017) **Fulfilment of objectives for 2016–2017** – Creating a Crue working group aimed at improving the safety and responsiveness of universities in emergency situations. The group has now completed its initial studies and organized various working days. – The UB has taken part in the preparation of the 2017-2020 plan for Catalan public universities to increase their international reach so that the Catalan university system becomes an international leader, while continuing to uphold the unique and complementary profiles of ACUP member universities. – To increase its international reach, the UB has taken part in a variety of international fairs in 2017. Specific examples include the events organized by APAIE, NAFSA and EAIE. – On 15 September 2017, a session was held in Seville to address the protocol on procedures for emergency situations, entitled Students' Safety and Security in Higher Education Institutions. The event was part of the EIAE and the UB worked in collaboration with the University of Edinburgh (Scotland) and Jagiellonian University of Kraków (Poland). – The UB has worked in alliance with Montpellier, attending monitoring meetings and participating in European projects with the French city's universities. In late 2016, the UB launched the project Strategic Partnership Master Ressources en Eau et Risques Environnementaux dans les Métropoles Africaines (MAREMA) with the University of Montpellier. In addition, the UB has worked with Paul Valéry University of Montpellier and other European universities on the Realise project, which focuses on realizing the potential of the international mobility of staff in higher education. – The UB has signed an agreement with other universities to promote the Northern Mediterranean Transnational Campus. One of the working sessions took place at the UB in December 2017 to address aspects such as the identification of priority areas for collaboration based on an analysis of joint scientific production, which was prepared by the UB, and the presentation of joint projects under the EU programme entitled Partnership on Research and Innovation in the Mediterranean Area (PRIMA). Objectives for the academic year 2017–2018 – To develop projects related to the Crue Sector Committee on Internationalization and Cooperation, taking advantage of the UB rector's current role as committee chair. – To continue collaborating on the preparation of the ACUP and CIC work plans. – To continue collaborating with AUF and to strengthen strategic alliances with the University of Montpellier and Aix-Marseille University by taking part in joint calls and promoting new calls to form joint projects and research groups. – To finalize the report on the Crue emergency protocol and organize a seminar on the issue.
102-16	The principles and values of the UB are set out in articles 3 and 4 of the UB Statute. They are also described in detail on the UB website. With respect to codes of conduct and principles pertinent to economic, environmental and social performance, mention should also be made of the Bioethics Committee, the Animal Experimentation Ethics Committee, the Clinical Research Ethics Committee of the Hospital Clínic, the Clinical Research Ethics Committee of Bellvitge, the Observatory on Bioethics and Law (OBD), the Code of good practice for research and the Sustainability Plan. In addition, the UB is adopting the recommendations and obligations set forth in the law on transparency, access to public information and good governance. Also, since 2014, the UB has had a protocol for the prevention and detection of and action against situations of sexual harassment on the grounds of gender or sexual orientation, and a protocol for the management of psychosocial risks. These includes the hiring of expert specialists. Fulfilment of objectives 2017 The objective to create a committee to prepare a Code of Conduct for the UB has been met.
102-17	Ethical conduct in the UB's science and research is regulated and overseen by the Ethics Committee. The external advisory mechanisms are highly limited. It is only possible to mention the UB's active agreements with the Anti-Fraud Office of Catalonia, for economic topics. The UB has made progress in the rollout of regulatory compliance, which is applicable to the UB and the UB Group. The University's Support and Mediation Office and Ombuds Office are the main places to address grievances about unethical or illegal conduct. The OCI and the departments in the General Manager's Office oversee the handling of any illegal or similar conduct in the accounting or academic area.
102-18	The UB's structure of governance is defined in section II of the UB Statute.

CODE	NOTES
102-21	The UB has a system of representative democracy: the public is represented through the Board of Trustees and the representatives of the university's groups (PDI, PAS and students) sit on its various governing bodies (Senate, Governing Council, faculty boards and Executive Council). The consultation processes involving stakeholder groups are, therefore, ongoing as an integral part of the activity of the governing bodies.
102-23	The UB's highest authority is the rector. The rector's functions are stipulated in articles 71 to 76 of the UB Statute.
102-24	The appointment of members to the governing bodies is carried out in accordance with title III (articles 54 to 83) of the UB Statute.
102-26	The Governing Council, which has representatives from different stakeholder groups, is responsible for approving most of the decisions taken by the Executive Council. Specifically, the different governing bodies of the UB are responsible for validating the documents that refer to the university's aims, values and strategy (the UB Statute defines which governing body is responsible for approval in each case).
102-27	There are delegate committees of the Governing Council, such as the Committee for Social Responsibility, and delegate committees of the University Senate, such as the Sustainability Committee in which economic, environmental and social impacts are specifically addressed.
102-28	The university's actions in the coming years shall be based on the Governance Plan 2017-2020, which is founded on the rector's programme for the current governing team and sets out the objectives to be achieved in the period. To attain these objectives, there will also be a plan of short-term objectives (for the following year). At the end of each year, the plan of objectives will be evaluated. Then, upon completion of the Governance Plan 2017-2020, a similar evaluation based on the plan will be carried out for the entire period. This evaluation will serve as an assessment of the governing team's efforts.
102-29 and 102-31	Risk monitoring forms part of the functions of certain specialized units, such as the Office for Internal Control, Risks and Social Responsibility, which prepares an updated risk map, and the General Manager's Office, which provides management alerts and an annual evaluation of the Governance Plan. From this point, the UB takes any corrective or remedial actions deemed appropriate. The Governing Council is the body responsible for decision-making and implementation of management associated with public service. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA. The Committee for Social Responsibility, a delegate body of the Governing Council, is responsible for the more social aspect of sustainability, while the Board of Trustees is responsible for the economic sustainability and financial sufficiency of the UB and the UB Group. Both the Governing Council and the Board of Trustees meet periodically. The regular analysis of economic impacts, risks and opportunities primarily occurs in the months of July and December, when the previous year's budget is closed and the coming year's budget is presented, respectively. As a result, the UB's operational dynamic provides a permanent mechanism for the ongoing analysis of any identified impacts.
102-30	The only two areas in which the comprehensive management of risks and their management processes are carried out concern the environment and occupational health and safety. For the remaining areas, work is now underway on a comprehensive system based on the identification, prevention and monitoring of risks, which will be implemented in the near future.
102-32	The Report on Social Responsibility is managed and prepared centrally by the OCI, which requests information from all of the involved units of the UB, compiles all the data that is received and reviews the content in an ongoing manner in accordance with the criteria of materiality. Once a draft has been prepared, the Office presents it to Committee for Social Responsibility, the UB's Governing Council delegate body, which oversees social responsibility. The delegate committee reviews the draft, finalizes the content and approves the report. The members of the delegate committee include the rector, the general manager and various vice-rectors.
102-33 and 102-34	The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. That is, stakeholder groups convey their concerns to the UB through the activity of their representatives on the governing bodies. Any concerns and complaints are addressed by the Governing Council, executive committees and other governing bodies (in the discussion of each point and when the floor is thrown open). If any concern cannot be responded to in the very meeting in which it is raised, the Governing Council commits to giving a response in the next meeting. If action is required, a time frame is also set. In addition, there are more informal mechanisms to communicate with the governing bodies:

CODE	NOTES
102-33 and 102-34	– The UB website – Contact and channelling of concerns, complaints, etc. through the person responsible for the unit – Channels of communication offered by the PDI, PAS and student intranets. There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction questionnaires (for teaching staff, PAS and students) and the Ombuds Office (for the entire university community). In addition, the UB has a Transparency Portal that is open to the public. It is a management system by which complaints and queries are referred to the responsible unit and users receive attention or response in a maximum period of one month.
102-35	Most appointed positions are temporary. The remuneration of temporary staff is set out in the UB's schedule of job posts (RLT) approved in 2016 and any subsequent modifications approved by the Governing Council and the Board of Trustees. Since 2013, no performance-based pay has been established, except for exceptional remuneration or consideration for extra work or for temporarily assuming more responsibility because of a head's leave of absence.
102-36	PDI and PAS remuneration is established by the national and regional regulations on public bodies, the list of job posts (the RLT for PAS) and the corresponding collective bargaining agreement.
102-37	Stakeholder groups are not involved in any way in the process of setting PDI and PAS remuneration, given that national and regional regulations on public bodies determine the salaries of UB staff, as the response to disclosure 102-36 describes.
102-39	In 2017, UB compensation rose 1% with respect to 2016.
102-41	The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%.
102-48	There are no significant restatements to report with respect to previous reports. The only changes arise when the figures were provisional.
102-49	The change with respect to the previous report is that the Consolidated Set of GRI Standards for the preparation of sustainability reports (partly adapted by the UB and UPF) has been used this year for the first time. Specifically, when deciding on materiality, the foundation has not been the topics in the G4 Guidelines (the guide used in the preparation of past reports on social responsibility), but the Consolidated Set of GRI Standards. The decision on the materiality of different standards and disclosure areas has been taken by the UB and UPF working group. Lastly, the Committee for Social Responsibility, which has representatives from the different stakeholder groups, has approved the report and therefore the list of material topics and their coverage, or boundaries.
102-50	From the calendar years 2014 to 2017 or from the academic years 2013–2014 to 2016–2017 (provided data are available on four calendar or academic years). In the case of contents for which there are figures only until 2016 (that is, when the figures for 2017 are not yet available), the figures for 2013 are provided in order to continue reporting a period of four years.
102-51	Report on Social Responsibility 2015–2016, published July 2017.
102-52	Annual.
102-53	Office for Internal Control, Risks and Corporate Social Responsibility.
102-54	This report has been prepared in accordance with the GRI standards (comprehensive option).
102-56	The UB does not externally assure the Report on Social Responsibility.
201-2	The UB continues to apply the Sustainability Plan and to follow a policy of energy savings that has an indirect impact on the risks and opportunities stemming from climate change, leading to new lines of research in this area and even to the creation of companies to work on this issue. In the teaching area, climate change can lead to the design of content adapted to the new situation.
201-3	The budgetary legislation of the Government of Catalonia for 2016 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds.
203-1	NEW BUILDING WORKS (NEW BUILDINGS) AND MAJOR RENOVATIONS **Faculty of Law:** taking corrective steps to bring the carpark of the Tomás y Valiente Building up to code. The work was awarded through public tender in December 2017 and completion is scheduled for April 2018. **Food and Nutrition Torribera Campus:** temporary classrooms to cover teaching needs until the construction of the permanent teaching building is completed. – Volume: 360.25 sq m – Cost: €218,188.40 – Term of investment: expected life of 4 years – Impact: improvement in teaching conditions.

CODE	NOTES
203-1	**Faculty of Law:** phase one of the Faculty's enlargement. – Volume: 16,024 sq m – Cost: €1,186,239.97 – Term of investment: expected life of 40 years – Impact: furnishing the new spaces created in the enlargement of the Faculty and fitting them out with computer and audiovisual equipment in order to support effective teaching and research activity. Actions to eliminate architectural barriers and to ensure the safety of people and assets **Faculty of Fine Arts:** renovation of the interior stairs of the Parxís Building to meet the regulations in the Technical Building Code (CTE). – Volume: 15 sq m – Cost: €17,807.98 – Term of investment: expected life of 30 years – Impact: elimination of the risk of falls from irregularities in the original stairs and compliance with the Basic Document on Safety of Use and Accessibility (DB-SUA) and the Basic Document on Fire Safety (DB-SI). **Margalef Building of the Faculty of Biology:** automatic door opening system for the building's main entrances to facilitate access for people with disabilities. – Volume: 8 units – Cost: €14,621.92 – Term of investment: expected life of 10 years – Impact: facilitating access for people with disabilities through the automatic opening of the building's main doors in compliance with CTE-DBSUA regulations. **Aulari Building of the Faculty of Biology:** construction of a stairway for safe roof access. – Volume: 15 sq m – Cost: €8,016.54 – Term of investment: expected life of 25 years – Impact: elimination of the risk of falls by maintenance staff who must perform work on the building's roof, which does not currently have protective guard rails. **Faculty of Economics and Business:** rehabilitation of roof over the Department of Sociology and other areas. – Volume: 652.21 sq m – Cost: €51,316.83 – Term of investment: expected life of 25 years – Impact: repairing the poor state of the roof, which has caused problems in the building's structure, such as detached elements, creating a hazard for staff and users of the Department of Sociology. In addition, the leaks have been significant, posing a risk of falls on wet flooring. **Aulari Building of the Faculty of Biology:** automatic door opening system for the building's main entrances to facilitate access for people with disabilities. – Volume: 1 unit – Cost: €2,778.16 – Term of investment: expected life of 10 years – Impact: facilitating access for people with disabilities through the automatic opening of the building's main doors in compliance with CTE-DBSUA regulations. **Faculty of Economics and Business:** renovation of the central light well, erection of metal safety walkways and installation of two lifelines, in Tower 2 of the 690 Building. – Volume: 240 sq m – Cost: €40,108.35 – Term of investment: expected life of 25 years – Impact: fixing the rainwater leaks that affected the building's structure and posed a risk of slipping on wet flooring; erecting metal safety walkways to maintain and clean the central light well, and installing two lifelines for maintenance staff. **Menjadors Building of the Faculty of Fine Arts:** structural reinforcement of the basement. – Volume: 30 sq m – Cost: €31,576.14 – Term of investment: expected life of 30 years – Impact: ensuring the stability of the reinforced concrete on the building's ground floor.

CODE	NOTES
203-1	**Faculty of Fine Arts:** replacing the false ceiling in the secretary's office on the ground floor because of detached ceiling panels and deterioration of the suspension system. – Volume: 96 sq m – Cost: €6,788.10 – Term of investment: expected life of 25 years – Impact: elimination of the risk of falling plaster panels from the decorative false ceiling and improved conditions for maintenance work on the installations thanks to easily removable ceiling panels. **Florensa Building:** waterproofing a portion of the roof. – Volume: 540 sq m – Cost: €11,852.68 – Term of investment: expected life of 25 years – Impact: fixing rainwater leaks affecting the building's structure and eliminating the risk of damage to the furnishings in the office space directly under the roof. **Historic Building:** replacing the lighting system in the Aula Ramón i Cajal. – Volume: 135 sq m – Cost: €19,810.79 – Term of investment: expected life of 30 years – Impact: dismantling the old lighting system with low energy efficiency and replacing it with LED screens that decrease consumption and increase light output. **Historic Building:** inspection and repointing of the cornice of the tower of the General Manager's Office. – Volume: 18 sq m – Cost: €2,976.60 – Term of investment: expected life of 10 years – Impact: elimination of the risk of falling stones from the tower cornice. **Faculty of Chemistry:** replacement of circuit breaker panels and general contactors in the laboratories. – Volume: - sq m – Cost: €35,953.65 – Term of investment: expected life of 30 years – Impact: as a result of an electrical incident in an organic chemistry lab on the second floor of the Faculty, it was decided to overhaul the current contactor relays. **Faculty of Law:** texturization of outside paving. – Volume: 115 sq m – Cost: €5,682.77 – Term of investment: expected life of 25 years – Impact: elimination of risk of falls on polished concrete walkway between the main building and the Tomás y Valiente Building. **Faculty of Economics and Business:** change of broken skylights in classroom ceilings. – Volume: 39 units – Cost: €10,381.80 – Term of investment: expected life of 20 years – Impact: normal weather-related wear and tear has led to broken skylights in the classrooms. As a result, water enters when it rains and material falls on students attending classes. **Faculty of Economics and Business:** renovating the ground-floor toilets. – Volume: 68 sq m – Cost: €72,655.84 – Term of investment: expected life of 25 years – Impact: one ground-floor toilet has been renovated and adapted to current regulations, and the sewage system that had caused numerous user problems and complaints has been fixed. Also, the remaining facilities and most of the sealing and finishing materials in the ground-floor toilets have been renewed.

CODE	NOTES
203-1	**Faculty of Economics and Business:** repair of the vehicle entrance and pavement at the Faculty. – Volume: 20 sq m – Cost: €1,138.82 – Term of investment: expected life of 20 years – Impact: as a result of long-time access of vehicles of all sorts to the Faculty, the vehicle entrance and related stretch of pavement were in very poor condition, creating a risk of falls for pedestrians. **Faculty of Economics and Business:** repair of partly cracked concrete. – Volume: 10 sq m – Cost: €1,560.90 – Term of investment: expected life of 40 years – Impact: as a result of pathologies, chunks of concrete and ceramic material had fallen. **Faculty of Pharmacy:** various actions to eliminate the risk of falls and isolate hazardous products. – Volume: Buildings A and B – Cost: €6,212.65 – Term of investment: expected life of 40 years – Impact: various actions have been taken to improve the safety of people and buildings. **Faculty of Pharmacy:** repair of cracks and broken parts of the facade. – Volume: Buildings A and B – Cost: €5,464.36 – Term of investment: expected life of 40 years – Impact: repair of cracks and broken parts of the facades of Buildings A and B. Various pathologies were causing problems that posed a risk to people from the potential detachment of small pieces of the facades and from the appearance of new pathologies as a result of the buildings' lack of protection. **Building B of the Faculty of Pharmacy:** repair of the vehicle entrance and pavement at the Faculty. – Volume: 20 sq m – Cost: €3,448.50 – Term of investment: expected life of 20 years – Impact: as a result of long-time access of vehicles of all sorts to the Faculty, the vehicle entrance and related stretch of pavement were in very poor condition, creating a risk of falls for pedestrians. **Faculty of Geography and History:** repair of plaster on the facades (phase 1). – Volume: 1,211 sq m – Cost: €28,560.96 – Term of investment: expected life of 20 years – Impact: review and repair of deficiencies identified in various facades of the Faculty. As a result of different pathologies, chunks of plaster were detaching from the facades, posing a risk of accidents. **Faculty of Geography and History:** repair of plaster on the facades (phase 2). – Volume: 2,477 sq m – Cost: €49,943.08 – Term of investment: expected life of 20 years – Impact: review and repair of deficiencies identified in various facades of the Faculty that could not be addressed in phase 1. ENERGY AND WATER SAVINGS **Buildings of the Faculty of Biology:** improvement in the efficiency of lighting through partial replacement of conventional lighting with LED technology. – Volume: 1,999 tubes (7,996 sq m approx.) – Cost: €61,700.57 – Term of investment: expected life of 15 years – Impact: replacement of conventional fluorescent tubes with LED technology resulting in a reduction of approximately 65% in energy consumption in the affected buildings. **Buildings of the Faculty of Economics and Business:** improvement in the efficiency of lighting through partial replacement of conventional lighting with LED technology. – Volume: 1,524 tubes (6,096 sq m approx.) – Cost: €46,958.30 – Term of investment: expected life of 15 years – Impact: replacement of conventional fluorescent tubes with LED technology resulting in a reduction of approximately 65% in energy consumption in the affected buildings.

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<tr><th>CODE</th><th>NOTES</th></tr>
<tr><td>203-1</td><td>
Most of the points of supply for drinking water in UB buildings: completed installation of telemetry.

– Volume: approximately 95% of water consumption is now metered with telemetry.
– Volume: 652.21 sq m
– Cost: €0 (agreement with water company)
– Term of investment: undetermined
– Impact: installing telemetry for water consumption yields information on any deviation from normal daytime or night-time consumption, enabling speedy identification of wastage or leaks in a building.

Faculty of Economics and Business: repair of roof over the Department of Sociology and other areas.

– Volume: 652.21 sq m
– Cost: €51,316.83
– Term of investment: expected life of 25 years
– Impact: incorporation of a thermal insulation material in the roof (the roof did not previously have any material with these characteristics) to improve the thermal conditions in the areas beneath, improving energy savings and reducing emissions because of reduced needs for heating and cooling.

Fulfilment of objectives 2017

Of the planned actions in the Report on Social Responsibility 2015–2016, only the renovations of the Faculty of Medicine (which will be carried out in 2018) and the installation of a new fire alarm control panel in the Sants Building have not carried out. All other actions have been carried out successfully.
</td></tr>
<tr><td>203-2</td><td>The UB's economic impact was calculated in a study undertaken by the BiGGAR consultancy, but the UB does not regularly quantify its indirect economic impacts as an institution. In any event, other sections of this Report (such as the section on Responsibility to the environment and the community) set out a series of actions that typically have an economic impact on the surrounding environment.</td></tr>
<tr><td>204-1</td><td>
<table>
<tr><td>Total UB orders</td><td>€21,192,909.95</td></tr>
<tr><td>Orders placed in Spain</td><td>€20,558,455.64</td></tr>
<tr><td>International orders</td><td>€634,454.31</td></tr>
<tr><td>Percentage of orders in Spain</td><td>97.01%</td></tr>
</table>
Source: UB Procurement

The proportion of spending on local suppliers in 2017 has been calculated based on purchase orders. A great deal of the UB's procurement, however, is not done through purchase orders (for example, the supply of water, electricity, gas, major building works, etc.). As a result, only a partial response is provided for this indicator.

In any case, the total procurement by purchase orders is €21,192,909.95 (excluding VAT), of which €20,558,455.64 (97.01%) corresponds to Spanish suppliers.

Fulfilment of objectives 2017

In all public tenders handled by the UB's Office for Administrative Procurement, the requirement to divide tenders into lots has been communicated to all pertinent units and, if the latter have not done so, they have been notified of the obligation to justify their decision. This has encouraged the participation of SMEs in public tender processes by diminishing the requirements for economic, financial and technical solvency.

Objectives for 2018

To normalize UB procurement by adjusting to Law 9/2017, on public-sector contracts, which comes into effect in March 2018 and establishes division into lots as a general rule.
</td></tr>
<tr><td>205-1</td><td>This information is not available.</td></tr>
<tr><td>205-2</td><td>This information is not available.</td></tr>
<tr><td>205-3</td><td>There have been no cases of corruption at the UB during the period covered by this report.</td></tr>
<tr><td>206-1</td><td>The UB faces no legal actions for possible violations of unfair competition or violations of the legislation on competitive behaviour, anti-trust and monopoly practices.</td></tr>
<tr><td>307-1</td><td>The UB has not received any fines or non-monetary sanctions because of non-compliance with environmental laws or regulations.</td></tr>
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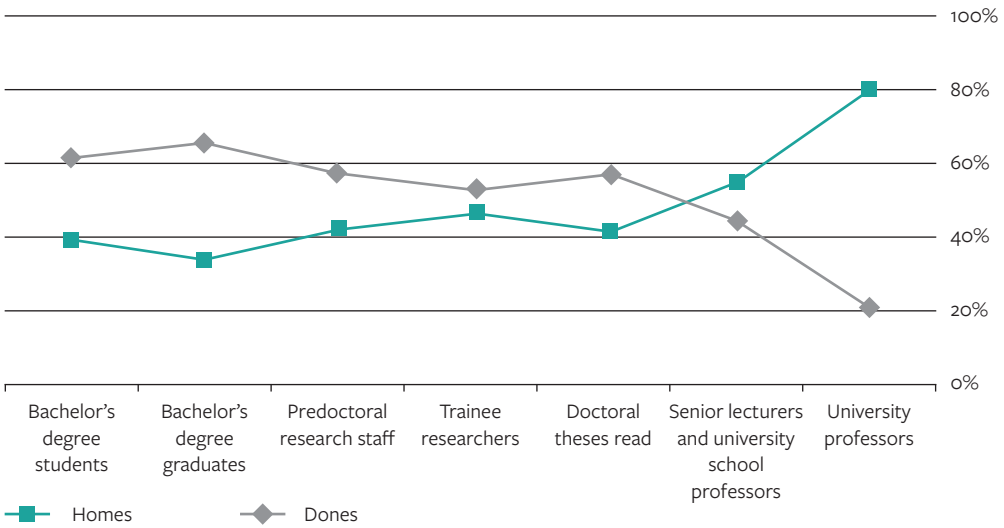
<tr><th>CODE</th><th>NOTES</th></tr>
<tr><td>308-1</td><td>At present, the UB does not review its suppliers according to environmental criteria (with the exception of any individual initiatives that a unit happens to incorporate when making a purchase), and there are no specific internal regulations on the matter.</td></tr>
<tr><td>401-2</td><td>The budgetary legislation of the Government of Catalonia for 2017 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban (started in 2012), the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.</td></tr>
<tr><td>401-3</td><td>The data on parental leave granted in 2017 are as follows:
PDI
<table><tr><th></th><th>WOMEN</th><th>MEN</th></tr><tr><td>Maternity</td><td>44</td><td>3</td></tr><tr><td>Paternity</td><td>3</td><td>32</td></tr></table>Source: Human Resources
PAS
<table><tr><th></th><th>WOMEN</th><th>MEN</th></tr><tr><td>Maternity</td><td>22</td><td>1</td></tr><tr><td>Paternity</td><td>1</td><td>15</td></tr></table>Source: Human Resources
Once their maternity or paternity leave has finished, 100% of employees return to their post.</td></tr>
<tr><td>402-1</td><td>The UB does not have any specific regulations on minimum notice periods regarding changes to working conditions beyond what is stipulated in collective bargaining agreements and the applicable regulations.</td></tr>
<tr><td>403-4</td><td>The items in disclosure 403-4 (personal protective equipment, representation on committees, etc.) are mandatory under Law 31/95, of 8 November. As a result, there is no need for a formal agreement to ensure that the UB implements them: they are required by law.
With respect to any other formal agreements with trade unions on the subject of health and safety, there are none of a generic type and any specific agreement on topics related to the subject is developed in the Health and Safety Committee.</td></tr>
<tr><td>404-3</td><td>A process has not yet been implemented to evaluate PAS competences (only timetables are controlled at present, by means of clocking in and out). PDI have a distinctive feature: teaching evaluation and the evaluation of research output. The UB administers a questionnaire each semester to students on the subjects and the teaching staff in the bachelor's and master's degree programmes and the Teaching Assessment Committee (Comissió d'Avaluació de la Docència, CADUB) administers an annual assessment of teaching staff. For PDI, there is also a five-yearly voluntary evaluation if they wish to seek a productivity bonus for teaching.
Also, PAS and PDI receive individual evaluations in the case of a formal complaint.</td></tr>
<tr><td>405-2</td><td>The information published by the UB on staff remuneration does not show pay differences between women and men. However, while their salary is the same for the same post, it is necessary to bear in mind that there is a notable bias in terms of the access of women to the highest categories. In the Third Equality Plan, it is also important that the analysis should focus carefully not only on the legal salaries by category but also on the distribution and type of additional payments that are earned in different jobs. Both sets of data will be important steps toward improving our information. The graph below shows the reality:
 
</td></tr>
</table>

CODE	NOTES
406-1	There have been no cases of discrimination at the UB during the period covered by this report.
412-1	The UB does not subject its operations to human rights reviews. However, because of its activity (teaching and research), the risks in this area are practically non-existent. In any event, there are committees in teaching and research to give sufficient coverage for any concerns that may arise.
412-2	Neither the ICE nor Corporate Training provides training to employees on human rights policies or procedures.
413-1 and 2	The UB does not implement programmes to evaluate impacts on the local environment such as the ones described in this disclosure. However, the UB does engage in many collaborative activities with the local neighbourhoods where its faculties are located. These include service-learning projects and many other initiatives described throughout the Report on Social Responsibility, such as the social intervention project in the Barcelona neighbourhood of Torre Baró and the activities described in the section Media impact, social networks and scientific dissemination.
414-1	A clause has been incorporated into all public tender instructions in 2017: "To apply measures designed to promote gender equality in the execution of the contract". No other social requirements are specified in the selection of suppliers. **Fulfilment of objectives for 2017** (this objective fell under the former indicator SO9) As noted above, a clause has been incorporated to promote equality between men and women. At present, no monitoring is done to ensure compliance.
417-1 and 417-2	This information is not available.
417-3	To prevent breaches of customer privacy, the UB sends the content of communications to Legal Services to prepare a report verifying whether the regulations have been met. As a result of the procedure, the UB can confirm that there have been no cases of non-compliance with the codes or regulations governing marketing communications during the academic year 2016–2017.
418-1	The UB has not received any complaints concerning breaches of customer privacy or losses of customer data.
419-1	The UB has not received any fines or non-monetary sanctions because of non-compliance with social or economic laws or regulations.
Global impact on society	ACUP has prepared a report on the socioeconomic impacts of Catalonia's public universities and public research system, entitled *"Impactes socioeconòmics de les universitats públiques i el sistema públic de recerca de Catalunya"*.