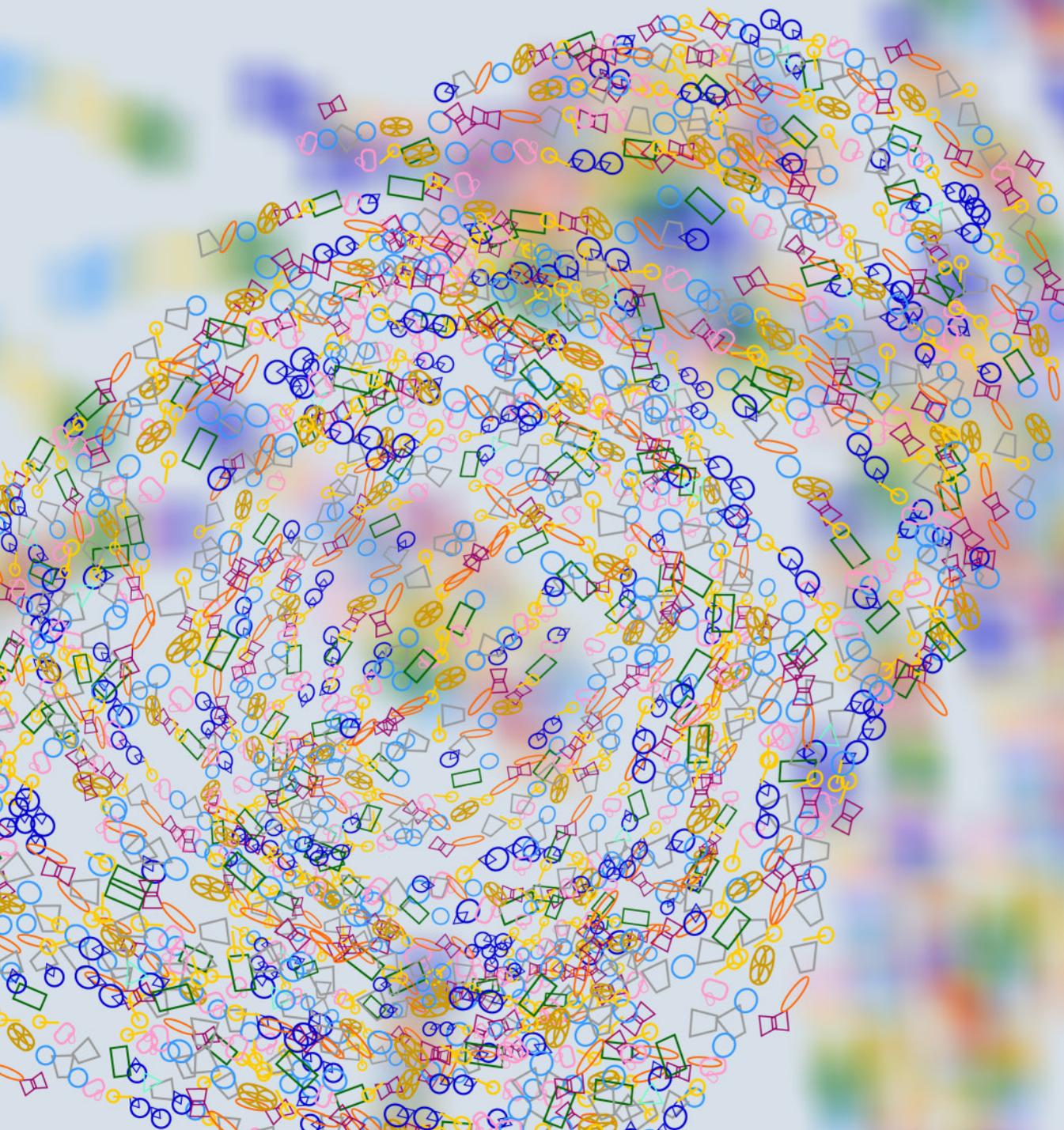


REPORT ON SOCIAL RESPONSIBILITY
FOR THE ACADEMIC YEAR 2008-2009

UNIVERSITY OF BARCELONA



**REPORT ON SOCIAL RESPONSIBILITY
FOR THE ACADEMIC YEAR 2008-2009**

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FOREWORD FROM THE RECTOR



Dídac Ramírez
Rector of the University of Barcelona

When I ran for the post of rector, I stressed in my election manifesto that the culture of corporate social responsibility should be expanded and influence the university community from the top-down. In this way, a culture of know-how could be established on the basis of good and effective governance.

Social responsibility is at the heart of my university policy, which is based on two factors: measured change, that takes into account both the smaller everyday problems and the major strategic requirements that keep our institution on the path of continuous improvement; and a scientific, humanistic model that combines scientific robustness with a system of governance that is close to the people. This system has an academic basis that, in such times of crisis (of economy, values and politics, among other aspects), is built on an effective and efficient model. The aim is to achieve the established objectives whilst maintaining respect for people, the environment and the regulatory framework.

Four aspects are important in the concept of corporate social responsibility that the University of Barcelona supports: public service, scientific quality, people, and transparent accountability. The annual accounts were balanced and received less recommendations and observations from the auditors and the Catalan Public Audit Office. We have improved the scope and quality of the public service of higher education. In addition, we are working on the following aspects, among others: the creation of a UB identity that makes staff, students and alumni proud; the construction of a University that supports its social environment; and the improvement of our services for the general public (sports, dining halls, and student residences).

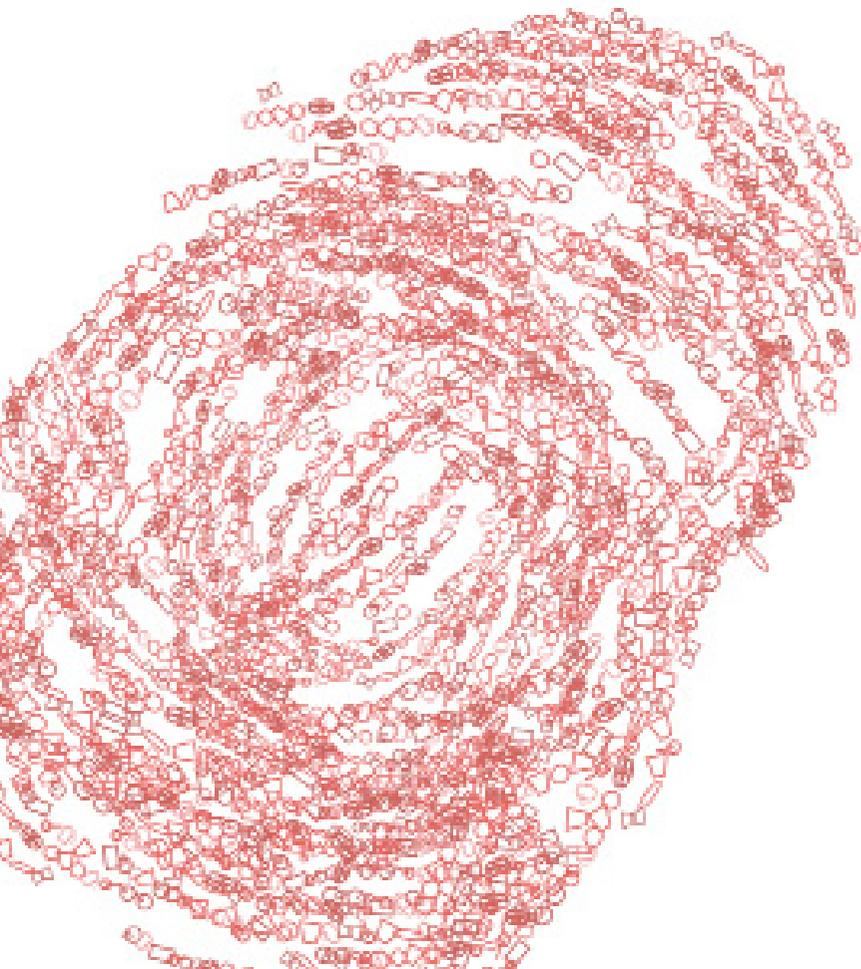
In short, we are building and will continue to build an excellent UB that is also socially responsible, which is the maximum example of our autonomy.

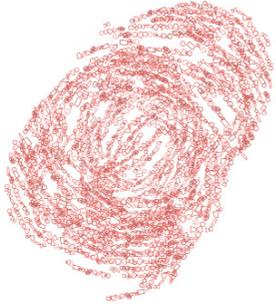
| ● SOCIAL COMMITMENT

Mission, vision and values

Internal Control, Risks and Corporate Social Responsibility

Planning and Analysis





Mission, vision and values

Mission

The University of Barcelona is a public institution that is committed to its environment. Its mission is to provide the (quality) public service of higher education mainly through studies, teaching, research and effective management of knowledge transfer.

Article 3

3.1 Within its area of competence, the University of Barcelona is responsible for providing the public service of higher education through teaching, studies and research.

3.2 The main objectives of the University of Barcelona are:

- a) to create, transfer and disseminate culture and scientific, technical and professional knowledge, as well as to train people for professional work;*
- b) to encourage critical thinking and a culture of freedom and pluralism, as well as to transfer the civic and social values that are typical of a democratic society;*
- c) to enrich the intellectual, cultural and scientific heritage of Catalonia, its economic development and its social well being;*
- d) to disseminate knowledge and culture through university extension activities, the provision of services for the university community and for society, and lifelong learning.*

Our mission is to make the UB the first choice of prospective students and to build on its capacity in the areas of teaching, research and relationships with the social and economic environment.

Vision

The UB should offer comprehensive, lifelong and critical training at the highest level as well as advanced and efficient research.

FAREM program

The FAREM program aims to create an excellent, urban, modern, outward-looking, responsible public university that will be Spain's academic and scientific benchmark. It is acknowledged that the various groups that comprise the UB are essential to accomplishing its mission and serving society. The aim is also to implement a scientific and humanistic model that combines excellence and scientific advances, responsible management of public resources, participation in social initiatives, recognition of individuals, and a critical spirit that aids the social environment.

Values

The UB's values are derived from the principles stated in its Statutes, which are shared by the entire university community: freedom, democracy, justice, equality and solidarity.

Article 4

4.1 The University of Barcelona has adopted the principles of freedom, democracy, justice, equality and solidarity in all of its activities. All members of the university community must abide by these principles in their tasks. Thus, the following are declared and guaranteed:

- a) the freedom to teach, research and study as well as freedom of expression, association and assembly of members of the university community within the University;*
- b) equality for all members of the university community, who will not be the object of any form of discrimination;*
- c) the right of all members of the university community to participate in the shared task of attaining the University's objectives;*
- d) the right to be assessed fairly; and*
- e) the orientation of teaching and research towards the culture of peace, social and human progress based on human rights, respect for the environment and sustainable development.*

4.2. *The University of Barcelona guarantees respect for the dignity of all people as they carry out their activities. It is responsible for ensuring personal safety and integrity in the exercise of these activities and for promoting the integration of people with disabilities, through the adaptation of its facilities.*

4.3. *The University of Barcelona implements an occupational risk prevention policy that guarantees the safety and health of all its members. For this purpose, it has adopted a prevention management system that is in accordance with current legislation and adapted to the University's organizational characteristics.*

We believe in the values and culture of responsibility that begins with university autonomy and includes academic freedom, tolerance and dialogue; conscientiousness and professionalism in all activities; excellence, involvement in and discussion of changes and university challenges; innovation and the search for knowledge; transparency of information and accountability; the efficient use of public resources and high ethical standards of conduct.

Internal Control, Risks and Corporate Social Responsibility

The creation of the administrative unit Internal Control, Risks and Corporate Social Responsibility was approved in 2009. This new unit reports directly to the Rector and acts as a financial controller in the area of internal control and risks. Hence, the UB has established a model and level of rigour that is expected of a public institution in the management of its resources.

For an organization to be socially responsible, it must provide transparent information on the results that it has obtained in economic, social and environmental areas. Therefore, the process of drawing up this Report required input from all the relevant agents. Internal Control, Risks and Corporate Social Responsibility could not have compiled all of the information in the Report without this involvement. As a result, the concept of social responsibility is gradually spreading throughout the university community.

The aims of this report were therefore to assess the UB's current commitment to social responsibility by analysing its actions in this area, and to improve communication channels

with groups of interest in order to progress in this field.

Planning and Analysis (formerly Information, Evaluation and Forecast)

Gathering data on social responsibility has not been an easy task, particularly considering that this is the first social responsibility report to be drawn up by the University of Barcelona. However, the work has been greatly facilitated by the administrative unit Planning and Analysis, which supports the governing bodies. The main mission of this unit is to carry out institutional projects in the areas of information, evaluation and forecast.

The work carried out by Planning and Analysis throughout the academic year is reflected in the data contained in this report. The main functions of this unit include the projects and publications described below:

Projects

Institutional assessment

Institutional assessment is a process of internal and external analysis to identify areas of excellence and areas for improvement in universities and to provide this information to all social agents.

The University of Barcelona implemented this process for the first time in the academic year 1995-1996. Since then, the following have been assessed: 35 degree courses (plus 8 that are currently under evaluation), 61 departments, the process of incorporating new students, and the Library service.

Teaching assessment

Teaching assessment is of key importance to improving the quality of teaching. Consequently, it should form part of a system for detecting areas that need to be enhanced. Teaching assessment must be closely linked to teacher training policies, the promotion of innovation, criteria for the internal distribution of university funding and selection and promotion processes for academic staff. Thus, teaching assessment should also be closely associated with the broader goal that it must help to attain: the assessment and recognition of quality teaching activities. Furthermore, the assessment process

should provide and stimulate the opportunity for teaching staff to analyse and reflect on their teaching activity.

Doctoral degree assessment

One of the UB's objectives is to strengthen and fully integrate doctoral studies into the university framework. To achieve this, it must guarantee that it offers quality doctoral programs. The University's achievements in this area are demonstrated by the fact that, out of all the Spanish universities, the UB was given the second highest number of quality awards for its doctoral programs in the Spanish National Agency for Quality Assessment and Accreditation's (ANECA) first call for applications.

This external recognition is one indicator. In addition, even before the Spanish Ministry of Education and Science (MEC) created the quality awards, the UB considered that it needed its own assessment model. The aim of this model is to guarantee and promote the quality of UB doctoral programs. Doctoral program assessments also provide information that facilitates decision-making (for example, on whether to continue to offer a program or on recognition through the allocation of UB resources for quality programs). The aim is to apply assessment parameters that are similar to those used in external models, which also incorporate UB- or program-specific considerations.

Surveys

Surveys on students' opinions of teaching staff performance.

Program contract

This document was approved by the UB and the Catalan Government for the 2002-2005 period. It described the main strategic areas in which the UB was to work in the four-year period. The contents were divided into 5 strategic areas, 9 objectives and 36 indicators that were assigned a specific weighting.

Preparation and management of the transfer of files for the Catalan Commission for Universities and Research (CUR)

The administrative units that manage information on

academic, staff, mobility and language issues prepare the files that the CUR requires as a condition to payment of the amount of variable funding allocated to the UB.

Statistics compiled by the Spanish National Statistics Institute (INE): Higher Education Statistics in Spain, and Statistics on Scientific Research Activities and Technological Development

Periodical publications:

Report on the Academic Year

The aim of the Report on the Academic Year is to describe the activities that the UB has carried out in its main areas during a specific period. It is for the entire university community, all of the Catalan and Spanish institutions that are associated with higher education, and international universities that have agreements with the UB. Therefore, it is an important instrument for ensuring accountability to society.

The University of Barcelona in figures

This annual collection of statistics presents the most relevant UB data for the last academic year, as well as changes in the figures over the last four years. It also shows the relative position of the UB in the Catalan university system, with respect to the most significant variables.



2. OUR PATH

The Management Plan





The Management Plan

The University of Barcelona Management Plan is based on the FAREM election manifesto and embraces other university strategies such as the Framework Plan UB Horizon 2020 and the White Paper on the Universitat de Catalunya, among others. It includes the following aspects:

Responsible and transparent funding brought about by good management and the attainment of objectives to ensure the improvement of the institution.

Real autonomy that enables the UB to freely adopt the measures required to overcome shortfalls in all areas of university life.

Social responsibility to guarantee the entire institution's economic, environmental and social commitment.

Overall excellence determined by the criteria of efficacy, efficiency and equity that must be compatible with the UB's social function, to ensure that teaching, research and management are of the highest quality.

A scientific and humanistic model that prioritizes academic activity and individuals in the market, in a framework of responsible management of public resources.

The Management Plan (www.ub.edu/pladirector) is based on 6 main strategic areas. It includes an action plan that describes around 200 actions in 5 key areas and 44 objectives.

Strategic priorities:

— To be an autonomous university that is

financially self-sufficient.

— To attain high standards in research and innovation that maintain the drive for excellence in all of the UB's scientific areas and increase the University's impact in the social sciences, arts and humanities.

— To lead in teaching improvement and innovation.

— To make the university more international and boost relations with the surrounding environment.

— To bring the management and operation systems and the organization up to date.

— To increase the reach of the University.

— Exercici de l'autonomia universitària en un context de suficiència financera.

Priority objectives:

— To attain economic self-sufficiency.

— To be among the best European universities.

— To successfully meet challenges and teaching requirements.

— To improve the quality of UB relations.

— To increase management efficiency and improve the provision of information.

— To attain social and public recognition of the UB's activities.

Indicators for the priority objectives:

INDICATOR	IMPLEMENTATION Academic year 2008-2009	VALUE Academic year 2008-2009	VALUE Initial (2008)	VALUE Objective for 2012
Financial statement (revenue/expenditure minus 1)	100 %	0 %	-2.2 %	0 %
Position among the best universities (according to various rankings and the THE-QS)	17.5 %	171	186	100
No. of EHEA-adapted programs introduced (bachelor's degrees)	76.6 %	49	0	64
No. of agreements with the 200 best universities (according to the ARWU and THE rankings)	47.5 %	95	-	200
Management systems update (stages: approval, design, implementation, operation)	1 st stage of 4	Approval of the systems plan	-	SAP rollout
Social responsibility (SR) (stages: proposal, preparation, approval)	1 st stage of 3	Proposal of an annual report	-	Approval of the annual report

Assessment of 2009:

Strategic areas:

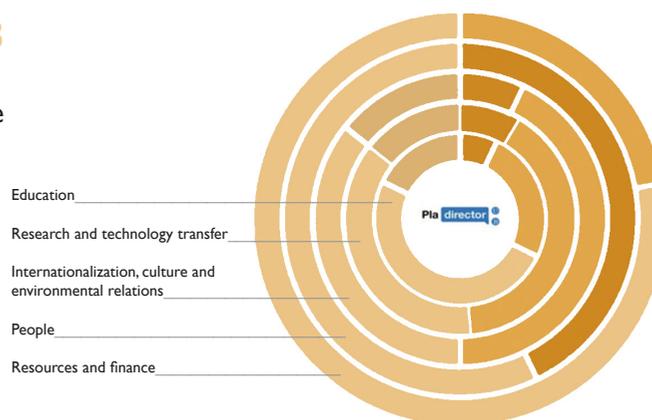
AREA/SITUATION	AUTONOMY	RESEARCH STANDARD	TEACHING IMPROVEMENT	INTERNATIONALIZATION	UPDATING THE ORGANIZATION	UNIVERSITY REACH
OVERALL ASSESSMENT	Great improvement	Relative improvement, with deterioration in Human Sciences	Improvement, although increase in the student dropout rate	Improvement in relations and in the provision of information	Relative improvement due to the start of initiatives, but still in the implementation stage and deterioration in the UB Group	Relative improvement due to the start of new activities
ACTIONS	Balanced budget and greater increases in revenue than in expenditure	Better rankings, grater participation in networks, increase in revenue	Proposal of new initiatives	Renewal and extension of agreements, improvements in the mobility of TRS and increase attractiveness for foreign students	Analysis and definition of needs and processes, beginning with the economic and financial area (SAP software)	New cultural and social activities

Implementation of the Management Plan:

CORE AREA	IMPLEMENTATION (%)	THEORETICAL (%)	COMMENTS
Education	33.00	29.66	Adaptation of 80% of the planned total of bachelor's degree and master's degree courses to the EHEA; creation of online information and material for studies.
Research and transfer	34.59	27.17	Improved position in the rankings; incorporation into the LERU, formation of the Barcelona Knowledge Campus (BKC).
International, culture and environment	24.84	27.70	Development of agreements in the international arena; BKC; improvements in communications and new initiatives for outreach and relationship with the environment. In the design stage.
People	24.43	29.76	Future training development and planning of AdSS and TRS staff. In the design stage.
Finance	30.01	27.16	Improvements in operating expenses; a balance and internal monitoring.

82 indicators evaluated and split into 93

- 9 have reached the 2012 objective
- 29 have improved
- 43 have remained the same
- 12 have deteriorated



AREA / SITUATION	EDUCATION	RESEARCH	RELATIONS	PEOPLE	MANAGEMENT
POSITIVE	<ul style="list-style-type: none"> • Success of master's degrees and postgraduate degrees • CRAI • Student preference 	<ul style="list-style-type: none"> • Rankings • Six-yearly increment • Revenue • Transfer 	<ul style="list-style-type: none"> • Temporary periods of study • Agreements • Cultural activities in the Historic Building • Foreign students 	<ul style="list-style-type: none"> • Hiring • Training hours 	<ul style="list-style-type: none"> • Budget • Own income • Spending cap
IN PROGRESS	<ul style="list-style-type: none"> • Program contract • Teaching innovation • Student services 	<ul style="list-style-type: none"> • Projects • Publications 		<ul style="list-style-type: none"> • Legal representation of employees • Students per lecturer 	<ul style="list-style-type: none"> • UB Group
NEGATIVE	<ul style="list-style-type: none"> • Assessment of teaching performance (TRS) • Student dropout rate • ICE activity 	<ul style="list-style-type: none"> • Human sciences • TRS involved in research groups 	<ul style="list-style-type: none"> • Student mobility program 		

Description of the main impacts, risks and opportunities:

In academic year 2008-2009, the new team in the rector's office focused on the following aspects:

- Dialogue with student protesters staging a sit-in, which led to crucial debates in the Senate; a commitment to the demands of the UB staff and a style of government that is close to the people, which has given new impetus to the consultative bodies (the Committee of Faculty Deans and the Advisory Board); and a focus on the problems in the university community.
- Attaining recognition for excellence: the UB is the Spanish university with the highest international ranking, and is the top Spanish International Campus of Excellence of the five that have been given this award. Improvements have also been made in many of the research and transfer indicators, particularly in terms of revenue from projects and patents. Since 1 January 2010, the UB has formed part of the League of European Research Universities (LERU), which

is a selective network of twenty-two prestigious, research-intensive universities.

- **Balanced budget:** the financial statement for 2009 was balanced after 5 years of deficit that led to over 80 million in losses. A balanced budget was approved for 2010. There has been a particular focus on operational improvements, and the revenue (from public funding and the UB's own income) increased at a greater rate than the expenditure (spending on staff and the spending cap).
- **University autonomy:** new policies were defined to modernize the UB and improve its quality: a systems plan (ATENEA project); an emphasis on social sciences, the arts and humanities (MINERVA project); the design of new contract programs for research and development; a new quality plan and monitoring of bachelor's and master's degree programs (internal quality assurance system); the Barcelona Knowledge Campus (BKC) strategic plan; the start of the Health International Campus of Excellence proposal (Health University of Barcelona Campus, HUBC); progress

in organizing the UB efficiently (organizational chart for the Rector's Office – General Manager's Office, the campus, the economic autonomy unit); etc.

The actions have had the following impact:

- Success in working towards the European Higher Education Area (EHEA), as 49 EHEA-adapted bachelor's degree courses have been approved and introduced. All the required procedures for these courses have been completed and there has been an increase in student demand.
- Higher position in international rankings of scientific output, with national recognition of greater income from Spanish and European projects, and recognition in the International Campus of Excellence awards, etc.
- Improvements in the capacity to attract students and the mobility of teaching staff (over 30% of students on master's degree courses are international, and the mobility of teaching staff has doubled).
- Extension of the social reach of the university: increase in cultural activities, greater media presence.
- Economic improvement: elimination of the budget deficit during an unfavourable economic climate.

The main risks:

- Obligation to establish the EHEA at no cost, due to the lack of additional funding. This could have a negative impact on the change-over of generations, the policies that have already been initiated, and the skills that need to be attained with the new technologies and incentive methods.
- A lower position in research rankings and a reduction in research quality due to a lack of institutional support (many countries and regional governments focus on a few universities: in Catalonia the attainments of the main universities are penalized).
- Loss of mobility due to a lack of funding.
- Shortfalls if the demand for services that cover social needs increases: sports, culture, etc.



- Less liquidity and balance due to less public resources.

The opportunities:

- Improvements in teaching indicators as a result of the new educational framework, which could have an impact on the lowest indicators, such as student dropout rates.
- Possibility of working to improve research and innovation in the Social Sciences and Humanities.
- Focus on relationships with top universities (Campus of Excellence, LERU networks, EUROLIFE).
- Increase the reach of the university with a proactive attitude to dissemination and communication: a communication and marketing plan.
- Economic improvement due to exploring the options of fundraising and social sponsorship.

3. OUR PROFILE

Summary of basic figures

Location

University campuses

Governance

Organization

Ranking, prizes and awards





The University of Barcelona is an institution with a long history that is an integral part of Catalan society. The history of the University of Barcelona goes back to 1450. Hence, it is already 560 years' old.

The origins of the University can be found in the Estudi de Medicina (Medical School) that Martí the Humane founded in the city in 1401. However, the Consell de Cent (Barcelona's Council of One Hundred) did not approve the school, as it was considered to be an intrusion on the Council's jurisdiction. Likewise, the Estudi General of Lleida protested, as the new school threatened its virtual monopoly on higher studies in the Crown of Aragon. Half a century later, in 1450, King Alphonse the Magnanimous founded the Estudi General of Barcelona, which was to become the university of today. It incorporated some of the institutions that existed at the time, such as the Cathedral School and the municipal schools. Therefore, unlike other universities, the UB had a strong municipal character and was not strictly controlled by the crown.

The classes were taught in different locations: the cathedral, the Franciscan monastery and the Dominican monastery. The first university building was constructed in the upper part of the Rambla, adjacent to the city walls (in Canaletes, next to Plaça de Catalunya and the Portal de Santa Anna). This building was opened in 1536.

The University of Barcelona's most important dates and events are as follows¹:

Until 1450

- **Thirteenth century** The city already possesses several civil and ecclesiastical schools.
- **1402** King Martí the Humane establishes departments that will become the Estudi General of Medicine and the Arts.



- **1450** King Alphonse V unifies all of university education into the Estudi General of Barcelona.

1450 - 1717

- **1536** Construction begins on a new building for the Estudis Generals in the Rambla.
- **1559** The centre becomes the "Estudi General for all Faculties".
- **1714** With the capture of Barcelona by the French in the War of Spanish Succession, all studies are moved to Cervera.

1717 - 1939

- **1842** The University is permanently restored to the city of Barcelona.
- **1874** The University building designed by Elies Rogent is opened.
- **1933** The Government of the Spanish Republic approves the passing of the UB's Statute of Autonomy.

From 1939

- **1939** The Franco dictatorship brings a period of severe repression at the UB.
- **1950** Construction begins on new UB buildings.
- **1960** From the 1960s, student movements lead various initiatives against the dictatorship.
- **1977** The end of the dictatorship brings normalization, modernization and democratization to the University.
- **1985** University autonomy is restored.

¹ The complete history can be found on the UB's web page: www.ub.edu.



Summary of basic figures, academic year 2008-2009

The present-day University

The election of Dr. Badia i Margarit as rector of the University of Barcelona in 1977 marked the beginning of a period of normalization, modernization and democratization.

In 1985, new Statutes were approved for the University, restoring the autonomy that the institution had enjoyed during the Second Republic.

The following faculties and campuses have been created. The Faculty of Geology was built between 1985 and 1986. Teaching began on the Bellvitge Health Sciences Campus (Nursing, Medicine, Dentistry and Podiatry) in 1982. The Mundet Campus was developed during the 1990s (Teacher Training, Education and Psychology), and a new building opened in the district of the Raval in 2006 for the Faculty of Philosophy and the Faculty of Geography and History.

After the UB Statutes of 1997, the current Statute of 2003 has served to reinforce the role of the faculties and schools as a focal point of university activity and to strengthen the University's capabilities in the areas of research and teaching.

In this framework, the University has drawn up an action plan to respond to the current and future needs of Catalan society. The plan includes adapting courses to the European Higher Education Area; promoting lifelong learning; increasing international activity; forming closer links with the productive sector; improving the infrastructure and organization of the UB's campuses; modernizing systems of management and planning; and increasing the use of information technology.

STRUCTURE	
Constructed surface area (m ²)	584.392
Centres (faculties and university schools)	19
UB-affiliated centres	5
Departments	106
UB-specific institutes and research centres	24
Participating institutes and research centres	13
Interuniversity institutes	2
Documentation centres	3
Observatories	9

SERVICES	
Library	
Monograph collections	1.608.909
Periodical collections	49.749
Library loans made	688.373
Reading desks	6.221
UB Sports users	6.898
Accommodation in university halls of residence	
UB centres	910
Associated centres	599

COURSE OFFERINGS	
Courses offered:	76
Homologated courses in UB centres	67
UB-specific courses in UB centres	4
Homologated courses in UB-affiliated centres	54
Affiliated centre-specific courses	1
University master's degree courses	115
Doctoral programs	68
Doctoral programs carrying quality awards	43
Postgraduate degree courses	326
University extension courses	56
Lifelong learning courses (IL3)	487

UB FACULTIES AND SCHOOLS	1 st and 2 nd cycle						3 rd cycle			Total professors and lecturers
	Undergraduate 1 st and 2 nd cycle degrees	Incoming students	Total students	Degree holders	University master's degree courses ¹	Students in university master's degree courses ²	Postgraduate students ³	Doctoral students ⁴	Doctoral theses submitted	
TOTAL UB	71	11,720	48,985	6,811	115	3,788	8,642	3,419	533	4,853
Fine Arts	1	405	1,917	296	5	204	162	188	17	174
Library and Information Science	2	138	692	136	2	58	19	24	4	66
Biology	3	498	2,223	284	11	415	145	430	92	333
Law	8	1,840	7,326	1,082	4	128	464	229	14	341
Economics and Business	9	2,368	11,020	1,262	11	280	659	181	29	572
Pharmacy	3	541	2,440	314	8	280	104	378	37	332
Philology	15	707	2,661	358	8	309	122	163	19	304
Philosophy	1	239	994	106	6	135	47	144	6	67
Physics	2	195	943	116	11	236	0	152	28	216
Teacher Training	7	1,023	3,018	700	6	152	19	59	15	214
Geography and History	4	874	3,521	439	8	503	158	327	35	247
Geology	2	97	555	61	3	37	55	76	11	101
Nursing	2	488	1,617	353	1	79	812	24	1	301
Mathematics	2	181	742	83	2	18	0	42	4	109
Medicine	1	248	1,495	185	6	334	852	434	104	597
Dentistry	1	118	625	83	1	15	150	111	11	199
Education	4	828	2,867	582	6	159	150	152	30	205
Psychology	1	604	2,614	384	8	304	431	110	25	232
Chemistry	3	328	1,715	213	5	142	24	195	51	243
Women %	-	62.8	62.8	68.6	-	64.7	76	56.6	58.7	43.2

1. The total includes 3 university master's degree courses delivered in UB-affiliated centres. 2. The total does not include the 117 students in university master's degree courses delivered in UB-affiliated centres. 3. The total includes the students in UB-specific degree courses delivered by the Institute for Lifelong Learning (IL3) and the Institute of Education Sciences (ICE). 4. The total includes students who are completing their doctoral thesis.

STUDENTS AT THE UB	2006-2007	2007-2008	2008-2009
Incoming students	11,825	11,347	11,720
First and second cycle students	50,563	49,213	48,985
Full-time equivalent students	37,282	36,334	36,890
Students in university master's degree courses (including students in affiliated centres)	960	2,503	3,905
Doctoral students (in two-year programs)	2,548	1,613	685
Students preparing doctoral theses	1,845	2,033	2,734
Postgraduate students	8,338	8,163	8,642
Students in university extension courses	1,317	1,164	1,400
Students in lifelong learning courses (IL3)	21,900	31,416	30,992
Students in affiliated centres	4,096	3,528	3,399
International students under exchange programs at the UB	1,824	1,923	1,748
UB students under exchange programs abroad	756	740	790
Non-curricular practicum students	2,249	1,840	1,848
Diploma holders	2,686	2,360	2,487
Degree holders	4,490	4,451	4,564
Doctors	536	531	503

OTHER STUDENTS	2008-2009	Women %
School of Modern Languages	4,297	62.8
Institute of Hispanic Studies	2,516	65
Language Services	3,032	67
Summer courses	2,664	67.8
Institute of Education Sciences	14,088	61
Courses for Senior Citizens	4,000	78

TEACHING IMPROVEMENT AND INNOVATION	2008-2009
Consolidated teaching innovation groups	50
Teaching innovation groups	30
Financed teaching innovation projects	43
TRS participating in ICE training (%)	41.3

RESEARCH AND TECHNOLOGY TRANSFER AT THE UB	2007	2008
Income generated by research and technology transfer (thousands of euros)	76,643	90,258
Research projects*	31,484	52,882
Research projects – FBG contracts	14,729	13,663
Infrastructure	2,164	1,549
Other grants	18,047	10,206
UB agreements	8,267	10,142
FBG agreements	1,952	1,816

* Includes the University of Barcelona, the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), the Bellvitge Institute for Biomedical Research (IDIBELL), the Institute for Bioengineering of Catalonia (IBEC), the Institute for Research in Biomedicine (IRB) and the Barcelona Science Park (PCB).

RESEARCH ACTIVITY	2008
Lecturers and professors participating in R&D (%)	54.3
Research grantholders	972
Consolidated research groups (Catalan Government)	229
Active research projects	639
Patent applications	31
Doctoral theses submitted	533
Scientific publications	3,323

BARCELONA SCIENCE PARK	2008
Personnel	2,200
Companies in the PCB	50
Research groups in the PCB	80

SCIENTIFIC AND TECHNICAL SERVICES	2008
UB users (head researchers)	475
External invoicing (thousands of euros)	2,200
Value of scientific material (thousands of euros)	37,200

Location

The UB is above all an urban university, outward-reaching and cosmopolitan like the city in which its campuses are situated. Consequently, it plays a direct and active role in the urban fabric of Barcelona, and has become a hub of cultural activity for the city itself.

The UB campuses are spread throughout the city, thus fostering a close relationship between the university and the city itself. This relationship contributes to the human and cultural environment in certain parts of Barcelona and enables members of the university community to enjoy both the city's services and those of the UB.



University campuses

Humanities Campus

This campus is located in the city centre. It is made up of the Historic Building in Plaça de la Universitat, which is home to the Faculty of Mathematics and the Faculty of Philology, and a new building in the middle of the nearby Raval district, which houses the Faculty of Geography and History and the Faculty of Philosophy.

Diagonal Knowledge Gateway Campus

This campus straddles Avinguda Diagonal, the busy thoroughfare that runs across Barcelona. To the north are grouped the Faculty of Law and the Faculty of Economics and Business, which together offer studies in social sciences. To the south are located the Faculties of Pharmacy and Physics, which offer studies in experimental sciences, and the Faculty of Fine Arts.

Bellvitge Health Sciences Campus

This campus is located in l'Hospitalet de Llobregat and is



linked to the Bellvitge Hospital. It is home to the Faculty of Dentistry, the University School of Nursing and some of the departments of the Faculty of Medicine.

Medicine Campus – Hospital Clínic August Pi i Sunyer

This campus is linked to Hospital Clínic and houses the Faculty of Medicine.

Mundet Campus – University of Barcelona

This campus is situated in the northern part of the city near to Collserola Park. It is home to the Faculty of Psychology, the Faculty of Education and the Faculty of Teacher Training.

Food and Nutrition Torribera Campus

This campus is home to the degree studies Human Nutrition and Dietetics. From 2010, it will also incorporate the degree studies Food Science and Technology.

Governance

The model of governance

The University of Barcelona is governed by a democratic model. The rector is chosen by weighted vote in elections in which the entire university community has the right to participate. Thus, its most representative decision-making and discussion organs are collective bodies whose members represent all of the University's sectors and groups: the Governing Council, 55 members (20 in proportion with the composition of the Senate); the Senate, 300 members (60% TRS, 30 % students and 10 % AdSS); and the faculty boards (60% TRS, 30% students and 10% AdSS).

The rector has executive power and delegates the following: matters related to academic and strategic areas to the vice-rectors and commissioners; specific study and implementation tasks to delegates; matters related to the management of faculties and university schools to deans, faculty directors and university school directors; and operational matters to the general manager.

As the UB is a public university, it also has collective bodies for public relations and transparent accountability. These include the Board of Trustees, which has 15 members in total, 9 of whom are from outside the UB.

Finally, the Ombuds Office ensures that the rights and freedoms of members of the university community are upheld.

Governance structure

The UB is governed by the following bodies:

- Rector

The rector is the highest academic authority at the university and is responsible for its government and management. He or she is assisted by the Executive Council, made up of the vice-rectors and commissioners, the general secretary and the general manager. The rector's functions and areas of authority are stated in articles 71, 72, 73 and 74 of the UB Statutes.

- Vice-rectors

The role of the vice-rectors is described in Article 75 of the UB Statutes.

- Commissioners

The commissioners are part of the Executive Council, but their functions include projects and areas of authority that are considered strategic and innovative. Commissioners are appointed and dismissed by the rector, who selects them from the teaching and research staff to carry out the rector's office tasks. They are appointed for the duration of the rector's term of office.

- Delegates

The rector appoints and dismisses delegates from the university community. Delegates represent the rector or take on the projects and specific responsibilities determined by the rector. They are appointed for temporary periods that are extended according to needs or the continuity of the task they have been given.

- General Secretary

The role of general secretary is described in Article 76 of the UB Statutes. One unit that comes under the general secretary is the Legal Consultancy. This service is available to all areas of the UB.

- General Manager

This position is described in Article 77 of the UB Statutes.

- Senate

This is described in Articles 54 to 59 of the UB Statutes.

- Governing Council

This is described in Articles 60 to 63 of the UB Statutes.

- Board of Trustees

This is described in Articles 59 to 64 of the UB Statutes.

- Faculty or university school boards

In academic year 2008-2009, the UB had 18 faculties and a university school, governed by the corresponding Board, as stated in Article 16 of the UB Statutes.

- Department Council

The departments have the greatest responsibility for teaching. In the decentralized university structure, their councils are one of the bases for the organization and operation of the university. The role of the Department Councils is described in Article 31 of the UB Statutes.

- Postgraduate Agency

Article 46 of the UB Statutes states that agencies can be created to manage certain interdisciplinary issues. Hence, the Postgraduate Agency coordinates and supervises the quality and the offerings of UB-specific postgraduate and master's degree studies.

- UB Agency for Policy and Quality

The UB Agency for Policy and Quality is responsible for monitoring the quality of university degree studies, internal procedures, and the implementation of policies. The Agency was initially established to assess quality. However, since the end of 2009, it has taken charge of the entire monitoring process, particularly with respect to university teaching: from the approval of studies to assessment.

- Internal Control, Risks and Corporate Social Responsibility

The creation of Internal Control, Risks and Corporate Social was approved in 2009. Its functions in the area of internal control are regulated by the UB's Regulations on the organization, operation and exercise of internal control, which were approved by the Governing Council and ratified by the Board of Trustees. The unit's manager acts as a financial controller, whose functions include internal control in the entire economic and financial area of the University of Barcelona.

The governing team

In November 2008, Dídac Ramírez Sarrió won the UB elections for a new rector².

As a result, there were major changes in the Executive Council and in the commissioners:

Executive Council

- Rector

- o Màrius Rubiralta (until 21 April 2008)
- o Josep Samitier Martí, previously Vice-Rector for Innovation and International Research Programs (from 21 April to 27 November 2008)
- o Dídac Ramírez Sarrió (from 27 November 2008)

- General secretary

- o Xavier Pons Ràfols (until 26 November 2008)
- o Jordi Garcia Viña (from 27 November 2008)

- Vice-Rector for Innovation and Knowledge Transfer

- o Alejandro Aguilar Vila (from 27 November 2008)

- Vice-Rector for Research

- o Marçal Pastor Anglada (until 26 November 2008)
- o Jordi Alberch Vié (from 27 November 2008)

- Vice-Rector for Teaching and Science Policy

- o Carme Muñoz Lahoz (until 26 November 2008)
- o M. Teresa Anguera Argilaga (from 27 November 2008)

- Vice-Rector for International Policy and Mobility

- o Mar Campins Eritja (until 26 November 2008)

- Vice-Rector for International and Institutional Relations

- o Carles Carreras Verdaguer (from 27 November 2008)

- Vice-Rector for Arts, Culture and Heritage

- o Lourdes Cirlot Valenzuela (from 27 November 2008)

- Vice-Rector for Teaching Policy

- o Artur Parcerisa Aran (until 26 November 2008)

- Vice-Rector for

- Academic Policy and European Convergence
- o Rosa M. Nonell Torres (until 26 November 2008)

- Vice-Rector for Teaching and European Convergence

- o Amelia Díaz Álvarez (from 27 November 2008)

- Vice-Rector for Teaching Staff

- o Victòria Girona Brumós (until 26 November 2008)

- Vice-Rector for Teaching Staff and Deputy Rector

- o Joan Elías García (from 27 November 2008)

- Vice-Rector for Students and Language Policy

- o Jordi Matas Dalmases (until 26 November 2008)

²The full acceptance speech is available at: www.ub.edu/gpre/DiscursDidacPresaPossessio.pdf



- o Gemma Fonrodona Baldajos (from 27 November 2008)

— Vice-Rector for Administration

- o Rafael Martínez Martínez (from 18 December 2008)

— Vice-Rector for Information and Communication

- o Pere Quetglas Nicolau (from 27 November 2008)

— General Manager

- o Miquel Espinosa Sáenz (until 2 March 2009)
- o M.Teresa García Giral (acting general manager from 3 March until 24 May 2009)
- o Jordi Damià López (from 25 May 2009)

Commissioners

— Rector's Delegate Commissioner for Financial Resources

- o Gonzalo Bernardos Domínguez (from 27 November 2008)

— Rector's Delegate Commissioner for Society and Ageing

- o Misericòrdia Garcia Hernández (from 27 November 2008)

— Rector's Delegate Commissioner for Hospital Coordination

- o César Picado Vallés (from 27 November 2008)

— Rector's Delegate Commissioner for Foundations and Information Technology

- o Josep A. Plana Castellví (from 27 November 2008)

— Rector's Delegate Commissioner for Sustainability

- o Manuel Viladevall Solé (from 27 November 2008)

— Head of Cabinet at the Rector's Office

- o David Ceballos Hornero (from 27 November 2008)

The Board of Trustees

The Board of Trustees, chaired by Joaquim Coello Brufau, is the body through which civil society participates in the University and the University relates to civil society. In line with current legislation, its responsibilities include overseeing the University's economic activities and the performance of its services, as well as fostering collaboration by society in its financing.

The Board is made up of nine members who represent Catalan society and six representatives from the university community. These include the rector, the general secretary and the general manager as ex-officio members. The Governing Council elects a representative of the academic staff, a student and a representative of the administrative and service staff from among its members.

List of members of the Board of Trustees, 2008-2009

Chairman

Joaquim COELLO BRUFAU

Representatives of the Catalan Government (the Generalitat)

Francesc Boada Pallerès

Joaquim Coello Brufau

Joan Corominas Guerín

Members designated by the Parliament of Catalonia

Rosa Maria Carrasco Azemar

Josep Maria Loza Xuriach

Representative of business organizations

Josep Mateu Negre

Trade union representative

Luisa Montes Pérez

Barcelona City Council representative

Joaquim de Nadal Capar

Alumni representative

Rafael Foguet Ambrós



Ex-officio members

Dídac Ramírez Sarrió, rector
(from 24 November 2008)

Josep Samitier Martí, acting rector
(until 24 November 2008)

Jordi Damià López, general manager
(from 5 June 2009)

Miquel Espinosa Sáez, general manager
(until 26 February 2009)

Teresa Garcia Giral, acting general manager
(until 22 May 2009)

Jordi Garcia Viña, general secretary
(from 24 November 2008)

Xavier Pons Ràfols, general secretary
(until 23 November 2008)

Representatives of teaching and research staff

Joan Elias Garcia (from 17 February 2009)

Victòria Girona Brumós (until 23 November 2008)

Representative of administrative and service staff

César Marín Madrazo

Student representative

Albert Traver Garriga

Secretary of the Board of Trustees and Director of the Technical Office

Jordi Camós Grau

UB Board of Trustees and Bosch i Gimpera Foundation Prizes

The University of Barcelona is committed to the social returns of knowledge acquired through academic study and research. It highlights the importance of knowledge transfer projects in any field and the creation of innovative knowledge-based companies. Therefore, the aims of these prizes are as follows:

- o Increase the social returns of knowledge acquired through academic study and research.
- o Highlight the value of knowledge and technology transfer and innovation projects.
- o Drive the creation of innovative knowledge-based companies.
- o Recognize the capacity for innovation of these companies.
- o Instil a culture of entrepreneurial spirit in the UB Group.
- o Maintain closer relations with UB graduates through regular contact.

Two prizes are awarded:

- o The Antoni Caparrós Prize for the best knowledge or technology transfer project.
- o The Senén Vilaró Prize for company innovation.

Winners of the 2008 and 2009 prizes

Antoni Caparrós Prize

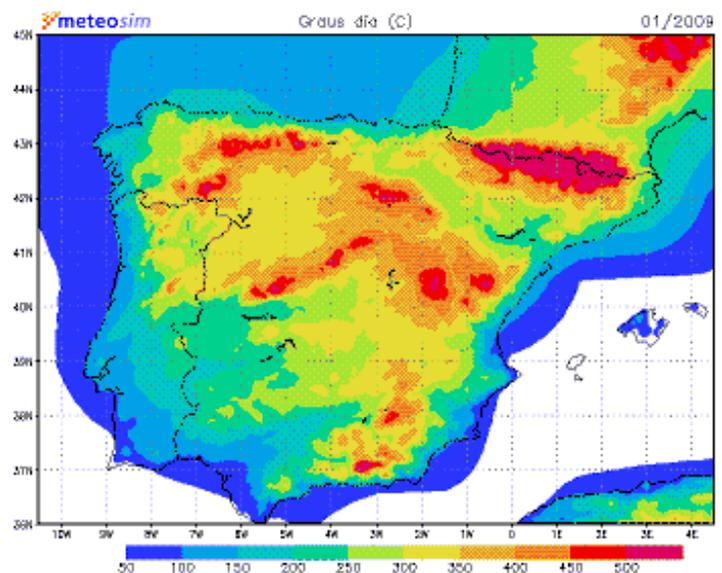
2009: Use of low content magnesium oxide in environmental and materials technology - Ana Inés Fernández

2008: Simulation and modelling of gas sensors - Albert Cirera Hernández

Senén Vilaró Prize

2009: Biocontrol Technologies

2008: METEOSIM, SL



Organization

The UB has a total campus area of over 500,000 m² and is fully integrated into the city of Barcelona. It forms a network of centres: eighteen faculties, one university school, eight university institutes and various associated centres that contribute to the creation, transfer and dissemination of culture and of scientific, technical and professional knowledge, and to encouraging critical thinking, a culture of freedom and pluralism.

Faculties and schools

University School of Nursing

(www.ub.edu/infermeria/en/)

The University School of Nursing trains nursing and podiatry professionals to be actively and critically engaged with society, competent in providing quality care and able to respond to users' specific needs within the framework of current health policy and university programs.

The School is located on the Bellvitge Health Sciences Campus and is historically linked to the Hospital Clínic university hospital and the Faculty of Medicine. At present, the University School of Nursing offers studies in two main areas: nursing and podiatry, with specializations in obstetrics and gynecology (midwifery) and mental health nursing.

Faculty of Fine Arts

(www.ub.edu/bellesarts/en/)

Higher education in the area of fine arts has been available at the University of Barcelona since 1979, with the objective of providing theoretical, historical, social and technical knowledge to students who wish to take an active role in creation, as well as in the critical analysis of working processes and contextualization within the art world.

The Faculty of Fine Arts aims to place students at the forefront of contemporary creative movements and help them develop into multifaceted and innovative arts professionals, ready to meet the diverse visual challenges presented in today's world.

Faculty of Library and Information Science

(www.ub.edu/biblio)

The Faculty of Library and Information Science recently celebrated its ninetieth anniversary, and did so with a definite eye on the future, due to the experience that comes from a very long and, in many ways, pioneering history.

Throughout this history, the Faculty has successfully evolved and adapted to the changing world of information and documentation. This is borne out by the diverse career paths taken by faculty graduates, who have collaborated in making the Library System of Catalonia an international benchmark. Our graduates have also established direct paths into information management and documentation within organizations and are now playing significant roles in the recordkeeping of a growing multitude of online products and projects, including web sites, intranets, digital publications and resource directories.

Faculty of Biology

(www.ub.edu/biologia/en/)

The present Faculty of Biology was established in 1974, making it a pioneering institution in Spain. It first appeared as a result of increasing knowledge in the field of life sciences at a time of relentless diversification. Now, within a social context of expansion and growing intercommunication, and considering the endless restructuring of higher education, there is a need for continual change and progress.

As it is particularly conscious of this, the Faculty of Biology is more than prepared to meet the challenge. In addition, at over one hundred years old, biology is experiencing something of a renaissance as a broadly applicable academic field that encompasses such fascinating areas of current concern as environmentalism and biotechnologies. The Faculty of Biology effectively offers everyone the chance to get involved.

Faculty of Economics and Business

(www.ub.edu/economiaempresa/en/)

The Faculty of Economics and Business was created on 29 July 2009 from the merger of the Faculty of Economic and Business Sciences and the University School of Business Studies. This marked the culmination of a process initiated two and a half years earlier, when the UB began to adapt to the requirements of the European Higher Education Area.

The new Faculty offers advanced studies in economics and business and in related aspects of sociology and statistics. It also oversees research across all of these subject areas. The Faculty of Economics and Business builds on the experiences of its predecessors and aims to become a benchmark in Catalonia, Spain and Europe in the academic field and in economic and business research.

Faculty of Law

(www.ub.edu/dret/en/)

The Faculty of Law is the oldest surviving institution at the university of Barcelona and, indeed, one of the most historic faculties in Catalonia.

It has provided a large number of higher education courses over the years, through the various law schools that have emerged from the Faculty and the diverse programs of study these have offered, as well as the courses delivered at the Faculty itself. These have traditionally included studies related to public service (political sciences, industrial relations, public services management and administration and criminology) and specific degrees in criminology and private investigation.

Faculty of Pharmacy

(www.ub.edu/farmacia/en/)

Due to its privileged location, the Faculty of Pharmacy covers a wide geographic area. As a result, it receives a large student population from diverse backgrounds, as it has done for over 150 years. The Faculty currently has over two thousand students every year.

The Faculty teaches pharmacy, food science and technology, and human nutrition and dietetics. There is a particular focus on the application of these subjects in health care and in the pharmaceutical and food industries. Consequently, the Faculty has close ties with local government bodies, professional associations, pharmaceutical companies and other organizations, which brings students' educational experience closer to the real world and helps them launch successful careers.

Scientific research is also a crucial activity at the Faculty. Numerous research projects of either a basic or fully applied nature are carried out in the Faculty's laboratories, and the lines of research reflect the extensive range of studies on offer.

Faculty of Philology

(www.ub.edu/filologia/en/)

The Faculty of Philology is based in the Historic Building, which is situated in one of the most central areas of Barcelona and, together with the Raval Building, makes up the Humanities Campus.

The Faculty welcomes over three thousand students each year, and its 300 professors and lecturers teach nine bachelor's degree courses, fifteen first and second cycle undergraduate degree courses and eight university master's degree courses, along with UB-specific master's degree and postgraduate diploma courses and a range of doctoral programs.

Faculty of Philosophy

(www.ub.edu/filosofia/en/)

The Faculty of Philosophy is based in one of the most central areas of Barcelona, in the Raval Building, which together with the Historic Building makes up the Humanities Campus.

The Faculty's total of more than 60 professors and lecturers deliver classes to over 1,300 students each year, and the Faculty offers an undergraduate degree in philosophy and seven university master's degrees, along with UB-specific master's degrees and diplomas and a range of doctoral programs.

Faculty of Physics

(www.ub.edu/fisica/en/)

The origins of the Faculty of Physics date back to the year 1900, when a Physics Section was created within the Faculty of Sciences. However, the first PhD in Physics was not awarded by the UB until 1954, when it was no longer necessary to defend doctoral theses in Madrid.

In 1969, the first class was taught in the building on Avenida Diagonal. When the Faculty of Sciences was divided in 1974, the current Faculty of Physics was established. In 1992, the Faculty began teaching second-cycle undergraduate degree courses in electronic engineering. More recently, the extensions to the Physics and Chemistry building completed in early 2006 finally gave the Faculty of Physics a purpose-built space to cater to its needs.

Most of the Faculty's teaching is devoted to its bachelor's



degree course in physics, which is the fundamental science and driving force behind the vast majority of scientific and technological advances. This fact was highlighted in the slogan of the recently celebrated World Year of Physics: “Physics is the basis of everything”.

Almost all of the lecturers in this Faculty devote a significant part of their time to basic or applied research, and take part in national and international research projects. Therefore, a key characteristic of the Faculty is the quality and quantity of research that it carries out.

While it remains a relatively small research centre, the contribution the UB Faculty of Physics makes in terms of productivity (such as articles and patents) and research income (project grants) is very significant indeed.

Faculty of Teacher Training

(www.ub.edu/fprofessorat/en/)

The Faculty of Teacher Training is part of the campus officially known as Mundet Campus – University of Barcelona, which boasts a privileged location next to Collserola Park and has extensive interior gardens.

The Faculty welcomes over 3,200 students each year, and its 200 professors and lecturers teach three EHEA bachelor’s degree and second-cycle undergraduate degree courses, eight university master’s degree courses, UB-specific university master’s degree and diploma courses, and a range of doctoral programs.

Faculty of Geography and History

(<http://www.ub.edu/facgh/en/>)

The Faculty of Geography and History is located in one of the most central areas of Barcelona, in the Raval Building, which together with the Historic Building makes up the Humanities campus.

The Faculty hosts more than 4,500 students and over 240 professors and lecturers each year. It offers four EHEA bachelor’s degree courses, four first and second cycle undergraduate degree courses, university master’s degree courses, UB-specific master’s and postgraduate courses.

Faculty of Geology

(www.ub.edu/geologia/en/)

Studies in Geology at the University of Barcelona date back to 1910, when a degree in natural sciences was first offered. Subsequently, in 1953, the school split into the Faculties of Geology and Biology.

The current degree in geology is aimed at teaching the composition, structure, morphology and history of the Earth, as well as popular methods applied to these studies. Practical work is also of major importance, and the Faculty prioritises its fieldwork. During their degree period, students complete around 80 days of fieldwork as part of compulsory subjects, guided by teaching staff, and have an additional quota in optional subjects.

In 1990, the UB and the Universitat Politècnica de Catalunya (UPC) established joint courses in geological engineering. The aim of these studies is to provide knowledge of the principles and methods of geological work, along with a technical knowledge of applied engineering. Consequently, these studies are taught at the Faculty of Geology and at the School of Civil Engineering of Barcelona. Students take courses at both of these schools, which are situated on the Diagonal Campus.

The Faculty also encompasses the School of Gemology, which offers a diploma course in this subject.

Faculty of Mathematics

(www.mat.ub.edu/en/)

The Faculty of Mathematics is located in one of the most central areas of Barcelona, in the Historic Building, which together with the Raval Building makes up the Humanities



The combination of human resources and institutional facilities that comprise this cutting edge Faculty provides keen students with training programs that meet their high expectations. Specialization programs as well as the implementation of a new MIR testing system that incorporates the assessment of skills and attitude as well as knowledge equip successful graduates with skills and competences to make the best decisions for their future.

Faculty of Dentistry

(www.ub.edu/odontologia/en/)

The Faculty of Dentistry trains future dentistry professionals with a curriculum that satisfies the key points of the European Directive on educational requirements for the industry.

In general terms, this means that first it provides them with an adequate knowledge of the sciences on which dentistry is based and a good understanding of scientific methods, including the principles of measuring biological functions and the evaluation of scientifically established facts and data analysis. Second, graduates will also have an adequate knowledge of the constitution, physiology and behaviour of healthy individuals and patients, as well as the influence of natural and social environments on the health of human beings, especially as related to dentistry. Third, students will be able to consolidate an understanding of the structure and function of the teeth, mouth, jaw and the adjoining tissues in health and disease, and their relationships with patients' general health and physical and social state of wellbeing. Fourth, students will also acquire the principles and practical skills of clinical disciplines and methods, allowing them to understand abnormalities, injuries and diseases of the teeth, mouth, jaws and adjoining tissues, as well as preventive, diagnostic and therapeutic dentistry. Finally, the Faculty ensures that its students are provided with adequate clinical experience under appropriate supervision.

Faculty of Education

(www.ub.edu/pedagogia/en/)

The objectives of the new degree courses in education, social education, social work and psychopedagogy are to connect students at the Faculty of Education more closely with the current educational and social environment in Spain, as well as with educational, social and pedagogical needs, and to encourage them to consider new ways of thinking and novel

campus.

The Faculty welcomes over 800 students each year and has over 100 professors and lecturers. It offers two new EHEA bachelor's degree courses, the opportunity to study two degree courses simultaneously, two university master's degree courses, UB-specific master's degree and postgraduate diploma courses and a range of doctoral programs.

Faculty of Medicine

(www.ub.edu/medicina/en/)

The Faculty of Medicine has three campuses (Hospital Clínic, Bellvitge and Sant Joan de Déu), three tertiary level university hospitals, eight associated hospitals that provide high quality healthcare, teaching and research and twenty-two primary care centres with the necessary teaching and research infrastructure, including libraries, dissection rooms, research and practical laboratories, computer rooms, study rooms, communication skills laboratories, clinical skills laboratories and facilities to simulate critical care. Current policy allows for optimal student-patient relationships and has helped to improve the working dynamics of centres offering clinical education. It also encourages the involvement of more human resources in the tasks of teaching, research and care and therefore ultimately guarantees better teaching quality.

As a result, the Faculty of Medicine is regarded as a leading provider of medical education in Catalonia, and the first medical school in Spain to feature in the international ranking tables published by the University of Shanghai.

educational initiatives.

Following our educational tradition, the Faculty combines an interest in keeping abreast of current developments in various professional fields with its intention to foster innovative initiatives to meet contemporary educational challenges.

Faculty of Psychology

(www.ub.edu/psicologia)

Psychology is a plural discipline, complex and diverse in both its content and fields of application. The Faculty of Psychology seeks to provide comprehensive and relevant training to its undergraduate and postgraduate students, with a special focus on the constant improvement of teaching quality, support services and infrastructure (including computer rooms, laboratories, audiovisual media, tutoring and practical training both at the Faculty and at other schools and institutions) and the adaptation of our programs to new parameters set by the European Higher Education Area.

With regard to the scientific and social impact of psychology and as a key factor in updating our training programs, the promotion of research as a vital mechanism for the advancement of knowledge is also one of the Faculty's fundamental concerns.

In all these areas, the Faculty seeks collaboration with universities from around the world and maintains active relationships with social and professional partners (public service, professional associations, businesses, centres and institutions), leading to fruitful cooperation in the fields of education, research and innovation.

Faculty of Chemistry

(www.ub.edu/quimica/en/)

The Faculty of Chemistry has offered tuition in chemistry, chemical engineering and materials science for many years and is renowned for its teaching excellence. It provides graduates and public and private sector professionals with the opportunity to complete their training through postgraduate degree courses and university extension activities, university master's degree courses and doctoral programs.

The Faculty also participates in national and international research projects, achieving a significant level of scientific productivity and contributing a considerable degree of



knowledge transfer and exchange between professors, lecturers and students, thus justifying the widespread recognition of its research quality.

UB Group Foundations

The UB Group is a group of entities with legal autonomy over their capital, at the heart of which is the University of Barcelona, the promoter, protector and founder of these entities.

Therefore, the UB is the institution with ultimate responsibility for determining the strategic course of action to be assumed by each member of the Group. It draws up policies to bring about effective knowledge transfer to society and strives to guarantee the collaboration, coordination and synergy of the activities of Group members.

The UB maintains authority over decision-making and control capabilities – both economic and legal – for all UB Group entities and holds majority voting rights in them. It can also appoint and dismiss most of the members of their governing bodies.

UB Group members:

The Bosch i Gimpera Foundation (FBG)

(www.fbg.ub.es/index.php?lang=english)

Founded in 1983, the Bosch i Gimpera Foundation (FBG) was the first organization created by the University of Barcelona to promote and manage knowledge and technology transfer,

society's third mission for universities.

Pioneered by the UB and followed by many Catalan and Spanish universities, this experience has allowed us to successfully link public universities with the business world and society. As a result of logical development in the first foundational objectives, since 2007 the FBG has relaunched its endeavour to make the research, development and innovation results and general know-how of UB research groups, departments, services and research institutes readily available to companies, institutions and society at large, and to add the potential and expertise demonstrated over the last 25 years to the university's innovative and entrepreneurial activities.



Innovative and Scientific Culture (CIC-UB)

(www.fbg.ub.es/index.php?lang=english)

This sole proprietorship was created in 2003 to hold, manage, administer and make calls on shares in possible spin-off companies and other technological and scientific initiatives within the UB Group.

UB Innovative and Scientific Culture is in charge of grouping shares held or bought from other entities in the UB Group. The Bosch and Gimpera Foundation (FBG) is responsible for monitoring the everyday work and possible capital expansions of the companies in which it has a stake. The management department provides administrative, accounting, tax and legal support.

The rector of the UB is the Chairperson of the Board of Directors.

Barcelona Science Park Foundation (PCB)

(www.pcb.ub.es/homePCB/live/en/pl.asp)

Although it was created in 1994, it was not until 2001 with the start-up of the Biomedicine Division and the incorporation of the first companies and spin-offs from the pharmaceutical and chemistry sectors that the full potential of Barcelona Science Park (PCB) would really come to the fore. The UB's initial commitment to provide appropriate

spaces in which to develop multidisciplinary research, together with the inclusion of other entities on the Board of Trustees, has transformed the PCB into a benchmark organization in which innovation is a principal characteristic and the availability and concentration of university, institutional and business research centres a reality.

The PCB's setting and spatial development, whose growth and consolidation has been unceasing since its inception, together with the energy invested by the university and other institutions, enable the Park to be the base today for a wide spectrum of projects, from experimental and political sciences to humanities and information and social sciences.

A notable consequence of the potential applicability of the results obtained from the work carried out in the Park has been the creation of the Agency for Assessing and Marketing Research Results (AVCRI) and the Patents Centre (AVCRI).



The Institute for Lifelong Learning Foundation (IL3-UB)

(www.il3.ub.edu)

The Institute for Lifelong Learning Foundation (IL3-UB) was constituted in 2007 as a result of integrating two existing institutions in the UB Group: Les Heures–Bosch i Gimpera Foundation and the UB Virtual. The University of Barcelona thus restructured the general framework of its lifelong learning studies beyond a strictly academic approach, to include cultural education and professional retraining requirements. The spirit of renewal that has inspired the project from the outset combined with its innovative methodologies position the Institute as a centre for the enhancement of quality and excellence in teaching, while also strengthening its capability to provide a response to new social needs.



The IL3-UB educational offer brings together all disciplines of science and the arts into a broad range of courses (face-to-face, blended and e-learning) of different lengths, from master's degree courses and postgraduate studies to seminars and personalized training for professional communities and companies.

Josep Finestres Private Foundation (FJF)

The Josep Finestres Private Foundation was set up in 1990 to organize the management of the UB's university clinics of dentistry and podiatry in which students carry out their clinical practice.

In addition to its initial purpose, the FJP's objectives have been extended to include promoting, organizing and managing other emerging centres, services or hospital units for the development of activities related to the provision of care and support in health science.

The UB Solidarity Foundation

(www.solidaritat.ub.edu)

The UB Solidarity Foundation is an instrument for promoting solidarity, fostering social participation, and channelling actions related to development cooperation and the defence of human rights through educational and cooperation projects.



By agreement of the Foundation's Board of Trustees, new projects are now focused on setting objectives related to proximity and service-learning and to involving the university community, and particularly its youngest members, in work with neighbourhoods and groups in Barcelona that are at risk of social exclusion.

[Charitable-teaching foundations to support lifelong learning, cultural and artistic activities](#)

The University of Barcelona encompasses a series of foundations with which it has developed strong social connections as a result of their historical and traditional link with the institution. The following are essentially non-profit educational entities that dedicate their resources to the

promotion of student grants and assistance:

Agustí Pedro i Pons Foundation

Established by Agustí Pedro i Pons in 1971, this is a non-profit educational foundation that awards grants for postgraduate studies to graduates of medicine, pharmacy, mathematics, physics, chemistry, biology, geology, philology, philosophy, education, psychology, geography and history. It also provides a number of grants for higher musical studies, composition and singing, which are available to Barcelona City Council and Liceu Higher Music Conservatory music graduates.

The Foundation is financed solely from its own income.

The Guasch Coranty Foundation

Their dedication to art led husband and wife Francesc Guasch and Emília Coranty to create this private foundation. The Foundation is linked to the Faculty of Fine Arts, where it is currently based and from where it awards annual grants and prizes to celebrate artistic work produced by young students.



Fundació Guasch Coranty

The Amigó Cuyàs Foundation

This foundation is linked to the fine arts and to painting in particular. It uses its own assets to finance grants.

The Montcelimar Foundation

The resources of the Montcelimar Foundation, which are mostly financial and generated by leasing land in the municipality of Montgat, are addressed to the Foundation's primary objectives, namely the promotion of education and scientific research.

Ranking, prizes and awards

The UB in international ranking tables

Academic Ranking of World Universities

(<http://www.arwu.org/>)

The UB held 174th place in the Academic Ranking of World Universities 2009. This ranking looks at the principal institutions of higher education worldwide. Once again, the UB was the only university in Spain to appear among the 200 best universities in the world.



The ranking takes into account the scientific and academic production of more than 1,000 universities and publishes a final list of 500, grouped according to different bibliometric indicators related to academic and research activity.

The Times Higher Education Supplement

(<http://www.timeshighereducation.co.uk/>)

The UB moved up twenty-nine positions to reach 142nd place in the latest ranking of the best 200 universities worldwide prepared by “The Times Higher Education Supplement”, a British journal specializing in higher learning.



Apart from the Pompeu Fabra University, the UB is the only other university from Spain to feature on the list. The THES ranking considers variables such as the number of foreign students and teaching staff; citations in scientific publications; the student-teaching staff ratio in the classroom; subjective evaluations (peer review), involving THES surveys of over 3,700 university professors and lecturers worldwide; and the opinion of employers who are international or strong in local markets.

National Citation Reports

(<http://thomsonreuters.com/>)

Two papers by UB researchers have been named among the ten articles produced in Catalan universities that are most cited worldwide, according to data provided by the National Citation Report in its study “Bibliometric Characterization of Scientific Production in Catalonia (1996-2006)”. The first paper, co-written by Pilar Ruiz-Lapuente, was “Measurements of Omega and Lambda from 42 high-redshift supernovae” and appeared in *Astrophysical Journal* in 1999. With 2,318 citations, it ranked second in scientific impact. Ruiz-Lapuente is an expert in the UB research group on Astronomy and Astrophysics. The second paper, written by Julio Rozas, held eighth position in scientific impact with 950 citations. His paper was “DnaSP version: an integrated programme for molecular population genetics and molecular evolution analysis”, published in *Bioinformatics* in 1999. Rozas is a member of the UB research group on Molecular Evolutionary Genetics.



SCImago Institutions Rankings World Report

(<http://www.scimagoir.com/>)

The UB held 123rd place in the SCImago Institutions Rankings World Report 2009. This report ranks the 2,000 research institutions from around the world that have the highest scientific output. It analyses research performance using the general indicators of output, collaboration and scientific impact.



The list is the first version of the results of research carried out by the SCImago Institution Rankings using Elsevier's Scopus database (over 16 million publications and close to 150 million citations). It includes institutions from 84 countries that are grouped into the following research sectors: higher education, government, health, corporate and others.

European Report on Science & Technology Indicators

(http://cordis.europa.eu/indicators/third_report.htm)

The UB publishes more papers (9,678) and has more citations (33,705) than any other university in Spain, according to the Third European Report on Science & Technology Indicators.



This Report is compiled by the European Commission and includes data that can help in strategy formation. It analyses the current research and development situation of research institutes and centres in Europe and provides information that could aid in the management of EU member states' science policies.

Ranking of Excellent European Graduate Programmes

(<http://www.excellenceranking.org/eusid/EUSID>)

The UB is the first university in Spain to appear in the Ranking of Excellent European Graduate Programmes (CHE-ExcellenceRanking), a classification devised by the Centre for Higher Education Development (CHE) in Germany. The objective of the ranking, which reflects an innovative system of university classification in biology, chemistry, mathematics and physics, is to increase the information that is available on institutions of higher learning in Europe. Another objective is to show research competitiveness and strength in the European context. The ranking is based on four broad indicators: publications (1997–2004), citations, most frequently cited authors and number of projects in the Marie Curie program. More than 4,000 centres of higher learning in Europe have been ranked using the system.



Marine Science and Technology in Spain

The UB leads all universities in Spain in productivity and scientific impact in the field of marine sciences, according to the report "Marine Science and Technology in Spain" prepared by the Spanish National Research Council (CSIC). This report on the current state of marine research in Spain examines the scientific activity of Spanish researchers in marine science and technology between 1994 and 2004. It uses the database of the Thomson Institute for Scientific Information, which reviews the international impact of scientific investigation.



"Index h" of the best researchers in Spain

More than eighty scientists associated with the UB are cited in the ranking of the best researchers in Spain based on "Index h". The ranking reflects an innovative method to assess the impact of scientific research on different areas of knowledge. It lists the most important researchers from Spanish provinces in the areas of biology, chemistry, clinical neurology, computer science, food science and technology, materials science, neuroscience, nutrition and dietetics, oncology, pharmacology and pharmacy, and physics and psychology.

Prizes and distinctions awarded to members of the UB community

Món Juïc Institute Cum Laude Award

Sergi Grau, Doctor in Classics by the University of Barcelona, has received the second edition of the Cum Laude Award for his thesis *La imatge del filòsof i de l'activitat filosòfica a la Grècia antiga*. This award is given by the Món Juïc Institute in conjunction with the Vives University Network. It is designed to demonstrate that Catalan writing of quality can reach non-Catalan audiences and supports the idea that the premises, findings and specific results of Catalan research should be published in Catalan, in order to defend and consolidate the language's position in academic publication. The award is supported by the Catalan Government (Generalitat de Catalunya), through its Ministry of Culture and the Media, and by the Vice-Presidential Department's General Linguistic Authority.

Award of Honour in Catalan Letters

Joan Solà, professor in the UB's Department of Catalan Philology, has received the Award of Honour in Catalan letters, which was given to him by *Òmnium Cultural* on Tuesday 9 June. Joan Solà i Cortassa was born in Bell-lloc d'Urgell in 1940. He studied Education at Lleida and in 1965 earned a degree in Catalan from the UB, where he also completed a doctorate in Catalan (1970). Subsequently, he expanded his studies in General Linguistics at the universities of Reading and Exeter in the UK.



Taking Pompeu Fabra, Joan Coromines and Noam Chomsky as his principal touchstones, Joan Solà has become a commanding figure in the academic world and in the Catalan intellectual landscape. He is the author on some forty books on syntax, history of language, lexis, punctuation, spelling, bibliography and other areas of linguistics and sociolinguistics. In addition, he and Jordi Mir are co-directors of the edition of *Obres completes de Pompeu Fabra* (Complete Works of Pompeu Fabra, first volume published in 2005). He is also editor of *L'obra de Joan Coromines: cicle d'estudi i homenatge* (The Work of Joan Coromines: Study Cycle and Homage, 1999) and director of *Gramàtica del català contemporani* (A Contemporary Catalan Grammar, 2002).

In addition to his academic work, he contributes regularly to the press, radio and television, including TV3, *Diari de Barcelona*, *El Mundo* and particularly his column *Parlem-ne*, which appears in the Culture supplement of the newspaper *Avui*. In 2003, he received the Narcís Monturiol Medal from the Catalan Government in recognition of scientific and technological excellence and was given the Cross of Sant Jordi by the same government two years later.

Catalan National Prize in Literature

In its first National Prizes for Culture, the Catalan National Council for Culture and Arts gave the Catalan National Prize in Literature to Jaume Pòrtulas, professor of Greek. The awards panel, made up of 24 distinguished individuals from the world of Catalan culture, recognized Pòrtulas's work *Introducció a la Ilíada: Homer, entre la història i la llegenda* (Introduction to the Iliad: Homer, between History and Legend). The work is a precursor to *La Ilíada* (The Iliad), which is currently being edited and published by Bernat Metge Publishing. The panel cited the work as "a wise and skilled exploration of the philological and historical challenges of the Homeric text and of the mystery surrounding the personality of its author". They also commented that the work "places Catalan studies of Hellenism at the same level as international studies in the field."



Javier Coy Biennial Research Award

Rodrigo Andrés, researcher at the UB's Women and Literature Centre, has received the Javier Coy Biennial Research Award from the Spanish Association for American Studies (SAAS) for his monograph *Herman Melville: poder y amor entre hombres* (Herman Melville: Power and Love among Men, Valencia: PUV, 2007). He received the award from the SAAS president Francisco Collado Rodríguez during the Ninth International Conference of the Spanish Association for American Studies, which was held at the UB.



Mayo Publishing Award to the Personality of the Year in Healthcare

Ciril Rozman, professor emeritus of the UB's Faculty of Medicine, was named personality of the year in healthcare at the 22nd edition of the Mayo Publishing Awards 2009. The awards honour the most outstanding individuals in the field of medicine. Given annually in recognition of the most significant initiatives in medicine, the awards were handed out on 21 May in a ceremony held at the *Palau de la Música Catalana*.



Mayo Publishing Award to the Best Spanish Article Published in the Foreign Medical Press

Antonio M. de Lacy, professor in the Department of Surgery and Surgical Specialities in the Faculty of Medicine and head of the Gastrointestinal Surgery Service at the Hospital Clínic of Barcelona, was honoured in the 22nd edition of the Mayo Awards 2009 for his paper "The long-term results of a randomized clinical trial of laparoscopy-assisted versus open surgery for colon cancer". Published in the *Annals of Surgery* in 2008, the paper was recognized as the best Spanish article published in the foreign medical press.

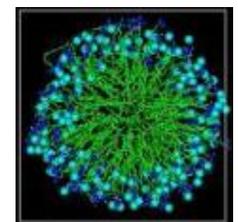
Outstanding Young Lawyer Award

Carlos Martínez Lizán, recipient of the UB's special undergraduate prize in Law in 2002 and currently a lawyer with Garrigues, has received the Outstanding Lawyer Award in the professional category for lawyers under 30 years old. The Justice Minister gave Lizán the prize, which is awarded annually to the candidate who obtains the highest marks in a test involving the preparation of a written and an oral presentation related to business law.



Award for Best Thesis Project in Chemical Engineering from the UPC

Anna May Masnou, UB graduate in Chemical Engineering, has been named one of the winners of the 1st Award for Best Thesis Project in Chemical Engineering from the UPC for her project "Micellar-Enhanced Ultrafiltration (MEUF) of surfactants solutions: cross-flow experiments and flux modelling". The aim of the award is to recognize projects that excel in any of the branches within the speciality. Any project that had been defended and approved in a Catalan universities in 2007 and 2008 could enter this first edition.



Awards for Best Director, Best Actress and Best Actor at the Malaga Spanish Film Festival

The film *Tres dies amb la família* (Three Days with the Family), produced by the Catalan Centre for Advanced Studies in Cinema and Audiovisual Media (ESCAC), has won three awards at the Malaga Spanish Film Festival 2009. The film's director Mar Coll received the *Biznaga de Plata* for best direction, while the actors Nausicaa Bonnín and Eduard Fernández won the awards for best actress and best actor, respectively.



Sant Jordi Awards 2009 from the Institute for Catalan Studies

Among this year's recipients of the Sant Jordi Awards is Joan Josep Guinovart, UB professor in Biochemistry and Molecular Biology and director of the Barcelona Institute of Biomedical Research (IRBB). He received the Prat de la Riba Award for his paper "Mechanism suppressing glycogen synthesis in neurons and its demise in progressive myoclonus epilepsy". The Prat de la Riba Award is given by the Biological Sciences Section in recognition of a work published in the last five years (2004–2008) by a Catalan researcher in ecology, botany, zoology, medicine or any other branch of biology. Other award-winners include Alexis Sancho Reinoso, of the UB's Department of Physical Geography and Regional Geographical Analysis, who won the Lluís Casassas i Simó Award from the Catalan Geographic Society for his work "*La Terreta (Ribagorça). Síntesi territorial i transformació del paisatge*"; Carme Muntaner i Alsina, of the UB's Department of Medieval History, Paleography and Diplomatics, who won the Catalan Society of Historical Studies Award for her work "*El territori del castell de Sitges entre els segles XIV i XV, segons els capbreus de 1360, 1409 i 141*"; and lastly, Alba Pérez Perarnau, of the UB's Department of Physiological Sciences II, who won the Catalan Biological Society Award for her research "*Kendines. Inducció d'apoptosi en cèl·lules leucèmiques pels nous inhibidors d'histones desacetilases*".



Cross of Sant Jordi 2009

M. Assumpció Català i Poch, UB professor emeritus, has been awarded the Cross of Sant Jordi, which is one of the highest distinctions given by the Catalan Government to individuals or organizations in recognition of outstanding service to Catalonia. The awards, which were handed out on 21 April in a ceremony held in the Saló de Sant Jordi in the Palau de la Generalitat, recognized a total of 27 individuals and 15 organizations in the areas of science, culture and social action.



Outstanding Referees in Physics from the American Physical Society

Marian Boguña, José M. Sancho and M. Àngels Serrano, three UB researchers, have been included by the American Physical Society (APS) in the category of most outstanding expert referees in physics publications worldwide. In 2008, the APS, which publishes the journals that have the greatest impact in the world of physics, such as the *Physical Review*, the *Physical Review Letters* and the *Review of Modern Physics*, began a program to recognize the most outstanding referees from its more than 55,000 referees worldwide. The aim is to honour the best contributions to the revision of articles published by the APS. The APS selection for the period 2008–2009 singles out more than 800 experts worldwide. Of these, fourteen are Spanish and three work at the UB. In addition to honouring their work as referees, the APS recognizes the service provided by these experts to the international physics community.



Count of Cartagena Award from the Royal National Academy of Medicine and the Dulcinea Award

Manel Esteller, adjunct lecturer in the Department of Physiological Sciences II in the Faculty of Medicine on the Bellvitge Health Sciences Campus, has received the Count of Cartagena Award from the Royal National Academy of Medicine and the Dulcinea Award from women affected by breast cancer. Esteller is director of the Cancer Epigenetics and Biology Program (PEBC) at the Bellvitge Institute for Biomedical Research (IDIBELL) and the Catalan Institute of Oncology



(ICO), and he is an ICREA researcher who is one of the international leaders in cancer research today. The Count of Cartagena Award recognizes Professor Esteller's contribution to the identification of epigenetic factors that are responsible for the development of breast cancer and ovarian cancer, particularly his discovery of the deactivation of the tumour-suppressor gene BRCA1. The Dulcinea Award was given by the Association of Women Affected by Breast Cancer in Puertollano (Castille-La Mancha) in recognition of Esteller's support for all patients diagnosed with the disease.

Action 21 Award from Barcelona City Hall's Council for the Environment and Sustainability

The UB has received an Action 21 Award from Barcelona City Hall's Council for the Environment and Sustainability. The award is given annually to encourage the initiatives of citizen groups that contribute to achieving the aims of Barcelona's Citizen Commitment to Sustainability—Agenda 21. Specifically, the award recognized the implementation of a UB project for selective waste collection in all faculties and schools. Under the title "At university as at home", this project involved increasing the number of recycling bins in lobbies and hallways, distributing containers for recycling paper to UB offices, and positioning recycling bins at the main entrance to each building and institutional space.



Award for Research on Human Rights

Montse Tafalla, who has run the UB's United Nations Depository Library since 1991, has received the Award for Research on Human Rights for her work *El dret a l'alimentació com a dret humà: les seves implicacions* (The Right to Food as a Human Right: its Implications). The award, which is organized by the Office for the Promotion of Peace and Human Rights, was given to Tafalla during celebrations of the sixtieth anniversary of the Universal Declaration of Human Rights.



Mobility Pact of Barcelona Award

The University of Barcelona, the Bicycle Club of Catalonia (BACC) and the UPC have jointly received the Mobility Pact of Barcelona Award for the BiciCampus program. The prize was given on 9 December 2008 in recognition of the program's contribution to promoting bicycle use and spreading the benefits of this sustainable means of transport throughout Barcelona's university community. The Mobility Pact of Barcelona is an agreement reached in 1998 between Barcelona City Hall and civil society in order to work together on the management of sustainable mobility within the city. The year 2008 marked the 8th edition of the award, which publicly honours initiatives, projects and careers that promote sustainable mobility.



President Macià Medal for Work

Mary Nash, professor of Contemporary History and director of the Multiculturalism and Gender research group has been awarded the President Macià Medal for Work by the Catalan Government. The award is in recognition of "her defence of equal rights for men and women through writing and research and her efforts to promote the role of women as mediators in peace processes". Created in 1938, the honour recognizes workers and businesspeople who have distinguished themselves by their dedication, perseverance and initiative at work. It also recognizes businesses and other organizations that have adopted initiatives to better the workplace. This year, 22 people received the medal and 7 companies were singled out for recognition.



DP Challenge 2008

Juan-José Boté, a student of the Master's Degree in Management of Digital Contents, which is taught in the Faculty of Library Sciences and Documentation, has won second prize in the DP Challenge 2008. This competition on digital preservation and conservation is open to students, graduates and postgraduates from any country. It is organized by Digital Preservation Europe (www.digitalpreservationeurope.eu), which is an association formed by a group of European institutions working in the field of digital preservation and conservation. Participants must pass five tests involving the conservation of web pages and the recuperation of old documents, computer games, obsolete databases and electronic art.

**Award in Pharmacology 2008**

Francisco Ciruela, lecturer in the Faculty of Medicine's Department of Pathology and Experimental Therapy on the Bellvitge Health Sciences Campus, has won the Award in Pharmacology 2008. This award is given by the Spanish Society of Pharmacology and Almirall Laboratories to promote Spanish research in the pharmacology field. Francisco Ciruela is director of the laboratory for Molecular Neuropharmacology and Pain, which is connected to the UB and the Bellvitge Institute for Biomedical Research (IDIBELL). He received the award at the conference of the Spanish Society of Pharmacology, held on 17–19 September in Bilbao. The award singled out his study "G protein-coupled oligomerization in basal ganglia and its relation to Parkinson's Disease", which aims to advance basic research on Parkinson's disease in order to design future combined glutamate-dopamine-adenosine treatments that are effective in the fight against this debilitating disease.

**Jaume Vicens Vives Honours for Teaching Quality**

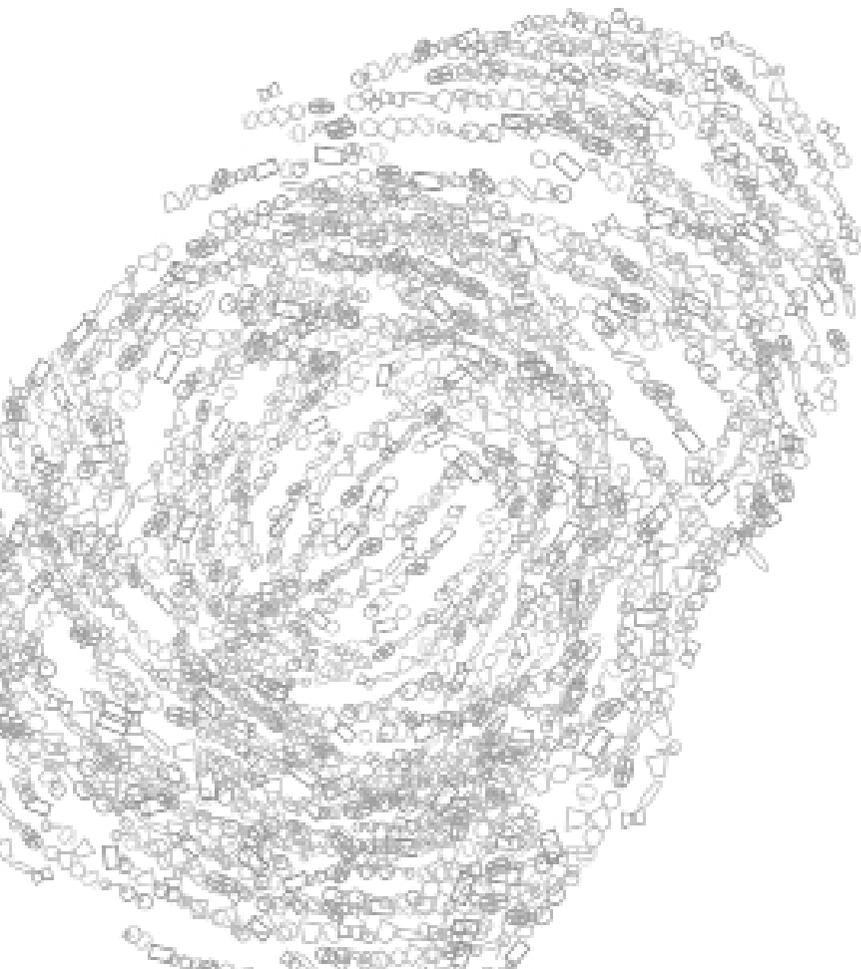
UB law professor Antoni Font and the Faculty of Pharmacy's Teaching Coordination in Supervised Work Placements unit received the Jaume Vicens Vives Honours for Teaching Quality this year. The awards, which are given by the Catalan Government's Department of Innovation, Universities and Enterprise, recognize individual or group excellence in teaching innovation, teacher training and the preparation of teaching manuals and materials for universities. Antoni Font received the honour in recognition of his professional career, particularly for his work to improve learning and increase the quality of law studies through the ongoing incorporation of innovative systems into the teaching of Commercial Law subjects. The Faculty of Pharmacy's Teaching Coordination in Supervised Work Placements unit was recognized for implementing a pioneering project to improve teaching quality in this preparatory activity for professional practice.

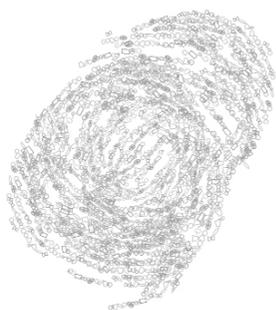
4. TEACHING

Course offerings

Students

Other course offerings





Course offerings

The University of Barcelona offers prospective students a wide range of course offerings tailored to their needs and to the needs of society in general. As a result, the University is at the head of academic fields in areas as diverse as technology and art.

The UB's offerings mainly include EHEA bachelor's degree courses, university master's degree courses and doctoral programs. However, given the rising importance of lifelong learning in modern society, the University has also consolidated one of the broadest and most multidisciplinary offerings of such courses in all Catalonia.

FIRST- AND SECOND-STAGE LLICENCIATURA DEGREE COURSES IN UB FACULTIES AND SCHOOLS

Faculty of Fine Arts

- Llicenciatura Degree in Fine Arts
- Undergraduate Diploma in Library and Information Science
- Second-Stage Llicenciatura Degree in Documentation

Faculty of Biology

- Llicenciatura Degree in Biology
- Second-Stage Llicenciatura Degree in Biochemistry
- Llicenciatura Degree in Environmental Sciences

Faculty of Economics and Business

- Llicenciatura Degree in Administration and Business Management
- Second-Stage Llicenciatura Degree in Actuarial and Financial Sciences
- Undergraduate Diploma in Business Sciences

- Graduate in Property and Building Studies

- Undergraduate Diploma in Statistics

- Llicenciatura Degree in Economy

- Second-Stage Llicenciatura Degree in Market Research and Techniques
- Llicenciatura Degree in Sociology
- Graduate in Tax and Accounting

Faculty of Law

- Second-Stage Llicenciatura Degree in Labour Sciences
- Graduate in Criminology and Criminal Policy
- Second-Stage Llicenciatura Degree in Criminology
- Llicenciatura Degree in Political and Administrative Sciences
- Undergraduate Diploma in Public Management and Administration
- Llicenciatura Degree in Law

- Graduate in Private Investigation

- Undergraduate Diploma in Labour Relations

Faculty of Pharmacy

- Second-Stage Llicenciatura Degree in Food Science and Technology
- Llicenciatura Degree in Pharmacy
- Undergraduate Diploma in Human Nutrition and Dietetics

Faculty of Philology

- Llicenciatura Degree in German
- Llicenciatura Degree in English

- Llicenciatura Degree in Arabic

- Llicenciatura Degree in Classics
- Llicenciatura Degree in Catalan

- Llicenciatura Degree in Slavic Studies

- Llicenciatura Degree in French

- Second-Stage Undergraduate Degree Galician

- Llicenciatura Degree in Hebrew

- Llicenciatura Degree in Spanish

- Llicenciatura Degree in Italian

- Second-Stage Undergraduate Degree in Portuguese

- Llicenciatura Degree in Romance Languages

- Second-Stage Llicenciatura Degree in Linguistics

- Second-Stage Llicenciatura Degree in Literary Theory and Comparative Literature

Faculty of Philosophy

- Llicenciatura Degree in Philosophy

Faculty of Physics

- Second Cycle Engineering Degree

- Llicenciatura Degree in Physics

Faculty of Teacher Training

- Second-Stage Llicenciatura Degree in Audiovisual Communication
- Undergraduate Diploma in Special Needs Education

- Undergraduate Diploma in Physical Education
- Undergraduate Diploma in Preschool Education

- Undergraduate Diploma in Education in Music

- Undergraduate Diploma in Primary Education

- Undergraduate Diploma in Foreign Language Learning

Faculty of Geography and History

- Llicenciatura Degree in Geography
- Second-Stage Llicenciatura Degree in Social and Cultural Anthropology

- Llicenciatura Degree in History

- Llicenciatura Degree in History of Art

Faculty of Geology

- Geological Engineering

- Llicenciatura Degree in Geology

University School of Nursing

- Undergraduate Diploma in Nursing

- Undergraduate Diploma in Podiatry

Faculty of Mathematics

- Technical Engineering Degree in Computer Systems

- Llicenciatura Degree in Mathematics

Faculty of Medicine

- Llicenciatura Degree in Medicine

Faculty of Dentistry

- Llicenciatura Degree in Dentistry

Faculty of Psychology

- Llicenciatura Degree in Psychology

Faculty of Education

- Undergraduate Diploma in Social Education

- Llicenciatura Degree in Education

- Second-Stage Llicenciatura Degree in Psychology and Education

- Undergraduate Diploma in Social Work

Faculty of Chemistry

- Second Cycle Engineering Degree in Engineering of Materials

- Engineering Degree in Chemical Engineering

- Llicenciatura Degree in Chemistry

UB-SPECIFIC MASTER'S DEGREE COURSES (approved for the academic year 2008-2009)		
<p>Faculty of Biology</p> <ul style="list-style-type: none"> • Ecological Agriculture (Face-to-face) • Environmental Auditing and Impact Studies (Face-to-face) • Experimental Biology (Face-to-face) • Experimental Biochemistry (Face-to-face) • Environmental Communication and Education (Face-to-face) • Nature Conservation (Face-to-face) • Waste Management (Face-to-face) • The Environment and Renewable Energy (Face-to-face) • Monitoring of Clinical Trials (Face-to-face) <p>Faculty of Law</p> <ul style="list-style-type: none"> • Forensic Document Examination and Graphology (Face-to-face) • Family Law (Face-to-face) • Tax Law (Face-to-face) • International Relations and Negotiations (Face-to-face) • Comparative Criminal Systems and Social Problems (Face-to-face) <p>Faculty of Economics and Business</p> <ul style="list-style-type: none"> • European Financial Adviser (Face-to-face) • Property Assessment and Consultancy (Face-to-face) • International Trade and Finance (Blended) • Creation, Management and Development of Franchises (Face-to-face) • Strategic Marketing Management for Sports Management (Marketing Management and Financial and Fiscal Management of Sports Organizations) (Face-to-face) • Administrative and Financial Management (Face-to-face) • Foundation and Association Management (Face-to-face) • Logistics Business Management (Face-to-face) • Logistics Business Management of Projects and Facilities in Educational and Sociocultural Leisure Activities (Face-to-face) • Management of Insurance and Financial Agents (Face-to-face) • Functional Management of Insurances Agents (Face-to-face) • Economy and Regulation of Public Services (Face-to-face) • Management of Insurance Mediation Companies (Face-to-face) • Management of Cultural Institutions and Firms (Blended) • Financial Management of Sports Organizations (Face-to-face) • Management of Building and Real Estate Companies (Face-to-face) • Globalization, Development and Cooperation (Face-to-face) 	<ul style="list-style-type: none"> • Applied Social Research Techniques (Face-to-face) <p>Faculty of Pharmacy</p> <ul style="list-style-type: none"> • Scientific Areas of the Pharmaceutical Industry (Face-to-face) • Dermopharmacy and Cosmetology (Face-to-face) • Business Management for the Pharmaceutical Industry and Related Sectors (Face-to-face) • Medicinal Plants and Phytotherapy (Face-to-face) <p>Faculty of Philology</p> <ul style="list-style-type: none"> • Language Consultancy, Multilingual Language Management and Editorial Services (Face-to-face) <p>Faculty of Philosophy</p> <ul style="list-style-type: none"> • Immigration and Intercultural Education (Face-to-face) • Philosophical Practice and Social Management (Face-to-face) <p>Faculty of Geography and History</p> <ul style="list-style-type: none"> • Cartographic Production and Geographic Information Systems (Face-to-face) <p>Faculty of Geology</p> <ul style="list-style-type: none"> • Experimental Geology (Face-to-face) • Geotechnology (Face-to-face) <p>University School of Nursing</p> <ul style="list-style-type: none"> • Nursing Care for Patients with Diabetes (Blended) • Nursing Care for Critical Patients (Face-to-face) • Nursing Care in Anaesthesia, Resuscitation and Pain Treatment (Face-to-face) • Nursing in Emergency Wards (Face-to-face) • Pediatric Nursing (Face-to-face) • Surgical Nursing (Face-to-face) • Naturopathic Medicine and Nursing (Face-to-face) • Posturology and Plantar Posturology (Face-to-face) <p>Faculty of Medicine</p> <ul style="list-style-type: none"> • Principles, Procedures and Techniques Applied in Care for the Critically Ill and for Emergency Patients (Face-to-face) • Pediatric Cardiology (Face-to-face) • Advanced Reconstructive Surgery of Soft Tissue and the Head and Neck (Face-to-face) • Design and Analysis of Clinical Research (Distance learning) • Clinical Electrophysiology and Cardiac Stimulation (Face-to-face) • Pediatric Endocrinology (Face-to-face) • Fellowship in Glaucoma (Face-to-face) • Fellowship in Oculoplastic Surgery, the Orbit and Lacrimal Gland (Face-to-face) 	<ul style="list-style-type: none"> • Fellowship in Medical and Surgical Retina (Face-to-face) • Training in Surgical Techniques in Pediatric Surgery (Face-to-face) • Pediatric Gastroenterology, Hepatology and Nutrition (Face-to-face) • Hospital and Health Service Management (Face-to-face) • Pediatric Hematology and Oncology (Face-to-face) • Underwater and Hyperbaric Medicine (Face-to-face) • Tropical Medicine and International Health (Face-to-face) • Neonatology (Face-to-face) • Neuropediatrics (Face-to-face) • Pelvic Floor Rehabilitation: Applications in Gynecology, Urology and Coloproctology (Face-to-face) • Child Health (Face-to-face) • HIV/AIDS (Face-to-face) • Integral Treatment of Dentofacial Deformities and Malformations in Pediatrics (Face-to-face) • Sports Traumatology (Face-to-face) <p>Faculty of Dentistry</p> <ul style="list-style-type: none"> • Diagnostic and Therapeutic Advances in Oral Medicine (Face-to-face) • Oral Occlusion and Rehabilitation (Face-to-face) • Dentistry in Oncology Patients and Immunocompromised Patients (Face-to-face) • Integrated Adult Dentistry (Face-to-face) • Odontopediatrics (Face-to-face) • Oral and Therapeutic Pathology in Patients with Special Circumstances (Face-to-face) • Periodontics (Face-to-face) • Rehabilitation and Maxillofacial Prostheses (Face-to-face) <p>Faculty of Education</p> <ul style="list-style-type: none"> • Social Policies and Community Mediation (Face-to-face) <p>Faculty of Psychology</p> <ul style="list-style-type: none"> • Coaching and Personal Leadership (Face-to-face) • Drug Addictions (Face-to-face) • Environmental Action and Management: the Individual and Society (Face-to-face) • Dynamic Psychology: Psychodiagnosis, Intervention and Research (Face-to-face) • Cognitive and Social Therapy (Face-to-face) • Sex and Relationship Therapy (Face-to-face) <p>ICE</p> <ul style="list-style-type: none"> • Medical Education (Blended)

UNIVERSITY MASTER'S DEGREE COURSES (II)		
<p>Chemistry</p> <ul style="list-style-type: none"> • Quality Management in Analytical Laboratories • Advanced Chemistry • Theoretical and Computational Chemistry 	<ul style="list-style-type: none"> • Respiratory Medicine • Research in Liver Diseases 	<ul style="list-style-type: none"> • Economic History • Internationalization
<p>HEALTH SCIENCES</p> <p>Physical activity</p> <ul style="list-style-type: none"> • Physical Activity and Sport • Motor Activity and Education <p>Biomedicine</p> <ul style="list-style-type: none"> • Bioinformatics for Health Sciences • Biomedicine • Molecular Biotechnology • Biomedical Engineering • Immunology • Neurosciences <p>Dental sciences</p> <ul style="list-style-type: none"> • Research in Dental Sciences <p>Pharmacy, nutrition and food sciences</p> <ul style="list-style-type: none"> • Food Research, Development and Innovation • Pharmaceutical Care • Nutrition and Metabolism • Drug Research, Development and Control • Food Safety <p>Nursing</p> <ul style="list-style-type: none"> • Leadership and Management in Nursing <p>Medicine</p> <ul style="list-style-type: none"> • Critical and Emergency Care • Research in Clinical Science 	<p>Psychology</p> <ul style="list-style-type: none"> • Cognitive Science and Language • Psychosocial Intervention • Primatology • Psychogerontology • Clinical Health Psychology • Educational Psychology • Psychology of Work, Organizations and Human Resources • Psychology of Work, Organizations and Human Resources • Occupational Safety and Health: Prevention of Occupational Hazards <p>SOCIAL SCIENCES</p> <p>Law</p> <ul style="list-style-type: none"> • Citizenship and Human Rights: Ethics and Politics • Criminology and Sociology of Criminal Law • Business Law • Advanced Public Management <p>Economy</p> <ul style="list-style-type: none"> • Sport Business Management • Business Law • Economics • Economy and Management of Fishing Activity • Statistics and Operational Research • Cultural Management • Public Management • Advanced Public Management 	<p>Business</p> <ul style="list-style-type: none"> • Creation and Management of New Technology-Based Firms • Hotel and Restaurant Management • Sport Business Management • Business Law • Cultural Management • Strategic Management of Tourist Businesses • Economic History • Research in Business, Finance and Insurance • Occupational Safety and Health: Prevention of Occupational Hazards <p>Geography and urban and territorial studies</p> <ul style="list-style-type: none"> • Urban Design: Art, City and Society • Economic History • Territorial Planning and Environmental Management <p>Library and information science</p> <ul style="list-style-type: none"> • The School Library and the Promotion of Reading • Digital Content Management • Typography: Disciplines and Uses <p>Sociology</p> <ul style="list-style-type: none"> • Citizenship and Human Rights: Ethics and Politics • Criminology and Sociology of Criminal Law • Values Education • Economic History • Youth and Society • Research in Sociology

UB-SPECIFIC MASTER'S DEGREE COURSES
 (approved for the academic year 2008-2009)

Faculty of Biology

- Ecological Agriculture (Face-to-face)
- Environmental Auditing and Impact Studies (Face-to-face)
- Experimental Biology (Face-to-face)
- Experimental Biochemistry (Face-to-face)
- Environmental Communication and Education (Face-to-face)
- Nature Conservation (Face-to-face)
- Waste Management (Face-to-face)
- The Environment and Renewable Energy (Face-to-face)
- Monitoring of Clinical Trials (Face-to-face)

Faculty of Law

- Forensic Document Examination and Graphology (Face-to-face)
- Family Law (Face-to-face)
- Tax Law (Face-to-face)
- International Relations and Negotiations (Face-to-face)
- Comparative Criminal Systems and Social Problems (Face-to-face)

Faculty of Economics and Business

- European Financial Adviser (Face-to-face)
- Property Assessment and Consultancy (Face-to-face)
- International Trade and Finance (Blended)
- Creation, Management and Development of Franchises (Face-to-face)
- Strategic Marketing Management for Sports Management (Marketing Management and Financial and Fiscal Management of Sports Organizations) (Face-to-face)
- Administrative and Financial Management (Face-to-face)
- Foundation and Association Management (Face-to-face)
- Logistics Business Management (Face-to-face)
- Logistics Business Management of Projects and Facilities in Educational and Sociocultural Leisure Activities (Face-to-face)
- Management of Insurance and Financial Agents (Face-to-face)
- Functional Management of Insurances Agents (Face-to-face)
- Economy and Regulation of Public Services (Face-to-face)
- Management of Insurance Mediation Companies (Face-to-face)
- Management of Cultural Institutions and Firms (Blended)
- Financial Management of Sports Organizations (Face-to-face)
- Management of Building and Real Estate Companies (Face-to-face)
- Globalization, Development and Cooperation (Face-to-face)

- Applied Social Research Techniques (Face-to-face)

Faculty of Pharmacy

- Scientific Areas of the Pharmaceutical Industry (Face-to-face)
- Dermopharmacy and Cosmetology (Face-to-face)
- Business Management for the Pharmaceutical Industry and Related Sectors (Face-to-face)
- Medicinal Plants and Phytotherapy (Face-to-face)

Faculty of Philology

- Language Consultancy, Multilingual Language Management and Editorial Services (Face-to-face)

Faculty of Philosophy

- Immigration and Intercultural Education (Face-to-face)
- Philosophical Practice and Social Management (Face-to-face)

Faculty of Geography and History

- Cartographic Production and Geographic Information Systems (Face-to-face)

Faculty of Geology

- Experimental Geology (Face-to-face)
- Geotechnology (Face-to-face)

University School of Nursing

- Nursing Care for Patients with Diabetes (Blended)
- Nursing Care for Critical Patients (Face-to-face)
- Nursing Care in Anaesthesia, Resuscitation and Pain Treatment (Face-to-face)
- Nursing in Emergency Wards (Face-to-face)
- Pediatric Nursing (Face-to-face)
- Surgical Nursing (Face-to-face)
- Naturopathic Medicine and Nursing (Face-to-face)
- Posturology and Plantar Posturology (Face-to-face)

Faculty of Medicine

- Principles, Procedures and Techniques Applied in Care for the Critically Ill and for Emergency Patients (Face-to-face)
- Pediatric Cardiology (Face-to-face)
- Advanced Reconstructive Surgery of Soft Tissue and the Head and Neck (Face-to-face)
- Design and Analysis of Clinical Research (Distance learning)
- Clinical Electrophysiology and Cardiac Stimulation (Face-to-face)
- Pediatric Endocrinology (Face-to-face)
- Fellowship in Glaucoma (Face-to-face)
- Fellowship in Oculoplastic Surgery, the Orbit and Lacrimal Gland (Face-to-face)

- Fellowship in Medical and Surgical Retina (Face-to-face)
- Training in Surgical Techniques in Pediatric Surgery (Face-to-face)
- Pediatric Gastroenterology, Hepatology and Nutrition (Face-to-face)
- Hospital and Health Service Management (Face-to-face)
- Pediatric Hematology and Oncology (Face-to-face)
- Underwater and Hyperbaric Medicine (Face-to-face)
- Tropical Medicine and International Health (Face-to-face)

- Neonatology (Face-to-face)

- Neuropediatrics (Face-to-face)

- Pelvic Floor Rehabilitation: Applications in Gynecology, Urology and Coloproctology (Face-to-face)

- Child Health (Face-to-face)

- HIV/AIDS (Face-to-face)

- Integral Treatment of Dentofacial Deformities and Malformations in Pediatrics (Face-to-face)

- Sports Traumatology (Face-to-face)

Faculty of Dentistry

- Diagnostic and Therapeutic Advances in Oral Medicine (Face-to-face)
- Oral Occlusion and Rehabilitation (Face-to-face)
- Dentistry in Oncology Patients and Immunocompromised Patients (Face-to-face)
- Integrated Adult Dentistry (Face-to-face)

- Odontopediatrics (Face-to-face)

- Oral and Therapeutic Pathology in Patients with Special Circumstances (Face-to-face)

- Periodontics (Face-to-face)

- Rehabilitation and Maxillofacial Prostheses (Face-to-face)

Faculty of Education

- Social Policies and Community Mediation (Face-to-face)

Faculty of Psychology

- Coaching and Personal Leadership (Face-to-face)

- Drug Addictions (Face-to-face)

- Environmental Action and Management: the Individual and Society (Face-to-face)

- Dynamic Psychology: Psychodiagnosis, Intervention and Research (Face-to-face)
- Cognitive and Social Therapy (Face-to-face)
- Sex and Relationship Therapy (Face-to-face)

ICE

- Medical Education (Blended)

UB-SPECIFIC MASTER'S DEGREE COURSES (II) (approved for the academic year 2008-2009)		
IL3	<ul style="list-style-type: none"> • Europe and Consumption: Markets, Business, Law and Politics (Face-to-face) • Corporate Finance (Distance learning/ Face-to-face) • Phytotherapy (Distance learning) • Teaching Spanish as a Foreign Language (TSFL) (Blended) • Social Gerontology (Distance learning) • Management and Direction of Fashion Businesses (Face-to-face) • Management of Health Centres and Services (Distance learning) • Design Management (face-to-face) • Fashion Retail Management (Blended) • Team Management and Primary Health Care Service Management (Blended) • Conflict Management and Resolution: Mediation (Face-to-face/Blended) • Advanced Company Management and Techniques - Executive MBA (Face-to-face) • Integrated Management of Quality, Safety and the Environment (Face-to-face) • Integrated Project Management (Face-to-face) • Professional and Business Management of Pharmacy Outlets (Distance learning) • Film and Television Screenplays (Face-to-face) • Oncology Nursing (Blended) • Marketing and Communication in the Fashion Industry (Face-to-face) • Master of Business Administration in Funeral Services (Blended) • Evaluative Medicine (Distance learning/ Blended) • Financial Markets (Face-to-face) • Interactive and Educational Museography (Distance learning) • Musicotherapy (Face-to-face) 	<ul style="list-style-type: none"> • Nutrition and Food (Face-to-face) • Orthopedics and Biomechanics (Face-to-face) • BCNY Journalism (Face-to-face) • Prevention and Treatment of Domestic Violence: an Interdisciplinary Approach (Distance learning) • Prevention and Treatment of Nicotine Addiction (Distance learning) • Protocol (Face-to-face) • Forensic and Criminal Psychology (Face-to-face) • International Relations (annual edition) (Face-to-face) • International Relations (biannual edition) (Face-to-face) • Corporate Social Responsibility and Social Accounting and Auditing (Distance learning) • Management Techniques in Human Resources and Labour Relations (Face-to-face) • Severe Mental Disorders: from Adapting Models to Combining Psychotherapy and Psychoactive Drugs (Face-to-face) <p>IL3-UB / CETT University School of Hotel Management and Tourism</p> <ul style="list-style-type: none"> • Tourist Management of Cultural and Natural Heritage (Face-to-face) • Accessible Tourism (Face-to-face) <p>IL3-UB / Sant Joan de Déu University School of Nursing</p> <ul style="list-style-type: none"> • Nursing care of Surgical Patients (Face-to-face) • Nursing Care for Children and Adolescents (Face-to-face) • Energy Diagnosis and Acupuncture (Face-to-face) • Legal and Forensic Nursing (Blended) • Theoretical-Practical Course in Psychiatric Nursing and Mental Health (Face-to-face) <p>IL3-UB / National Institute of Physical Education of Catalonia (INEFC)</p> <ul style="list-style-type: none"> • Psychology of Sport and Physical Activity (Face-to-face)
<ul style="list-style-type: none"> • Acupuncture (Face-to-face) • Legal Practice (Face-to-face) • International Legal Practice (Face-to-face) • Contemporary Art: Analysis and Management (Distance learning) • Tax Consultancy (Face-to-face) • Integrated Pharmaceutical Care (Distance learning) • Clinical Practice in Child and Adolescent Psychoanalysis (Face-to-face) • Accounting and Auditing (Face-to-face) • Business Communication (Face-to-face) • Bank Management (Distance learning/ Face-to-face) • Strategic and Creative Management of Integrated Advertising (Face-to-face) • Management of Teaching Centres (Distance learning) • Marketing Management (Face-to-face) • Product Design. Intelligent Creation: Innovation and Management (Face-to-face) • Interior Design (Face-to-face) • Interior Design for Commercial Premises (Face-to-face) • Graphic and Intermedia Design and Production (Face-to-face) • Business Law (Face-to-face) • Drug Addictions (Distance learning) • Social Economy and Management of Non-Profit Organizations (Distance learning) • International Business and Foreign Trade (Face-to-face) • Engineering and Renewable Energy Management (Face-to-face) 		

UB-SPECIFIC POSTGRADUATE DIPLOMAS (approved for the academic year 2008-2009)		
<p>Faculty of Fine Arts</p> <ul style="list-style-type: none"> • Uses of Drawing in the Design of Costumes for Sets and in Fashion Design (Face-to-face) <p>Faculty of Biology</p> <ul style="list-style-type: none"> • Environmental Diagnosis (Face-to-face) • Environmental Education and Awareness Raising (Face-to-face) • Renewable Energy (Face-to-face) • Management of Protected Spaces and Natural Resources (Face-to-face) • Forest Management and Fire Protection (Face-to-face) • Waste Management and Treatment (Face-to-face) • Business and the Environment (Face-to-face) • Environmental Awareness (Face-to-face) • Environmental Specialist (Face-to-face) <p>Faculty of Law</p> <ul style="list-style-type: none"> • Private Security Management (Face-to-face) • Environmental Organization and Management. Legal and Business Practices (Face-to-face) • Catalan Civil Law (Face-to-face) • International Tax Law (Face-to-face) • Specialization in Accountancy, Tax and Trade Laws (Face-to-face) • Childhood, Child Protection and Adoption (Face-to-face) • Annulment, Separation and Divorce (Face-to-face) • Expert Calligraphy and Graphology (Face-to-face) • Document Examination and Technology (Face-to-face) • Legal Framework for Authorized Economic Operators (Face-to-face) • Advanced Techniques in Forensic Accountability and Global Economics (Face-to-face) <p>Faculty of Economics and Business</p> <ul style="list-style-type: none"> • Foreign Trade and International Economics (Blended) • Foreign Trade and International Economics (Blended) • International Cooperation and Cultural Management (Blended) • Strategic Marketing Management for Sports Organizations (Face-to-face) • Financial and Fiscal Management of Sports Organizations (Face-to-face) • Management and Administration of Sports Organizations (Face-to-face) 	<ul style="list-style-type: none"> • Expert in Tax Management (Face-to-face) • Basic Principles in the Management of Sports Organizations (Face-to-face) • Management and Cultural Policies (Blended) • Expert Management of Life and Health Insurance and Financial Products (Face-to-face) • Expert Management of Non-Life Insurance (Face-to-face) • Marketing and Management of Insurance Companies (Face-to-face) • Artistic Performances: Production and Management (Face-to-face) • Advanced Techniques in Cultural Organization (Blended) • Cultural Tourism (Blended) • Economic and Accounting Valuation of Companies (Face-to-face) <p>Faculty of Philology</p> <ul style="list-style-type: none"> • Language Consultancy and Publishing Services (Face-to-face) • Immigration, Religion and Society (Face-to-face) • Language Policy and Management of Multilingualism (Face-to-face) <p>Faculty of Philosophy</p> <ul style="list-style-type: none"> • Experience and Legislation in Immigration and Intercultural Education (Face-to-face) • Theories and Models of Immigration and Intercultural Education (Face-to-face) <p>University School of Nursing</p> <ul style="list-style-type: none"> • Nursing Care for Cardiology Patients (Face-to-face) • Care and Education of Diabetics (Blended) • Prehospital Emergency Medical Services (Face-to-face) • Podiatric Care and Surgical Principles (Face-to-face) • Strategies for a More Effective Therapeutic Education (Blended) • Multidisciplinary Studies in Palliative Care (Face-to-face) • Clinical Orthopedics / Podiatry (Face-to-face) • Pathomechanics of the Foot and Orthopedic Podiatric Treatments (Face-to-face) • Diabetic Foot (Face-to-face) • Sport Podiatry (Face-to-face) <p>Faculty of Medicine</p> <ul style="list-style-type: none"> • Fellowship in Arthroscopic Surgery (Face-to-face) • Surgical Anatomy for Medical Interns in Surgical Specialities (Face-to-face) 	<ul style="list-style-type: none"> • Basic Course in HIV/AIDS (Face-to-face) • Epidemiology and Public Health in Low-Income Countries (Face-to-face) • Fellowship in Hand Surgery (Face-to-face) • Fellowship in Foot and Ankle Surgery (Face-to-face) • Fellowship in Spine Surgery (Face-to-face) • Fellowship in Prosthetic Reconstructive Surgery in Adults (Face-to-face) • Fellowship in Bone and Joint Infections (Face-to-face) • Fellowship in Trauma (Locomotor System) (Face-to-face) • Tropical Medicine and Parasitology (Face-to-face) • Assessment of Bodily Injury (Face-to-face) <p>Faculty of Dentistry</p> <ul style="list-style-type: none"> • The Temporomandibular Joint (Face-to-face) • Clinical Practice in Implantology-Prosthesis (Face-to-face) • Endodontics (Face-to-face) • Oral Medicine (Face-to-face) • Dentistry in Oncological Patients and Immunodeficient Patients (Face-to-face) <p>Faculty of Education</p> <ul style="list-style-type: none"> • Mediation and Inclusive Society: Conflict Management and Transformation (Face-to-face) • Education, Childhood and Illness (Face-to-face) <p>Faculty of Psychology</p> <ul style="list-style-type: none"> • Analysis of Constructive Therapeutic Processes (Face-to-face) • Socio-Environmental Analysis and Action. Urban Contexts, Community and Sustainability (Face-to-face) • Dynamic Personality Evaluation, Intervention and Intervention Evaluation (Face-to-face) • Environmental Management in the Private Company and in Public Administration: Resources, Communication and Change (Face-to-face) • Clinical Hypnosis (Face-to-face) • Techniques and Basic Principles in Social Cognitive Therapy (Face-to-face) • Relationship Therapy (Face-to-face) • Sexual Therapy (Face-to-face) <p>Institute of Education Sciences (ICE)</p> <ul style="list-style-type: none"> • Tutoring and its Practice in Primary School Education (Face-to-face) • Tutoring and its Practice in Secondary School Education (Face-to-face)

UB-SPECIFIC POSTGRADUATE DIPLOMAS (II)
 (approved for the academic year 2008-2009)

UB-SPECIFIC POSTGRADUATE DIPLOMAS (II) (approved for the academic year 2008-2009)		
Institute for Lifelong Learning (IL3-UB) <ul style="list-style-type: none"> • Physical Activity and Disease: New Therapeutic Model (Blended) • New Psychotherapy Approaches to the Treatment of Severe Mental Disorder: from Adapting Models to Combining Psychotherapy and Psychoactive Drugs (Face-to-face) • Analysis of Contemporary Art (Distance learning) • Quality Assurance in laboratories. ISO 9000, ISO 17025, ISO 15189 and BPL standards (Distance learning) • Municipal Sports Management (Distance learning) • Coaching and Training in Organizations (Blended) • The Culture of Peace and Social Coexistence: Practical Applications (Distance learning) 	<ul style="list-style-type: none"> • Clinical Phytotherapy (Distance learning) • Strategies and Resources in Interactive Museography (Distance learning) • Expert in Motor Development in Children (master's degree course coordinated with the National Institute of Physical Education of Catalonia (INEFC) (Face-to-face) • Principles of Quality, Safety and Efficiency in Phytotherapy (Distance learning) • Training in Accounting and Auditing to Enter the Official Register of Accounting Auditors (ROAC) (Face-to-face) • Energy Efficiency Management (Face-to-face) • Self-Training for Holders of Diplomas in Nursing (CADI) (Distance learning) • Specialist in Insurance against Fire and Other Risks (Blended) 	<ul style="list-style-type: none"> • Pharmaceutical Marketing (Face-to-face) • Cultural Mediation for the Promotion of Reading (Blended) • Nursing: Anesthesia and Resuscitation (master's degree course coordinated by the Sant Joan de Déu University School of Nursing) (Face-to-face) • Basic and Community Nutrition (Distance learning) • Clinical Nutrition and Advanced Food Science (Distance learning) • Business Management (Face-to-face) • Pharmaceutical Records and Similar Products (Face-to-face) • Safety and Quality of Products and Services (Face-to-face) • Quality Systems in the Pharmaceutical Industry and in Pharmaceutical Research (Blended) • Nicotine Addiction: Basic Approaches (Distance learning) • Specialist in Survey Reports (Face-to-face) • Academic Supervision of Adults (Distance learning) • Conflicts and Social Violence. Mediation in Conflict Resolution (Face-to-face) • Negotiation, Mediation and Conflict Management in the Workplace (Face-to-face) • Design and Edition of Online Learning Materials (Blended)
<ul style="list-style-type: none"> • Nursing Care for Cancer Patients (Blended) • Dermocosmetics Applied to the Pharmaceutical Dispensary (Distance learning) • Leadership Development for ICT Professionals (Blended) • Development of Talent within Organizations (Face-to-face) • Conflict Management and Resolution: Speciality in Community Mediation (Face-to-face) • Introduction to Pharmaceutical Care (Distance learning) • Teaching Spanish as a Foreign language (TSFL) (Blended) • Direction and Management of Geriatric Homes and Resources (Distance learning) 	<ul style="list-style-type: none"> • Development and Applications in Interactive Museology (Distance learning) • Conflict Management and Resolution: Speciality in Family Mediation (Face-to-face) • Professional Management of Pharmacy Outlets (Distance learning) • GLP-GMP, ISO and Validations in the Pharmaceutical Industry (Face-to-face) • Detection and Intervention in Domestic Violence: an Interdisciplinary Approach (Distance learning) • Interactions between Food and Medicines (Distance learning) • Interuniversity master's degree in Urgent Prehospital Care (Blended) • Intervention in Conflict Situations in Teaching Institutions (Distance learning) 	

PROGRAMS THAT HAVE RECEIVED QUALITY AWARDS

Doctoral programs described in RD 778/98*	Doctoral programs adapted to the European Higher Education Area
<ul style="list-style-type: none"> • Visuals Arts and Education: a Constructionist Approach • Plant Biology • Homogeneous Catalysis • Colloid and Interface Science and Technology • Electrochemistry. Science and Technology • Physiology • Economic History • History and the Beginnings of Hispanic Literary Texts • Besieged Reality: Creative Positionings • Linguistics and Communication • Music in Contemporary Spain • Personality, Development and Abnormal Behaviour • Organic Chemistry for the Chemicopharmaceutical Industry 	<ul style="list-style-type: none"> • Food Science and Nutrition • Aquaculture • Biodiversity • Biomedicine • Biotechnology • Cognitive Science and Language • Earth Sciences • Marine Sciences • Construction and Representation of Cultural Identities • Cultures and Languages of the Ancient World and their Lasting Presence • Essential and Applied Ecology • Economics • Public Space and Urban Regeneration: Art, Theory and Heritage Conservation • Physics • Genetics • Applied Geography and Advanced Research • History of Science • Applied Linguistics • Pure and Applied Logic • Mathematics • Medicine • Environmental Microbiology and Biotechnology • Nanosciences • Nutrition and Metabolism • Educational Psychology • Environmental Analytical Chemistry • Molecular Inorganic Chemistry • Organic Chemistry • Theoretical and Computational Chemistry • Research on Drugs and Drug Development and Control
<p>* In academic year 2006-2007, the University of Barcelona began the process of adapting studies to the European Higher Education Area. As a result, doctoral studies described in RD 778/1998 are being phased out. In academic year 2009-2010, the UB only offered the research period of this type of doctoral programs that had begun in the academic year 2008-2009.</p>	

UB-SPECIFIC COURSES LEADING TO A CERTIFICATE OF ATTAINMENT
(approved for the academic year 2008-2009)

Faculty of Library and Information Science

- Knowledge Organization Systems: Taxonomies, Thesauri and Ontologies (Face-to-face)

Faculty of Biology

- Phylogenies and Genealogies: Inference and Applications (Face-to-face)

Faculty of Economics and Business

- A Gender-Based Approach to Single-Parent Families (Blended)

Faculty of Pharmacy

- Preparation and Quality Control in Pharmaceutical Compounding (Face-to-face)

Faculty of Geology

- Soil Micromorphology (Face-to-face)

Faculty of Dentistry

- Current Developments in Integrated Adult Dentistry (Face-to-face)

Faculty of Psychology

- Constructivism in Psychotherapy (Blended)
- Behavioural Assessment of Learning and Memory in Rats (Face-to-face)

Institute for Lifelong Learning (IL3-UB)

- Anatomy for Implant Surgery and Maxillary Sinus Surgery (Face-to-face)
- Molecular Biology (Distance learning)
- Doctor-Patient Communication (Distance learning)
- Palliative Care (Distance learning)
- Laboratory Diagnosis of Infectious Disease (Distance learning)
- Ultrasound Diagnosis in Obstetrics and Gynecology (Distance learning)
- Design and Management of Research Projects in Health Sciences (Distance learning)
- Methodology for Teaching Spanish as a Foreign Language (Distance learning)
- Fetal Disease: Diagnosis and Perinatal Management (Distance learning)

- Reproductive Health Care for International Co-operators in Non-Governmental Organizations (Distance learning)

Faculty of Medicine

- Difficult Airway Management (Blended)
- Pre-Operative Care (Blended)
- Initial Care for the High-Risk Trauma Patient (Blended)
- Initial Care in Medical Emergencies (Blended)
- Advances in Molecular Biology (Face-to-face)
- General care for the Critically Ill Patient (Blended)
- Image Diagnosis for the Critically Ill Patient (Blended)
- Information Structure, Technology and Systems in the Design of a Critical Care Unit (Blended)
- Clinical Analysis and Management of Electrocardiac Alterations (Blended)
- Intoxications and Exposure to Chemical Agents (Blended)
- Management of Complications in Cirrhosis and Artificial Liver Support Systems (Blended)
- Critical Care of the Burnt Patient (Blended)
- Brain Death, Cardiac Arrest and Organ Donation (Blended)
- Multimodal Neuromonitoring (Blended)
- Safety, Health and Occupational Risk Prevention for Health Sciences (Face-to-face)
- Hemodynamic and Cardiological Support (Blended)
- Advanced Life Support (Blended)
- Advanced Life Support in Trauma (Blended)
- Pediatric and Neonatal Life Support (Blended)
- Kidney Support Techniques (Blended)
- Techniques and Approaches in Foot and Ankle Surgery (Face-to-face)
- Secondary Transport of the Critically Ill Patient (Blended)
- Mechanical Ventilation in Resuscitation and Intensive Care (Blended)

UNIVERSITY EXTENSION COURSES
(approved for the academic year 2008-2009)

Faculty of Library and Information Science

- UB Summer School: Online Services Offered by Public Libraries (Face-to-face)
- UB Summer School: Libraries as Learning Spaces (Face-to-face)
- UB Summer School: Public Libraries as Local Cultural Agents (Face-to-face)
- UB Summer School: Human Resource Management in Public Libraries (Face-to-face)
- UB Summer School: Selection of Materials for Public Libraries (Face-to-face)
- UB Summer School: Attending and Assisting Users of Public Libraries (Face-to-face)
- UB Winter School: Public Library Online Services (Face-to-face)
- UB Winter School: The Library as a Space for Learning (Face-to-face)
- UB Winter School: The Public Library as a Cultural Agent in the Local Community (Face-to-face)
- UB Winter School: Human Resources Management in the Public Library (Face-to-face)
- UB Winter School: The Selection of Materials in the Public Library (Face-to-face)
- UB Winter School: Customer Service and Support in the Public Library (Face-to-face)

Faculty of Biology

- Organic Apiculture (Face-to-face)
- Current thought and human evolution (Face-to-face)
- Nature Photography: Digital Photography (Face-to-face)
- Nature Photography: Initiation and Techniques (Face-to-face)

Faculty of Economics and Business

- Expert in Tax Management (Face-to-face)

Faculty of Law

- Prison and Penitentiary Law (Face-to-face)
- Marriage Procedures in Canon Law (Face-to-face)

Faculty of Philology

- The Pleasure of Strangers: The Monstrous Seduction of Others in Nineteenth-Century English Literature (Face-to-face)
- Ethiopia and Ancient Abyssinia: History and Culture (Face-to-face)
- Cultural Perspectives in Text- and Audiovisual-based Discourse in Spain and Latin America (Face-to-face)
- Sanskrit I (Face-to-face)
- Sanskrit II (Face-to-face)
- Sanskrit III (Face-to-face)
- Language Technologies I: Quantitative Text Analysis (Face-to-face)
- Language Technologies II: Corpus Analysis with Linux (Face-to-face)
- Translation and Interculturality in the Contemporary Era (Face-to-face)
- Broken Lives: Immigration, Dislocation and Exile (Face-to-face)

Faculty of Teacher Training

- Specialist in Catalan Sign Language (CSL): Teacher and Assessor, Introductory Course I (Face-to-face)
- Systemic Teaching Applied to the School, the Family and Social Education (Face-to-face)
- Poetry Workshop (Face-to-face)

Faculty of Geography and History

- Contemporary Social Anthropology (Face-to-face)

Faculty of Geology

- Digital Cartography Using Microstation (Face-to-face)

University School of Nursing

- Workshop in Bandaging for Neuromuscular Care in Podiatry (Face-to-face)

Faculty of Dentistry

- Advances in Ergonomic Techniques in Dentistry Face-to-face)
- Advanced Biosafety Techniques in Dentistry (Face-to-face)

Faculty of Medicine

- Exploration Techniques in Lung Function (Face-to-face)

Faculty of Chemistry

- Computer Security (Face-to-face)
- Advanced Computer Security (Face-to-face)

Institute for Lifelong Learning (IL3-UB)

- Practical Aspects of the Assessment and Improvement of Health Care Quality for Patients with Advanced Illnesses (Blended)
- Prostrate Cancer: What We Know and What We Must Know (Distance learning)
- Professional Development of Pharmacy Assistants (Distance learning)
- Pain in Cancer Patients (Distance learning)
- Pharmacology and Supplements in Sport (Distance learning)

IL3-UB / CETT University School of Hotel Management and Tourism

- Executive and Creative Haute Cuisine (Face-to-face)
- Commercial Restaurant and Restaurant Group Management (Face-to-face)
- Restaurant Services Management (Face-to-face)
- El Bulli Restaurant: Characteristic Features (Face-to-face)
- El Bulli Restaurant: The Avant-garde in Organization and Technique (Face-to-face)
- El Bulli Restaurant: Techniques and Concepts (Face-to-face)
- Management of Hotel Companies (Face-to-face)
- Creative Culinary Development (Face-to-face)
- Sommelier (Face-to-face)
- **IL3-UB / National Institute of Physical Education of Catalonia**
- Physical Activity and the Elderly (Face-to-face)

Students

Over ninety thousand students take the courses that are offered by the UB in face-to-face and distance formats.

The UB is clearly an attractive university for several reasons: it offers high quality courses, it is a modern university with a commitment to the use of information technology, and it acts as a centre of cultural activity that revitalizes its environment.



Students in extra-curricular placements

Faculty or school	Number of students
Fine Arts	84
Library and Information Science	146
Biology	271
Economics and Business	577
Law	318
Pharmacy	25
Philology	36
Philosophy	4
Physics	23
Teacher Training	9
Geography and History	33
Geology	48
Nursing	-
Mathematics	22
Medicine	15
Dentistry	-
Education	17
Psychology	37
Chemistry	181
Total	1,846

STUDENTS IN FIRST- AND SECOND-STAGE LLICENCIATURA DEGREE COURSES BY STUDY AREA

Study area	New students	% women	Total students	% women
Arts and humanities	2,225	62.2	9,093	63.2
Social sciences	4,208	50.5	18,346	52.6
Experimental sciences and engineering	1,299	48.9	6,178	50
Health sciences	1,999	79.3	8,791	78.5
Education sciences	1,989	82.2	6,577	81.6
Total	11,720	62.8	48,985	63.2

STUDENTS IN FIRST- AND SECOND-STAGE LLICENCIATURA DEGREE COURSES BY COURSE TYPE

Course type	New students		Total students		Full-time students		Graduates	
	Total	% women	Total	% women	Total	% women	Total	% women
Diploma courses	3,740	69.2	13,343	67.3	10,201	67.2	2,357	74.1
Llicenciatura degree courses	6,794	59.9	31,760	61.8	24,244	62.2	3,909	66.3
Second-stage llicenciatura degree courses	958	67.4	2,798	66.3	1,780	68.5	699	68.2
Engineering degree courses	228	24.6	1,084	27.1	665	24.1	86	30.2
Total	11,720	62.8	48,985	62.8	36,890	63.4	7,051	68.6

STUDENTS IN FIRST- AND SECOND-STAGE LLICENCIATURA DEGREE COURSES BY FACULTY OR SCHOOL AND BY DEGREE COURSE
OC: old curriculum US: UB-specific

	New students	% women	Total	% women	Full-time students	% women	Graduates	% women
Total	11,720	62.8	48,985	62.8	36,890.40	63.4	7,051	68.6
Faculty of Fine Arts	405	69.1	1,917	69.3	1,466.40	69.3	296	68.9
Fine Arts	405	69.1	1,917	69.3	1,466.40	69.3	296	68.9
Faculty of Library and Information Science	138	76.1	692	74.3	453.6	72.8	136	77.2
Library and Information Science	109	76.1	509	73.3	341.5	72.3	69	75.4
Documentation	29	75.9	183	77	112.1	74.4	67	79.1
Faculty of Biology	498	66.1	2,223	66.1	1,562.20	65.5	298	72.1
Biology	348	67.2	1,720	67.2	1,222.90	67	208	73.1
Biochemistry	47	78.7	117	73.5	64.7	73.2	31	71
Environmental Sciences	103	56.3	386	59.3	274.6	56.9	59	69.5
Faculty of Economics and Business	2,368	44.7	11,020	47.8	8,197.10	47.4	1,262	54.7
Business Sciences	886	45.3	3,997	48.4	2,916.30	47.7	482	55.4
International Business (US)	-	-	19	68.4	5.9	52.1	8	62.5
Business Administration and Management	747	49.8	3,714	52.1	2,759.70	52.2	377	57.3
Financial and Actuarial Sciences	41	39	111	36.9	66.1	40.4	24	50
Economics	423	30.7	2,094	36.9	1,675.50	36.3	205	47.8
Statistics	25	20	136	38.2	97	42.9	18	22.2
Real Estate and Construction Studies (US)	9	22.2	81	33.3	56	31.4	19	52.6
Market Research and Techniques	55	52.7	166	58.4	100.6	62.3	41	73.2
Sociology	168	57.1	637	56	479.3	56.2	73	52.1
Taxes and Accounting (US)	14	57.1	65	70.8	40.8	70.8	8	87.5
Business Studies (OC)	-	-	-	-	-	-	3	66.7
Economic and Business Sciences (OC)	-	-	-	-	-	-	4	25
Faculty of Law	1,840	57.9	7,326	59.8	5,570.30	59.4	1,082	63.2
Labour Sciences	41	78	166	68.7	99.5	72.2	71	66.2
Political and Administration Sciences	108	39.8	370	43.5	303.9	41.5	37	54.1
Criminology	127	51.2	300	54.3	238.3	55.9	47	68.1
Criminology and Criminal Policy (OC)	238	55	660	52.9	565	52.8	135	48.1
Law	768	59	3,784	60.7	2,798.00	61.1	434	62.2
Public Management and Administration	104	62.5	337	63.2	268.3	60.4	56	66.1
Private Investigation (US)	126	53.2	361	50.1	317.7	50.9	41	52.7
Labour Relations	328	63.7	1,348	66.8	979.5	65.9	261	73.2
Faculty of Pharmacy	541	80.6	2,440	78.6	2,126.20	78.9	314	79.6
Food Science and Technology	59	88.1	153	86.9	97	88.9	53	90.6
Pharmacy	353	74.5	2,093	76.7	1,862.80	77.1	261	77.4
Human Nutrition and Dietetics	129	93.8	194	92.3	166.4	92.7	-	-
Faculty of Philology	707	70	2,661	72.5	1,858.00	72.9	358	70.7
German	26	73.1	111	73	67.2	75.2	13	69.2
English	198	78.8	727	79.1	545.4	80.4	66	75.8
Arabic	25	72	100	70	75.2	70.6	6	66.7
Catalan	85	76.5	332	75.6	243.4	74.7	41	63.4
Classics	49	51	166	57.2	125.6	56.7	16	75
Slavic Studies	14	57.1	61	65.6	42.2	64.7	9	77.8
French	21	66.7	89	78.7	51.4	78.5	15	73.3
Galician	0	-	1	0	0.4	0	1	0
Hebrew Studies	7	85.7	33	63.6	24.3	67.1	3	66.7
Spanish	147	70.1	642	72.9	453.7	73.2	98	79.6
Italian	10	70	52	73.1	26.4	72.1	6	66.7
Portuguese	5	60	11	63.6	5.2	73.7	3	66.7
Romance Languages	21	66.7	68	67.6	47.9	69.4	9	77.8
Linguistics	15	60	67	68.7	25.2	65.1	17	76.5
Literary Theory and Comparative Literature	84	57.1	191	58.6	124.6	56.7	53	50.9

Philology (OC)	-	-	-	-	-	-	2	50
Faculty of Philosophy	239	41.4	994	45.4	676.9	43.9	106	51.9
Philosophy	239	41.4	994	45.4	676.9	43.9	106	51.9
Faculty of Physics	195	25.6	943	24.8	723.4	26.1	116	34.5
Electronic Engineering	20	15	65	13.8	24	15.2	11	27.3
Physics	175	26.9	878	25.6	699.4	26.5	105	35.2
Faculty of Teacher Training	1,023	79.9	3,018	79	2,399.50	79.4	700	80.6
Audiovisual Communication	72	63.9	148	58.1	101.3	56.5	31	58.1
Teacher Training in Special Needs Education	152	92.1	468	91.5	378.5	92.1	121	90.9
Teacher Training in Physical Education	149	49	482	46.1	387.9	46.4	120	46.7
Teacher Training in Early Childhood Education	191	96.9	501	97	419.3	97.5	137	97.1
Teacher Training in Education in Music	136	69.1	431	72.2	330.9	72.4	84	72.6
Teacher Training in Primary Education	162	89.5	506	87.7	409.9	88.3	127	91.3
Teacher Training in Foreign Language Learning	161	83.2	482	84.4	371.8	83.5	80	87.5
Faculty of Geography and History	874	58.2	3,521	58	2,356.40	56.6	439	59
Social and Cultural Anthropology	156	75.6	550	72.5	244.6	73.1	109	74.3
Archaeology (US)	-	-	3	100	0.8	100	2	100
Geography	92	33.7	357	33.1	260	35.1	49	32.7
History	377	43.8	1,619	44.5	1,170	42.9	187	47.6
History of Art	249	78.3	992	88.9	680.6	82.4	89	78.7
Geography and History (OC)	-	-	-	-	-	-	3	33.3
Faculty of Geology	97	38.1	555	41.1	410.2	44	61	50.8
Geological Engineering	42	40.5	201	34.8	142.7	-	-	-
Geology	55	36.4	354	44.6	267.5	44	61	50.8
University School of Nursing	488	83.6	1,617	81.9	1,306.30	82.5	353	82.7
Nursing	416	85.6	1,382	83.7	1,126.10	84	315	83.5
Podiatry	72	72.2	235	71.1	180.2	73	38	76.3
Faculty of Mathematics	181	22.1	742	28.4	496.8	29.4	83	41
Computer Systems Engineering	90	6.7	349	10.6	221.9	9.7	42	19
Mathematics	91	37.4	393	44.3	274.9	45.4	41	63.4
Faculty of Medicine	248	70.2	1,495	72.2	1,373.50	73	185	70.8
Medicine	248	70.2	1,495	72.2	1,373.50	73	185	70.8
Faculty of Dentistry	118	74.6	625	75.4	554.9	75	83	78.3
Dentistry	118	74.6	625	75.4	554.9	75	83	78.3
Faculty of Education	828	86	2,867	86.2	2,200.00	86.7	582	88.1
Social Education	183	83.6	620	83.1	482.3	83.8	145	85.5
Training in Organizations (US)	-	-	17	76.5	6	80.8	1	100
Education	268	84.7	1,087	87.3	858.1	87.9	198	89.4
Social Education (US)	-	-	24	79.2	5.7	84.3	5	60
Educational Psychology	116	88.8	230	90.9	161.2	91	55	96.4
Social Work	261	87.7	889	86.1	686.8	86.3	178	87.1
Faculty of Psychology	604	79.5	2,614	80.7	2,043.90	81.4	384	84.4
Psychology	604	79.5	2,614	80.7	2,043.90	81.4	384	84.4
Faculty of Chemistry	328	54.6	1,715	55	1,115.00	57	213	59.6
Materials Engineering	11	45.5	101	32.7	52.4	-	-	-
Chemical Engineering	65	38.5	368	39.4	224	39.3	33	45.5
Chemistry	252	59.1	1,246	61.5	838.6	61.7	180	62.2

STUDENTS IN UNIVERSITY MASTER'S DEGREE COURSES				
<i>* Interuniversity</i>	<i>** Interuniversity coordinated by the UB</i>			
	New students	% women	Total	% women
Total UB	2,597	63.5	3,905	64.7
Fine Arts	129	66.7	204	68.1
Visuals Arts and Education: A Constructionist Approach*	26	73.1	34	73.5
Conservation and Restoration Project Management: Collections and Heritage Ensembles	20	95	20	95
Urban Design: Art, City and Society	35	65.7	65	67.7
Artistic Production and Research	37	62.2	68	67.6
Typography: Discipline and Uses	11	18.2	17	29.4
Library and Information Science	34	70.6	58	67.2
Management of Digital Contents**	34	70	58	67.2
Biology	326	64.7	415	63.9
Aquaculture**	15	33.3	17	29.4
Biodiversity	56	50	67	50.7
Development Biology and Genetics	40	62.5	42	61.9
Human Biology**	15	53.3	18	50
Marine Sciences: Oceanography and Marine Environmental Management**	53	75.5	60	73.3
Fundamental and Applied Ecology**	14	50	18	44.4
Environmental Management and Restoration	27	55.6	27	55.6
Immunology**	29	69	34	70.6
Advanced Microbiology**	32	75	35	77.1
Neurosciences*	45	86.7	97	75.3
Law	76	61.8	128	56.3
Water: Interdisciplinary Analysis and Sustainable Management	12	75	31	61.3
Criminology and Sociology of Criminal Law	23	60.9	33	51.5
Business Law	24	50	37	43.2
Advanced Public Management	17	70.6	27	74.1
Economics and Business	179	55.3	280	60
Creation and Management of New Technology-Based Firms	8	50	8	50
Sport Business Management	12	50	12	50
Economics	15	46.7	24	37.5
Fisheries Economics and Management	19	42.1	19	42.1
Cultural Management	33	72.7	83	77.1
Internationalization	27	74.1	47	74.5
Economic History**	11	27.3	11	27.3
Research in Business, Finance and Insurance	38	47.4	48	45.8
Sociological Research	16	56.3	28	60.7
Pharmacy	204	78.4	280	80
Molecular Biotechnology	46	63	62	62.9
Food Research, Development and Innovation	16	75	34	88.2
Pharmaceutical Care	35	88.6	43	79.1
Nutrition and Metabolism*	26	92.3	57	96.5
Drug Research, Development and Control	35	80	38	78.9
Food Safety**	46	78.3	46	78.3
Philology	198	77.3	309	79
Construction and Representation of Cultural Identities	38	63.2	63	68.3
Medieval Cultures	15	73.3	27	63
Ancient Culture and Language	17	29.4	19	31.6
Women, Gender and Citizenship**	77	97.4	117	96.6
Expert in Spanish as a Foreign Language in Professional Environments	24	75	52	80.8
Lexis and Communication	12	75	13	76.9
Applied Linguistics and Language Acquisition in Multilingual Contexts	15	73.3	18	72.2
Philosophy	110	50.9	135	49.6
Cognitive Science and Language**	30	70	39	64.1
Citizenship and Human Rights: Ethics and Politics**	33	45.5	33	45.5
Philosophy and Classical Studies	18	50	18	50.0
History of Science: Science, History and Society*	-	-	1	0
Pure and Applied Logic**	6	33.3	9	33.3
Contemporary Thought	23	39.1	35	42.9

Physics	134	29.1	236	30.5
Astrophysics, Particle Physics and Cosmology	11	9.1	22	13.6
Biophysics	15	46.7	27	51.9
Computational and Applied Physics*	7	0	12	8.3
Biomedical Engineering**	40	42.5	76	40.8
Electronic Engineering	14	7.1	18	11.1
Physical Engineering	5	40	13	23.1
Meteorology	15	40	27	44.4
Nanoscience and Nanotechnology	27	18.5	41	14.6
Teacher Training	82	63.4	152	74.3
Motor Activity and Education	14	28.6	20	45
The Deaf Community: Education and Sign Language	7	71.4	17	82.4
Teacher Training in Catalan for Adults**	10	70	23	82.6
The Training of Teachers of Spanish as a Foreign Language**	27	85.2	58	86.2
Research in Language and Literary Teaching	13	69.2	21	76.2
Research in Education in Sciences, Mathematics, Social Science and Heritage Studies	11	36.4	13	38.5
Geography and History	282	62.1	503	64
Anthropology and Ethnography	23	69.6	50	78
Archaeology	27	66.7	46	58.7
Advanced Studies in Art History	53	81.1	70	81.4
History Studies	41	36.6	70	42.9
Latin American Studies**	24	58.3	24	58.3
Management of Cultural Heritage	42	78.6	95	82.1
The History and Culture of Food**	6	50	17	76.5
Spatial Planning and Environmental Management	66	50	131	48.9
Geology	33	33.3	37	40.5
Geophysics**	11	27.3	13	38.5
Geology**	22	36.4	24	41.7
Nursing	47	83	79	86.1
Leadership and Management in Nursing	47	83	79	86.1
Mathematics	10	30	18	27.8
Advanced and Professional Mathematics	10	30	18	27.8
Medicine	266	63.9	334	62.6
Critical and Emergency Care**	71	71.8	108	65.7
Biomedicine	70	71.4	84	71.4
Research in Clinical Sciences	87	52.9	87	52.9
Respiratory Medicine**	20	70	37	62.2
Research in Liver Diseases	18	50	18	50
Dentistry	15	66.7	15	66.7
Research in Dental Science	15	66.7	15	66.7
Education	108	71.3	159	73
Citizenship and Values Education	24	79.2	34	76.5
Teaching and Learning in Digital Environments	16	56.3	23	65.2
Social and Educational Action	35	80	52	78.8
Research in Teaching, Teacher Training and Educational Assessment	33	63.6	50	68
Psychology	160	80	304	78.3
Psychosocial Intervention**	30	83.3	76	73.7
Primatology	17	76.5	26	65.4
Psychogerontology**	12	91.7	12	91.7
Clinical Health Psychology	41	78	77	81.8
Education Psychology**	35	82.9	72	86.1
Psychology of Work, Organizations and Human Resources	12	75	12	75
Psychology of Work, Organizations and Human Resources*	13	69.2	29	69
Chemistry	101	55.4	142	56.3
Environmental Engineering	18	66.7	19	68.4
Advanced Chemistry	83	53	123	54.5
Total for UB-affiliated centres	103	52.4	117	63
National Institute of Physical Education of Catalonia (INEFC)				
Physical Activity and Sport	26	26.9	32	37.5
CETT University School of Hotel Management and Tourism				
Hotel and Restaurant Management	42	52.4	48	50
Business Management and Strategy in Tourism	35	71.4	37	70.3

POSTGRADUATE AND DOCTORAL STUDENTS BY FACULTY OR SCHOOL

Faculty or school	Doctorate			Postgraduate courses			% women
	Thesis Tutorials	Two-year period 2008-2010	% women	Postgraduate degree courses	Master's Degree Courses	University extension courses	
Fine Arts	109	79	58.5	65	97	-	85.8
Library and Information Science	24	-	75	19	-	379	81.9
Biology	376	54	60.9	36	109	168	49.8
Law	91	138	46.3	295	169	147	55
Economics and Business	173	8	33.7	157	502	38	57
Pharmacy	351	27	67.5	32	72	-	79.8
Philology	116	47	62.6	93	29	158	77.5
Philosophy	127	17	43.1	21	26	-	68.1
Physics	152	-	28.9	-	-	-	-
Teacher Training	59	-	74.6	19	-	28	68.1
Geography and History	313	14	59.9	-	158	23	72.4
Geology	76	-	50	25	30	28	69.9
Nursing	24	-	87.5	288	524	110	83.3
Mathematics	42	-	21.4	-	-	-	-
Medicine	277	157	61.8	221	631	35	71
Dentistry	30	81	60.4	26	124	-	66.7
Education	133	19	61.8	65	85	-	84
Psychology	87	23	72.7	167	264	43	78.5
Chemistry	174	21	55.9	-	24	33	29.8
Institute for Education Sciences (ICE)	-	-	-	60	-	-	86.7
Institute for Lifelong Learning (IL3-UB)	-	-	-	2,441	1,768	210	78.7
Total	2,734	685	56.9	4,030	4,612	1,400	74.2

Summary of Teaching at the Institute for Lifelong Learning (IL3-UB)

Open courses		Corporate training	
Mode of delivery	Students	Mode of delivery	Students
Face-to-face	2,434	Face-to-face	2,227
Blended	473	Blended	878
Distance	18,241	Distance	6,739
Total	21,148	Total	9,844

Other course offerings

Affiliated centres

First and second cycle undergraduate degree courses in UB-affiliated centres
National Institute of Physical Education of Catalonia (INEFC)
Undergraduate Degree in Physical Activities Sciences and Sport
Sant Joan de Déu University School of Nursing
Undergraduate Diploma in Nursing
CETT University School of Hotel Management and Tourism
Undergraduate Diploma in Tourism
School of Public Relations (ESRP)
Undergraduate Degree in Advertising and Public Relations
School of Cinema and Audiovisual Studies of Catalonia (ESCAC)
Undergraduate Degree (Graduat superior) in Cinema and Audiovisual Studies

STUDENTS AND GRADUATES IN UB-AFFILIATED CENTRES								
UB-affiliated centre	Students						Graduates	
	Total	% women	New students	% women	Fill-time students	% women	2008-2009	% women
Total	3,399	60.5	849	60	2,572	56.1	641	68.4
Physical Activity and Sport Sciences (National Institute of Physical Education of Catalonia [INEFC])	896	31.5	206	27.7	742	31.9	80	30
Nursing (Sant Joan de Déu University School of Nursing)	464	87.1	180	87.2	263	87.4	114	87.7
Tourism (CETT University School of Hotel Management and Tourism)	927	72.4	225	71.1	602	71.4	126	77.8
Publicity and Public Relations (School of Public Relations [ESRP])	554	77.3	146	71.2	449	77.5	132	75.8
Cinema and Audiovisual Media (School of Cinema and Audiovisual Studies of Catalonia [ESCAC]) (UB-endorsed)	355	29	92	33.7	346	29.8	42	38.1
UB-integrated from academic year 2007-2008*	Total	% women	New students	% women	Full-time students	% women	2008-2009	% women
Nursing (Santa Madrona University School of Nursing)	80	83.8	-	-	65	84.4	91	90.1
Human Nutrition and Dietetics (Centre for Studies in Nutrition and Dietetics [CESNID])	123	82.9	-	-	105	89.1	56	94.6

STUDENTS IN UNIVERSITY MASTER'S DEGREE COURSES				
	New students	% women	Total	% women
Total for UB-affiliated centres	103	52.4	117	53
National Institute of Physical Education of Catalonia				
Physical Activity and Sport	26	26.9	32	37.5
CETT University School of Hotel Management and Tourism				
Hotel and Restaurant Management	42	52.4	48	50
Business Management and Strategy in Tourism	35	71.4	37	70.3

School of Modern Languages

Founded in 1953, the School of Modern Languages (EIM) offers quality foreign language instruction to the university community and to public and private institutions. Instruction is available in two types of course: ordinary courses ranging from beginner to advanced level, and special introductory, refresher or speaking skill-based courses, examination preparation courses and EAP language skills courses for specific university disciplines.

This year, the 16 languages on offer attracted 4,297 students. A team of over 64 teachers gave instruction in: German, Amazic (Berber), English, Arabic, Danish, Finnish, French, Greek, Italian, Japanese, Dutch, Norwegian, Portuguese, Russian, Swedish and Chinese.

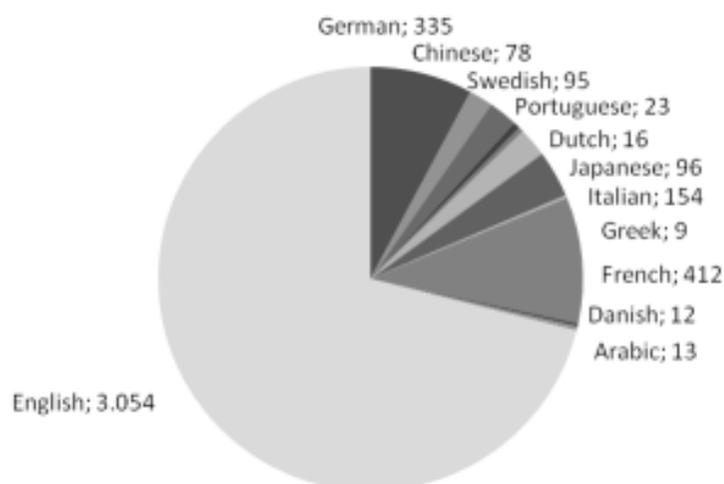
In addition, a total of 3,844 level tests were carried out. In conjunction with the External Language Service (SEI), a program of 86 courses provided foreign language instruction to 925 students over a total of 4,732 hours.

Institute of Hispanic Studies

For over sixty years, the Institute of Hispanic Studies has been providing education in Spanish language and culture to visiting students. The institute organizes and delivers Spanish courses to students taking part in the Erasmus program or other bilateral agreements, and runs exams for the Diploma in Spanish as a Foreign Language (DELE) that is offered by the Cervantes Institute. The Institute also designs, organizes and teaches courses for groups with special needs or requirements.

During the academic year 2008-2009, 2,516 students enrolled in the Institute's courses. Of these, 423 were Erasmus participants and 815 took part in the 57th edition of the Course in Hispanic Studies, Language and Culture for Non-Spanish Speakers. A total of 15 intensive language courses attracted 454 students. Other courses on offer included Business Spanish, Conversational Spanish, Written Spanish and Spoken Spanish for Everyday Situations. Lastly, 306 candidates enrolled in DELE preparation courses.

Students at the School of Modern Languages 2008-2009



Language Services

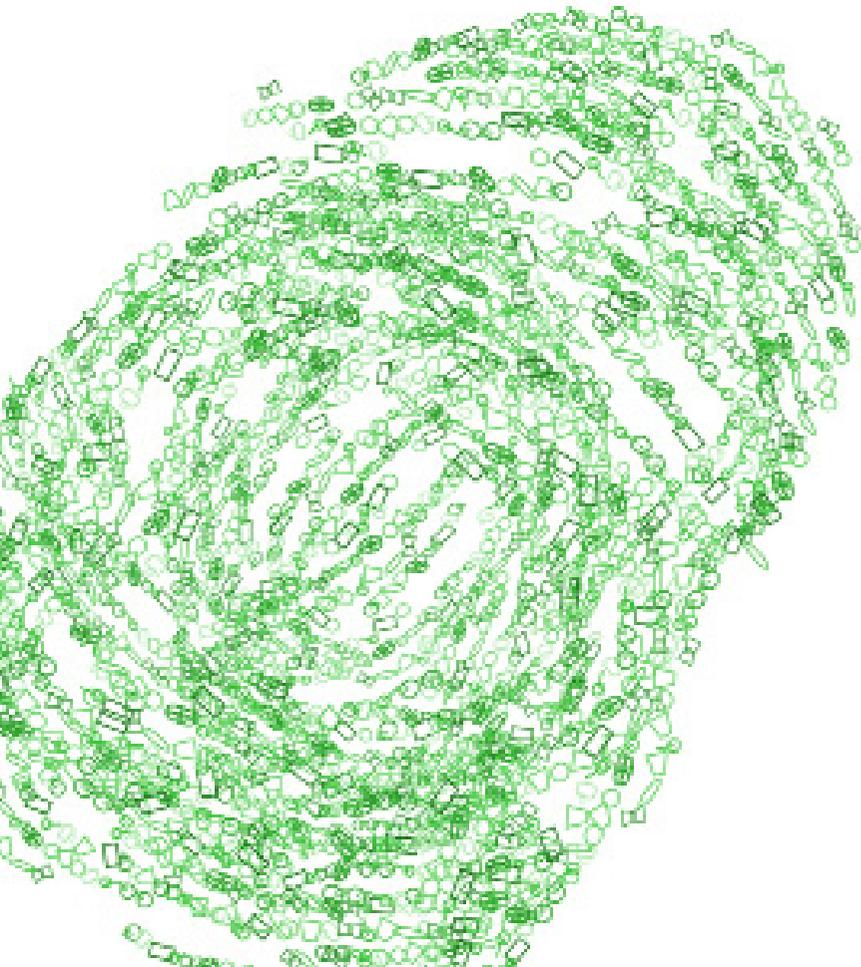
Catalan language learning was provided by the Language Services (SL) in annual, weekly and intensive summer courses for the A1, A2, B1, B2, C1 and C2 levels of the Common European Framework of Reference for Languages. These levels are awarded official certificates by the Catalan Government and free elective credits. In addition, the SL provided language training for TRS to obtain the Certificate of Proficiency in Catalan, which is equivalent to a level C certificate from the Catalan Government. It also ran specific courses for AdSS and Catalan tests. In the academic year 2008-2009, a total of 186 courses were provided with a total of 3,032 students.

Summer courses

SUMMER COURSES		
Els Juliors		
Arts and humanities	15. Energy and Sustainability	29. Alternative Medical and Therapeutic Treatments
1. Six Thousand Years of Bartering	16. Food: Future Prospects	30. Medicines: Science at the Service of Society
2. Barcelona: Visions of Design	17. Current Applications of Meteorology	Society and politics
3. Catalonia: the Extraordinary Summer of '36	18. Life in the Cosmic Ocean	31. Cocoa and Chocolate: A Multidisciplinary Approach
4. Cinema and Human Rights	19. A Hidden Treasure: Groundwater Management	32. The Challenge of the New Journalism: the Example of the Classics
5. What We Speak About When We Speak About Death	Personal resources and development	33. The Experience of Time and Rhythms of Life
6. Wine: Senses and Landscape	20. Oral Communication Strategies	34. Popular Feast Days and Cultural Management
7. Medieval Icons and Iconography	21. Writing and Critical Thought	35. Immigration and the Local World: beyond Social Relocation and Inclusion
8. Music and Identity: an Approach to the Essence of Flamenco	22. Innovation in the Kitchen: Products, Techniques and Utensils	36. South East Asia: the Asian Angle
9. Music and Literature : Interconnection and Complicity	23. Improving Your Wellbeing	37. Digital Publishing: Plans and Realities in Business
10. Robert Capa and the Civil War: Art, Image and Memory	24. E-Business	38. Globalization after the Crisis
11. Dictatorship and Repression in Spain, Argentina and Chile	25. Internet Safety: How to Be Protected	39. Citizen Participation: Learning Processes and Social Transformation
Science, nature and the environment	Health sciences	40. Community, Citizen and Intercultural Mediation
12. Science in the Cinema	26. Alternatives to Common Childhood Disorders	41. Animal Protection: a Multidisciplinary Approach
13. Science, Technique and Industrial Heritage: Museum Creation and Conservation	27. Diabetes: the Search for Remedies	42. A Multilingual School for the Twenty-First Century
14. IT Tools for Teaching Mathematics	28. Smoking: an Individual Problem or a Social Dilemma?	43. Wine, Heritage and Spatial Development
Els Juliors Linguae (summer courses for students from outside of Catalonia)		
1. Mother Cells: from the Cell to the Laboratory	2. Social Networking: Do We Control Internet Privacy?	
Els Juliors Sènior (summer courses for senior citizens)		
1. Science and the Senses		
Women's Summer University of Cornellà		
1. Women and Health	2. The Fight against Gender Violence and Sexism	3. Unsung Heroes: the Woman Artist and the Artist as a Women
4. Time, Labour and Sustainability		
Illa del Rei International University of Minorca (UIMIR)		
1. The Chemistry on our Plates	5. Music and the Senses: Five Routes through a World of Sound	9. Workshop on Chocolate
2. The Horse in Minorca	6. Seafood Cooking: Shellfish, Algae and Fish	10. Paganism, Judaism and Christianity: Textual and Archaeological Sources
3. Drugs in the Twenty-First Century	7. Why Do We Appreciate Art?	11. Social responsibility: a Model for Sustainable Development
4. The Family Business in Times of Economic Instability	8. The Emotions and Health	

5. RESEARCH³

The Strategic Research Plan
UB-specific research institutes and centres
Research groups
Barcelona Science Park
Scientific and Technical Services
Bosch i Gimpera Foundation
Third-cycle studies





Income from UB research activity received in calls for applications – 2008

	Projects	Amount
Projects and special activity	383	32,738,755
Infrastructure	49	1,548,630
Funding	-	10,206,281
TOTAL	432	44,493,667



The University of Barcelona is the leading research university in Spain, according to international rankings such as the Academic Ranking of World Universities – known as the “Shanghai Ranking” – and the World University Rankings published by the Times Higher Education & QS Quacquarelli Symonds. The main source of the UB’s strength lies in its over 5,000 researchers and grantholders who, in collaboration with external members, take part in projects and other related activities of consolidated groups, project-specific groups and emerging groups that have been recognized by the Catalan government.

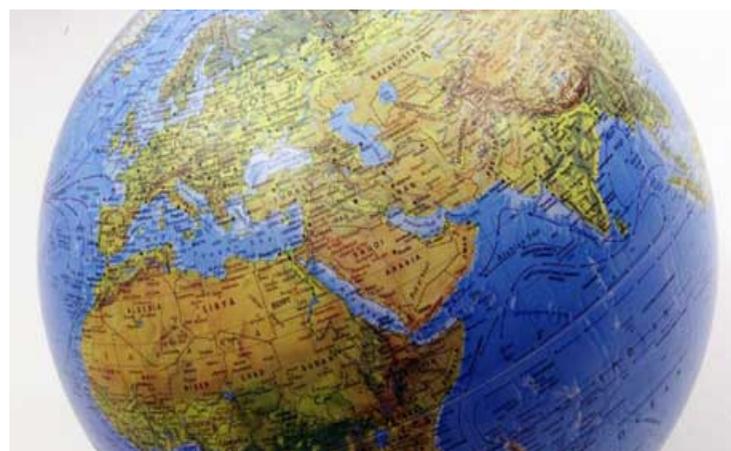
The Strategic Research Plan

Under this plan, the UB has created new research institutions and centres to strengthen interdisciplinary efforts and coordinate the research of groups whose work is related.

At present, the University has 11 research institutes, 2 university institutes, 11 research centres, 9 observatories and 3 documentation centres. In addition, the UB participates with other institutions in 13 centres and institutes and in 2 interuniversity institutes.

The UB invites applications for special funding of research projects in the social and human sciences that are not ready to compete for general funding. The UB also supports the initial work in projects that have received a positive scientific assessment, but have failed to win competitive funding.

With respect to the scientific output of UB researchers, the international databases of the Institute for Scientific Information recorded 3,323 collaborative publications. Of these, 2,888 figured in the Science Citation Index Expanded (SCI), 375 in the Social Sciences Citation Index (SSCI) and 60 in the Arts & Humanities Citation Index (A&HCI).

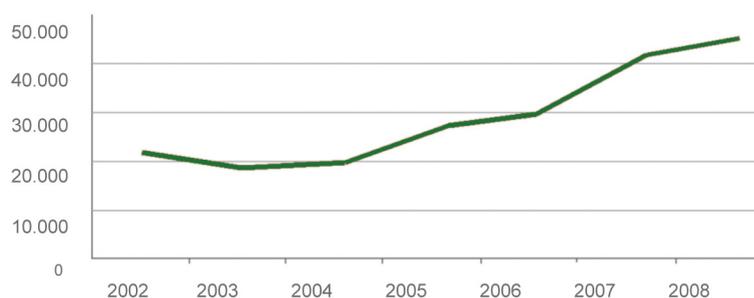


In 2008, the income received by UB departments in competitive calls for research funding totalled 44,493,667 euros, which was distributed among 432 projects.

The total number of agreements reached 553, while the income from research related agreements, which numbered 177, stood at 11,259,815.29 euros.

³ http://www.ub.edu/web/ub/ca/reerca_innovacio/reerca_innovacio.html

Changes in income from research activities (thousands of euros)



Income from research and technology transfer (thousands of euros)

	2007	2008
Total	76,643	90,258
Research projects*	31,484	52,882
Research projects-FBG contracts	14,729	13,663
Infrastructure	2,164	1,549
Other funding	18,047	10,206
UB agreements	8,267	10,142
FBG agreements	1,952	1,816
<i>*Includes the University of Barcelona, the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), the Bellvitge Institute for Biomedical Research (IDIBELL), the Institute for Bioengineering of Catalonia (IBEC), the Institute for Research in Biomedicine (IRB) and the Barcelona Science Park (PCB).</i>		
Doctoral theses defended	509	536
Scientific publications*	3,139	3,323

**Data provided by the Institute for Scientific Information.*

Research activity	2008
Lecturers and professors participating in R&D (%)	54.3
Research grantholders	972
Consolidated research groups (Generalitat)	229
Active research projects	639
Patent applications	31
UB-specific institutes and research centres	24
Participating institutes and research centres	13
Interuniversity institutes	2
Research centres	15
Documentation centres	3
Observatories	9
Barcelona Science Park	
Built area (m ²)	46,000
Companies in the PCB	50
Research groups in the PCB	80
Scientific and Technical Services	
Internal users (principal researchers)	475
External income (thousands of euros)	2,200
Value of scientific equipment (thousands of euros)	37,200

The objective of the UB's administrative unit International Research Projects (OPIR) is to manage research projects financed by the European Commission. Tasks include disseminating information, supporting the development of proposals (forms and budgets) and financial management (budgetary control, payment of costs, writing financial reports, etc.).

In academic year 2008-2009 (1 September 2008 to 31 August 2009), the UB signed contracts for 27 projects under the European Commission's Seventh Framework Program. The total funding amounted to 8,780,354.66 euros.

Seventh Framework Program projects signed by the European Commission between 01/09/2008 and 31/08/2009	
Program	Awarded to the UB
7CAINF - CAPACITIES. RESEARCH INFRASTRUCTURES. 7th Framework Program Research Infrastructures	73,000.00
7CAINF - CAPACITIES. RESEARCH INFRASTRUCTURES. 7th Framework Program Research Infrastructures	20,330.00
7CAINF - CAPACITIES. RESEARCH INFRASTRUCTURES. 7th Framework Program Research Infrastructures	99,709.00
7CASME - CAPACITIES. SME. 7th Framework Program. Research for the benefit of SMEs	241,161.60
7CASME - CAPACITIES. SME. 7th Framework Program. Research for the benefit of SMEs	412,800.00
7COENV - COOPERATION. ENVIRONMENT. 7th Framework Program. Environment, including Climate Change	420,203.00
7COENV - COOPERATION. ENVIRONMENT. 7th Framework Program. Environment, including Climate Change	144,550.00
7COHEA - COOPERATION. HEALTH. 7th Framework Program. Health	293,798.00
7COKBB - COOPERATION. KBBE. 7th Framework Program. Food, Agriculture and Fisheries and Biotechnology	299,947.00
7COKBB - COOPERATION. KBBE. 7th Framework Program. Food, Agriculture and Fisheries and Biotechnology	633,921.00
7COKBB - COOPERATION. KBBE. 7th Framework Program. Food, Agriculture and Fisheries and Biotechnology	603,848.00
7COSES - COOPERATION. SECURITY. 7th Framework Program. Security	174,440.00
7COSSH - COOPERATION. SSH. 7th Framework Program. Socioeconomic Sciences and the Humanities	259,280.00
7IDEAS - IDEAS. 7th Framework Program. ERC IDEAS Programme	2,409,768.00
7IDEAS - IDEAS. 7th Framework Program. ERC IDEAS Programme	1,211,275.00
7IDEAS - IDEAS. 7th Framework Program. ERC IDEAS Programme	63,829.00
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	33,750.00
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	45,000.00
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	90,100.00
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	219,298.04
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	226,282.47
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	100,000.00
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	218,164.02
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	152,401.03
7PEOPL - PEOPLE. 7th Framework Program. PEOPLE Programme - Marie Curie Actions	218,164.02
7ADG - ADG. 7th Framework Program. Other Directorates General	23,535.48
7ADG - ADG. 7th Framework Program. Other Directorates General	91,800.00
TOTAL	8,780,354.66

In addition, the UB took an active role in European thematic networks and in consortia with other universities, such as Eurolife. Eurolife is a network that brings together seven prestigious European universities in the life sciences. This year, the UB marked the celebration of Eurolife's tenth anniversary with working sessions and talks by leading researchers. Both researchers and students were invited to attend.

UB-specific research institutes and centres

- Institute of Biomedicine (IBUB)
- Institute of Cosmos Sciences (ICCUB)
- Institute of Public Law (IDP)
- Institute of Mathematics (IMUB)
- Institute of Nanoscience and Nanotechnology (IN2UB)
- Institute of Theoretical and Computational Chemistry (IQTCUB)
- Water Research Institute
- Institute for Research on Biodiversity (IRBio)
- Institute for Research on the Brain, Cognition and Behaviour (IR3C)
- Institute for Research on Medieval Cultures (IRCUM)
- Institute for Research on Applied Regional and Public Economies (IREA)
- Institute for Research on Nutrition and Food Safety (INSA-UB)
- Geomodels Research Institute
- Institute of Ancient Middle East Studies (IPOA)
- Centre for Mountain Research (CRAM)
- Centre for Research on Biodiversity in Terrestrial Mammals (CRBMT)
- Centre for Research on Drug Development (CRDM)
- Centre for Research on Welfare Economics (CREB)
- Centre for Research on Citizenship and Civil Society (CISC)
- Centre for Research on Fiscal Federalism and Regional Economics (CRFFER)
- Polis Centre for Research on Environmental Intervention: Art and Society (CR POLIS)
- Centre for Primate Research



Institut de Ciències del Cosmos

IMUB Institut de Matemàtica



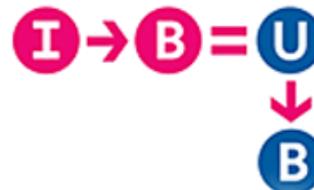
IRCUM



UNIVERSITAT DE BARCELONA



IBUB
Institut de Biomedicina
de la Universitat de Barcelona



- Centre for Research on Theories and Practices for Overcoming Inequalities (CREA)
- Duoda Centre for Research on Women

Research groups

In accordance with the fourth research and innovation plan for Catalonia (2005-2008), UB research groups include 229 consolidated research groups, 14 emerging groups and 10 project-specific groups, in addition to 20 groups managed by the August Pi i Sunyer Biomedical Research Institute (IDIBAPS) and 2 by the Bellvitge Institute for Biomedical Research (IDIBELL). As part of the National Pact for Research and Innovation (PNRI) and the new research and innovation plan, the competition for financial assistance in 2009 attracted 263 applications from consolidated research groups, 38 applications from emerging research groups and 19 from project-specific groups.

GOVERNMENT CONSOLIDATED, SPECIAL INTEREST AND EMERGING RESEARCH GROUPS

<p>Faculty of Fine Arts</p> <ol style="list-style-type: none"> 1. Art, City and Society 2. Barcelona, Research, Art and Creation 3. Painting, Drawing and Engraving Contrasted with New Procedures and Materials 4. Binary Prospecction 	<p>Faculty of Philology</p> <ol style="list-style-type: none"> 1. Aula Carles Riba 2. Centre for Language and Computation (CLIC) 3. Traumatic Experience and Literary Identity 4. History and Contact between Languages (GHCL) 5. Graecia Capta: Greek Literature and Culture within the Roman Empire 6. Women's Creation and Thought (CIPD) 7. Experimental Phonetics (GREFE) 8. Variation 9. Culture and Literature in the Late Middle Ages 10. Ancient Oriental Languages (Assyriology, Semitic and Indo-Iranian Studies) 11. Translation and Multicultural Studies 12. Language Acquisition 13. Sociolinguistics, Pragmatics and Communication 14. Millàs Vallicrosa Group for the History of Arab Science 15. Comparative Italian Linguistics and Literature 16. Literature and Representation during the Middle Ages (LIREM) 17. Catalan Literature: Repertoire, Ecdotics and Poetics 18. Research Laboratory for the Treatment of Roman Epigraphic Texts and Ancient Texts (LITTERA) 19. TRELIT 20. Troubadours in the Iberian Peninsula 21. Biographical Studies Unit (EEB) 	<p>Faculty of Mathematics</p> <ol style="list-style-type: none"> 1. Algebraic Geometry 2. Real and Functional Analysis 3. Dynamical Systems 4. Function Theory (Universitat Autònoma de Barcelona- University of Barcelona) 5. Stochastic Processes 6. Number Theory 7. Artificial Intelligence Visualization-Magnification (WAI)
<p>Faculty of Biology</p> <ol style="list-style-type: none"> 1. Cell and Molecular Bases in Neurodegeneration and Neurorepair 2. Human Population Biology 3. Vertebrate Biology 4. Ecology and Evolutionary Biology in Tetrapods. Applications in Conservation 5. Biology and Parasitology of Terrestrial Mammals 6. Molecular Biology and Biotechnology of Isoprenoids 7. Biochemistry of Stress 8. Mediterranean Crop Ecophysiology 9. Ecogenetics and Microbial Diversity 10. Evolutionary Ecology, Behaviour and Biodiversity Conservation 11. Cell Engineering and Gene Therapy 12. Evolution and Development (Evo-Devo) 13. Freshwater Ecology and Management (FEM) 14. Molecular Genetics and Biology in Proteins, Mitochondrial and Associated Pathologies 15. Molecular Genetics 1 16. Molecular Evolutionary Genetics 17. Human Molecular Genetics 18. Zoological Systematics And Evolution 19. Biodegradation of Xenobiotics and Natural Products: Basic Principles and Applications to Clean Technologies 20. Phage Biology and Microphages. Regulation of Gene Expression 21. Developmental Biology and Genetics 22. Biochemistry and Molecular Biology in Cancer 23. Virulence Factors in Bacteria in Molecular Genetics and in Biology 24. Geobotanics and Plant Cartography 25. Multivariate and Computational Modelling and Statistics 26. Cryptogram Research 27. Large Marine Vertebrates 	<ol style="list-style-type: none"> 10. Ancient Oriental Languages (Assyriology, Semitic and Indo-Iranian Studies) 11. Translation and Multicultural Studies 12. Language Acquisition 13. Sociolinguistics, Pragmatics and Communication 14. Millàs Vallicrosa Group for the History of Arab Science 15. Comparative Italian Linguistics and Literature 16. Literature and Representation during the Middle Ages (LIREM) 17. Catalan Literature: Repertoire, Ecdotics and Poetics 18. Research Laboratory for the Treatment of Roman Epigraphic Texts and Ancient Texts (LITTERA) 19. TRELIT 20. Troubadours in the Iberian Peninsula 21. Biographical Studies Unit (EEB) 	<p>Faculty of Medicine</p> <ol style="list-style-type: none"> 1. Endocytosis, Traffic and Signalling 2. Physiopathology of Neurodegenerative Diseases 3. Cell and Molecular Neurobiology 4. Factors of Growth, Hormones and Metabolism 5. Infection Pathology and Antibiotic Sensibility 6. Immunoreceptors 7. Laboratory for Neurophysiology and Biomembranes 8. Metabolism and Molecular Pathology 9. Neuropsychology 10. Cell Proliferation 11. Intracellular Traffic, Dynamics of the Cytoskeleton and Cellular Adhesion
<ol style="list-style-type: none"> 28. Benthonic Biology and Ecology 29. Molecular Principles of Diseases associated with Membrane Transporters 30. Evolution of Hominids and Other Primates 31. Plant and Soil Mechanisms: Application to Production, Plant Health, Forest Fires, Restoration of Degraded Ecosystems and Global Change 32. Resistance Mechanisms in Mediterranean Plants in the Drought: Function of Oxygen-Reactive Species, Antioxidants and Hormones 	<p>Faculty of Philosophy</p> <ol style="list-style-type: none"> 1. Crisis in Practical Reason 2. Ethics in Science and Technology (ECT) 3. Logic 4. Non-Classical Logics 5. Hermeneutics and Platonism 6. Logic, Language and Cognition (LOGOS) <p>Faculty of Physics</p> <ol style="list-style-type: none"> 1. Laboratory for Biomolecular Physics and Small Systems (BIOSMALL) 2. Thin Films and Surface Engineering 3. Engineering and Electronic Materials (EME) 4. Statistical Physics 5. Physics and Engineering of Amorphous Materials and Nanostructures (FEMAN) 6. Non-Linear Physics 7. Gravitation 8. Meteorology 	<p>Faculty of Dentistry</p> <ol style="list-style-type: none"> 1. Apoptosis and Cancer <p>Faculty of Education</p> <ol style="list-style-type: none"> 1. Virtual Teaching and Learning 2. Training, Innovation and New Technologies (FINT) 3. Teacher Training and Innovation in Education (FODIP) 4. Moral Education (GREMA) 5. Adaptive Behaviour and Interaction 6. Intercultural Education (GREDI) 7. Cognitive Neuroscience 8. Social, Environmental and Organizational Psychology 9. Learning Environments and Materials 10. Socio-Educational Intervention in Childhood and Youth 11. Language and Augmentative and Alternative Communication (LEICA) 12. Cognitive Neurodynamics and Mental Disorder (NECOM) <p>Faculty of Psychology</p> <ol style="list-style-type: none"> 1. Learning and Cognition: a Comparative Approach 2. Invariance in Instruments for the Measurement and Analysis of Change

- 33. Health-Related Water Microbiology
- 34. Neural Development and Regeneration in Developmental Neurobiology
- 35. Molecular Neurobiology

36. Nitrogen-Obesity

37. Free Radicals in Biology and Medicine

38. Regulation and Optimization of Fish Breeding for Aquaculture

39. Transport System Regulation (TSR)

40. Transport and Storage in Transport of Drugs

41. Enteric Viruses

Faculty of Library and Information Science

1. Digital Culture and Contents: Documental, Political and Economic Aspects

2. Metric Studies on the Value and Use of Information (i-VIU)

Faculty of Economics and Business

1. Quantitative Regional Analysis (AQR)

2. Centre for Economic Analysis and for Social Policy (CAEPS)

3. Power and Privilege Studies

4. Gender, Cultural Identity and Education (GIE)

5. Fiscal Federalism and Regional Economy

6. Territory, Population and Citizenship

7. Welfare Economy: Theory and Applications

8. Industrial and Business History

9. Finance Risk and Insurance

Faculty of Law

1. Area for Private International Law

2. Area for Public International Law and International Relations

3. Bioethics, Law and Society

4. Constitutional Law, Civil Law and Catalan Law

5. Philosophy in Law, and Moral and Political Philosophy

6. Private Law, Consumer Rights and New Technologies (GREDINT)

7. Administrative Law

8. Corporative Governance in Business

9. Catalan Civil Law (Universitat Autònoma de Barcelona- University of Barcelona)

10. European Constitutional Studies

11. Interdisciplinary Group on Educational Policy (GIPE)

12. Observatory on the Penal System and Human Rights (OSPDH)

9. High Energy Experimental Physics

10. Physics and Computation in Complex Systems

11. Theoretical Nuclear Physics and Multiple Particle Interaction

12. High Energy Theoretical Physics

13. Magnetism

14. Astronomy and Astrophysics

15. Physical Optics

16. Solar Energy

17. Quantum Information

18. Laboratory for Mathematical Physics

19. Materials: Transitions in Phase, Magnetic Property and Transport

20. Instrumentation and Communication Systems: Micro@nanosistemas Sensors, Bioelectronics and Integrated Circuits (SIC)

Faculty of Teacher Training

1. Development, Education and Learning in the Deaf and Users of Catalan Sign Language (APRELS)

2. Teaching and Learning of History, Geography and Other Social Sciences (DHIGECES)

3. Teaching and Learning of Heritage, New Technologies and Comprehensive Museography (DIPPATRI)

4. Receptive Training and Skills Analysis (FRAC)

5. Inequality and Cultural Groups

6. Study of Language Repertoire (GRERLI)

7. Plurilingualism in Schoolgoers and Plural Language Learning

8. Poetry and Education (POCIÓ)

Faculty of Geology

1. Crystallography

2. Economic and Environmental Geology and Hydrology

3. Sedimentary Geology

4. Fluid Geochemistry

5. Geodynamics and Basin Analysis

6. Marine Geoscience

7. Applied Mineralogy and Environment

8. Fundamental and Applied Petrology and Geochemistry (PEGEFA)

9. Mineral Resources: Deposits, Applications and Sustainability

Faculty of Geography and History

1. Territorial Analysis and Regional Development (ANTERRIT)

2. Analysis and Research on Painting and Iconography from Late Antiquity and the Early Middle Ages (Ars Picta)

3. Art, Architecture and Digital Society

3. Technology and Multimedia and Digital Application of Observational Designs (GRID)

4. Cognitive Neuroscience

5. Cognitive Neuroscience

6. Social, Environmental and Organizational Psychology

7. Development, Interaction and Communication in Educational Contexts

8. Language and Augmentative and Alternative Communication (LEICA)

9. Cognitive Neurodynamics and Mental Disorder (NECOM)

10. Personality: Evaluation and Prediction of Behaviour

Faculty of Chemistry

1. Bioelectrochemistry and Nanotechnologies

2. Characterization and Process in Materials Science

3. Catalysis and Applied Kinetics

4. Science and Technology in Thermal Projection

5. Chemical Reaction Dynamics

6. Design and Optimization in Processes and Materials (DIOPMA)

7. Design, Synthesis and Structure of Peptides and Proteins

8. Laboratory for Electrodeposition and Corrosion (ELECTRODEP)

9. Advanced Oxidative Process Engineering

10. Colloid Systems Engineering

11. Metabolic Engineering and Diabetes Therapy

12. Integrative Biochemistry

13. Environmental Biotechnology

14. Reaction Dynamics in the Atmosphere and Complex Systems

15. Organometallic Chemistry

16. Quantum Chemistry of Materials (GQQM)

17. Biomolecular Synthesis and Structure

18. Electronic Structure

19. Magnetic Interaction and Molecular Magnetism

20. Laboratory for Materials Electrochemistry and the Environment

21. Advanced Inorganic Materials and Catalysis

22. Quality in Determining Priority Contaminants and Evaluating their Behaviour (QÜESTRAM)

23. Analytical Chemistry of Contaminants

24. Combinatorial Chemistry for the Development of New Compounds

25. Molecular Recognition

26. Biomedical and Environmental Systems, and Experimental and Chemometric Techniques (SIBA-TEQ)

<p>Faculty of Pharmacy</p> <ol style="list-style-type: none"> Natural Antioxidants, Wines, Sparkling Wines, and Nutritional and Bromatological Characteristics of Lipids Plant Biodiversity and Biosystematics Molecular Biochemistry and Biology of Microorganisms Physiology and Experimental Nutrition Bioactive Amines and Polyamines in Food Plant Biotechnology. Phytopharmaca Production Chronobiology Development of Nitrogenated Polycyclic Systems of Biological Interest (DSPNIB) Natural Products Toxicology Neuropharmacology: Prevention in Age-Related Neuronal Death (GREN) Gene Regulation in the Oxidation of Fatty Acids and in Cytogenesis Synthesis of Natural Azapolycycles (GSAN) Synthesis of Nitrogenated Bioactive Compost Clinical Parasitology Pharmacological Modulation in the Neurotoxicity of Amphetamine Derivatives Nutrition, Metabolism and Functional Genomics in Fish Peptides and Proteins: Physicochemical Studies Nutritional Quality and Technology in Lipids Pharmaceutical Chemistry Aquatic Plant Resources Cell Signalling Anticancer and Anti-Inflammatory Therapy and Therapy for Arteriosclerosis 	<ol style="list-style-type: none"> Sixteenth- and Seventeenth-Century Catalan Art and Religion. The Effects of Counter Reform in Architecture and the Visual Arts DUODA Virtual Library (DUODA Project) Centre for the Study of Provincial Interdependence in Classical Antiquity (CEIPAC) Indigenous Cultures and Agro Americans: History, Identity and Citizenship (CINAF) The Romanic and Gothic Displaced. Extension to the Study of Export and Migration in Medieval Catalan Art (EMAC) Archaeological Science Research Team (ERAUB) History of Contemporary Art and Design (GRACMON) Medieval and Post-Medieval Archaeology (GRAMP-UB) Protohistorical Archaeology (GRAP) Late Antiquity (GRAT) Exclusion and Social Control (GRECS) Climatology Classical and Egyptian Archaeology and Protohistory History of Culture and Intellectuals African Societies Paleontological and Geoarchaeological Studies Family and Kinship Reciprocity Baroque Political History in the Mediterranean (1580-1684) Audiovisual Research Laboratory for the Identification and Recovery of Film Heritage (Laia) Medamerica Multiculturalism and Gender Observatory on Nutrition (ODELA) Landscape and Paleoenvironment in Mediterranean Mountains Seminar for Studies and Research on Prehistory (SERP) Medieval History and University Teaching Innovation (TAEDIUM) Workshop on Andean Amazonian Studies and Research (TEIAA) Work, Institutions and Gender 	<ol style="list-style-type: none"> Stereoselective Synthesis of Antibiotics, Antitumorals and Antivirals Self-Organized Complexity and Self-Assembling Materials (SOC&SAM) Organic Solvents: Basic Studies and Bioanalytical Applications Unit for Applied Industrial Organic Chemistry <p>August Pi i Sunyer Biomedical Research Institute (IDIBAPS)</p> <ol style="list-style-type: none"> Epidemiology and International Health (GRESI) Clinical Hepatology Endocrinology, Gynecology and Human Reproduction Clinical Schizophrenia (GEC) Cardiac Arrhythmia and Cardiac Stimulation Human and Experimental Functional Oncomorphology Infectious Diseases and AIDS Diabetes and Metabolic Disorders. Cellular and Molecular Research on Diabetes and Obesity Research on Muscle Neurochemistry FM Clinical and Biological Unit for the Study of Lymphoma and Lymphoproliferative Syndromes Pathophysiology and Treatment of Respiratory Diseases Human Genetics Pathophysiology of Hemostasis and Thrombosis Inflammation and Treatment of Respiratory Diseases Clinical and Experimental Research on Inflammatory and Gastrointestinal Neoplastic Lesions Research on the Liver: Basic and Experimental Research Neurological Diseases Neurophysiology of Pain, Epilepsy, Sleep and Motor Control Molecular Principles of Bacterial Resistance to Antibiotics: New Designs for Therapeutic Strategies <p>Bellvitge Institute of Biomedical Research (IDIBELL)</p> <ol style="list-style-type: none"> Chronobiological Psychiatry and Psychology Genetics, Therapy and Angiogenesis of Colorectal Tumors
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CONSOLIDATED TEACHING INNOVATION GROUPS

1. Alternative Methods in Physiology and Disease	26. Pharmacology (GIDOF)
2. Bellvitge Competence (COMBELL)	27. Economic, Political and Social History
3. Technology, History, Research, Teaching, Innovation and the Medieval University (TAEDIUM)	28. Business Organization (GIDOE)
4. Definition and Assessment of Medical Graduate Competences	29. Education Psychology (GIDPE)
5. Dikasteia	30. Teaching Assessment (GIDAD)
6. Economy and Optimization Using New Technological Approaches (EO@net)	31. Innovation and Tutoring Group for Students of Nursing (GIOTEI)
7. Electra	32. Development for Learning on Statistics in Health
8. e-LINDO	33. Quality Assurance in Teaching Laboratories at the Faculty of Chemistry (GAQLD)
9. Distance Education and Virtual Learning (GREAV)	34. Teaching Improvement in Clinical Psychology
10. Learner Training in Physiology	35. Teaching Innovation in Engineering Studies (IDEES)
11. Teacher Training and Educational Innovation (FODIP)	36. Innova. THE
12. Cultural and Documental Management	37. Innovation in Mathematics for Economics and Business (IMEE)
13. Botany for Pharmaceutical Sciences (GIBAF)	38. Teaching and Learning of Health Sciences
14. Instrumental Pharmaceutical Analysis (GIDAIF)	39. LUGA
15. Teaching of Physiology (GrInDoFi)	40. Teaching Improvement in Designs and Techniques in Research on Psychology (MDDTIP)
16. Data Analysis in Economics and Business	41. Mineralogy and Mineral Optics
17. Biochemistry and Molecular Biology (GID-BBM)	42. New Methods for the Teaching and Learning of Mathematics for Economics, Finance and Actuarial Sciences (NMEAMEFA)
18. Teaching Innovation Group at the Department of Geochemistry, Petrology and Geological Prospecting	43. Lecturers in International Economic Organizations and Organizations for European Integration
19. Physical Optics and Photonics	44. Chemistry for the Interface between Secondary and Higher Education (QISU)
20. Laboratories in the Area of Applied Physics (GILAFA)	45. Analytical Chemistry in Studies in Sciences and Health Sciences (QACCS)
21. Teaching and Learning of Sciences	46. Statmedia
22. Econometrics in Practice	47. Pharmaceutical Technology (GITF)
23. Training Assessment in University Teaching (GIDAF)	48. Teaching Laboratories Unit at the Faculty of Pharmacy (ULD)
24. Teaching and Learning of Language and Literature (GID-DLL)	49. Clinical Pharmacy and Pharmacotherapy Unit (FCFT)
25. Educational Innovation in Structure, Properties and Materials Processing (GIDC-ePPM)	50. Vall

TEACHING INNOVATION GROUPS

1. Learning of Professional Competences in Nursing	16. Public Management and Administration (GID-GAP)
2. Area for International Public Law and International Relations	17. Private Law
3. Art, Profession and Teaching	18. Developmental Psychology (GIDPD)
4. Right to Laws	19. Political Economy
5. E-Galenic	20. Teaching innovation groups working in the area of Catalan Language
6. Chemical Reaction Engineering	21. Hesperia Llatina
7. Statistics in the Business World	22. INDAGAT
8. Expect. (Art)	23. INDIGO: Nineteenth-Century English Studies
9. Economics of Taxation	24. Care in Clinical Health Psychology (IPCYS)
10. Audiovisual Communication (GID-CAV)	25. Improving Teaching Quality in Drawing and Engraving at the Faculty of Fine Arts
11. Learning Tools in Business Management (G-IDEA)	26. Observatory on Arts Teaching (ODAS)
12. English Grammar and Linguistics	27. Orfila: Toxicology
13. Chemical Laboratory Operation (GIDOLQUIM)	28. Transition to Higher Education in Mathematics (TEFAMA)
14. Virtual and Simulation Anatomy	29. TRANSMIN: a Transversal Vision of Crystallography and Mineralogy
15. Strategies for Teaching Innovation in Human Nutrition and Dietetics	30. ZooID



Barcelona Science Park⁴

The Barcelona Science Park is a powerful and unique engine for research activities. It was founded twelve years ago and has become one of the most significant agents for research, innovation and knowledge transfer in Spain and in the world. Its aims are to drive high-quality research, build and strengthen relationships between universities and the business world, and spur the creation of new companies and institutes.

The PCB is currently undertaking an ambitious program of expansion, which is due to finish in 2011 and will bring the total area of its facilities to 96,000 m².

Phase 2 of building and renovation was under way in 2008. This phase involves the addition of almost 50,000 m² through the enlargement of the Modular Building and its laboratories, the extension of the Cluster Building, the construction of the Services Building and the Energy Building, the renovation of B and C Towers, and the completed renovation of the Administrative Building.

Modifications and improvements include the expansion of the Institute of Biomedical Research (IRB) laboratories, the enlargement of Advancell's facilities, upgraded facilities for Kymos and the Institute for Bioengineering of Catalonia (IBEC) and the opening of a new laboratory for the Prous Institute.

In the research area, the term “technology offering” covers the entire set of facilities and technological and human resources dedicated to research. Activity can be divided into two main areas: technology platforms, which offer high-quality technology resources accompanied by high-quality scientific know-how, and scientific support services, which encompass a considerable number of centralized facilities and equipment to support research. In 2008, the UB had 9 technology platforms and 3 units providing scientific support services.

Technology platforms:

- Combinatorial Chemistry Unit (UQC-PCB)
- Nanotechnology Platform
- Proteomics Platform
- Transcriptomics Platform
- Unit of Experimental Toxicology and Ecotoxicology (UTOX-PCB)
- Automated Crystallography Platform
- Animal Research Centre (SEA-PCB)
- Discovery Platform (PDD)
- Advanced Microscopy Platform (AMU-PCB-IRB)

Scientific support services:

- Core Scientific Services (SCC-PCB)
- Radioactivity Unit (IR-PCB)
- Special Reactions Service (SRE-PCB)

⁴ http://www.pcb.ub.cat/homePCB/docs/pdf/memoria_2008_baixa.pdf

The total figures for the scientific activity carried out by all of the Technology Platforms in 2008 are given in the table below:

2008	
Revenue from services provided	€ 2.7 m
Revenue from projects and agreements	€ 1.7 m
Patents 2007	4
Patents obtained in previous years	10
Publications 2007	17
Publications 2008	17

The technology platforms have obtained funding for 5 new research projects in competitive calls. One project was “Nanosost: towards a sustainable, responsible and safe nanotechnology”, which was awarded by the Catalan Ministry of Science and Innovation and Endor Nanotechnologies, a firm that is part of the PCB-Santander Bioincubator.

Of particular note are the advances made by the Cognitive Neuroscience research group on the basis of language processing; the Drug Discovery Platform; the Advanced Microscopy Platform; and the efforts of the three groups working on the Laboratory of Computer Simulation and Modelling (CoSMo Lab). In addition, the board of the Catalan Institute of Climate Sciences (IC3) was established.

Twenty-three new research projects were started, with funding from the following sources: the European Union; Spanish and Catalan government entities; and private organizations such as TV3’s Marathon Foundation, the Spanish Foundation for Science and Technology (FECYT) and the European Science Foundation (ESF).

In addition, the UB signed 30 new contracts with firms located in PCB facilities and other firms in Spain or elsewhere in Europe.

The **PCB-Santander Bioincubator** was set up in 2002 to play a long-term role in strengthening technology-based companies in the Catalan biotechnology sector by contributing to the establishment of a critical mass of research, development and innovation, and by fostering innovation and global competitiveness. This year, participating firms moved into a new space created for the Bioincubator.

R&D expenditure by firms in the second generation of the Bioincubator stood at 3,130,000 euros, with a turnover of 1,396,000 euros and export revenue of 697,000 euros.

In the international area of research and innovation, the year 2008 was the second year of operation for Red Emprendia (the Ibero-American University Network of Business Incubators). This is a joint initiative that involves the University of Barcelona and the University of Santiago de Compostela, with the support of the Santander Bank. Red Emprendia organized four meetings with day-long working sessions to contribute to promoting formulas for collaboration that facilitate knowledge transfer and encourage entrepreneurial spirit.

In addition, the PCB continued to develop innovative communication channels to disseminate information on current research, to boost the scientific culture of the general public, and to foster a scientific vocation among young people, particularly in the life sciences.

One of these channels is the Research in Society program. This program’s activities continued in 2008 and included new proposals. Scientific seminars were organized to inform PCB members about the work of the Park’s research groups and companies. In addition, talks were given by speakers from outside the Park that may have been of interest to PCB researchers.

The following activities were organized by the PCB in 2008 as part of the Research in Society program:

- **Do research!** This a series of workshops that are open to the general public. Participants can carry out some of the experiments that are currently being undertaken in PCB laboratories and can ask researchers about the lines of research. A total of 25 weekday workshops were attended by 725 secondary school students. The series of weekend workshops for the general public took place in the Pedrera building, which is owned by the Caixa Catalunya savings bank. On six Saturdays, 300 participants experienced what it was like to do research through the same scientific workshops that were offered midweek. In addition, four scientific workshops were held as part of the ESOF’08 scientific event in July. They were attended by 180 people.

- **Research in Primary Schools.** This is a series of interactive visits for 10–12 year old primary school students. The activity is carried out in collaboration with the Institute of Biomedical Research (IRB Barcelona). A total of 18 sessions were held in 2008. They were attended by 880 primary school students. Some of the drawings that illustrate this experience can be found on the PCB web site (www.pcb.ub.cat/homePCB/live/en/pl.asp).

- **New series of scientific debates called “Science on Debate at the PCB”.** This series focused on current topics, such as scientific fraud, biofuels and the future of energy, and the role of experts in political decision-making. Three sessions were held with a total of 100 participants.

- **Participation** in local festivals organized by Barcelona City Council.

- **The Sixth “Live Research” Fair.** The Fair was held in the Espai Movistar marquee on 10 and 11 April with the involvement of a dozen research groups from Barcelona. This innovative communication channel brings the general public into contact with scientists. The research groups displayed part of their laboratories on the stands, explained their research activities, and invited the public to interact with the instruments on display. The sixth edition of the Fair was backed by the Obra Social de Caixa Catalunya (the saving bank’s social work program), the Spanish Ministry of Education and Science, the Catalan Ministry of Innovation, Universities and Enterprise, and the Spanish Foundation for Science and Technology (FECYT). The Fair was attended by approximately 2,000 people.

- **Fourth edition of Research in Secondary Schools.** This project for the education sector offers 16 year old students who are about to begin their research projects the opportunity to be assessed by a tutor at the PCB. In the fourth edition, 42 students from 28 secondary schools developed their research projects with the help of tutors from the PCB.

- The PCB organized open days as part of the **Thirteenth Science Week**, which was held in Catalonia on the 14 to 25 November. On the 18 and 20 November, 200 visitors experienced what it was like to do research by following the steps that researchers had taken to obtain the results of their

doctoral theses. This activity was organized in the form of a treasure hunt.

- On 9 September, a **Training Workshop for Secondary School Teachers** was attended by 60 physics and chemistry teachers. The following entities worked on the program: the Combinatorial Chemistry Unit, the Nanotechnology Platform, and the Science Communication and Dissemination Unit. The teachers had the opportunity to visit the PCB facilities.

- **Training in scientific communication for scientists and professionals in the sector:** 210 people attended the courses and presentations given at the Annual Meeting of ECSITE; in the UB Master’s Degree Course in Bioethics and Law, which is run by the Bioethics and Law Observatory (OBD); and in the UB’s postgraduate program in Biochemistry and Molecular Biology.

- Call for applications for the seventh **“Summer at the Park” practical work experience program** for second-cycle undergraduate students. The aim of this PCB initiative is to bring students from any university into contact with research through participation in projects undertaken by the research groups, centres and companies located in the PCB. In 2008, 35 students were accepted out of a total of 153 applications.

- **First edition of the science photography competition FOTORECERCA**, which the PCB organized to illustrate the research that is carried out from an artistic perspective. A total of 29 images were entered into the competition, taken by staff linked to the research institutions, companies, technology platforms and other institutions in the PCB.

Companies and entities located in the PCB (31 December 2008)

COMPANIES (including companies in the PCB-Santander Bioincubator)	
• AbBcn, SL (Antibody)	• Inveready Seed Capital SCR de Régimen Común, SA
• Acondicionamiento Tarrasense (Leitat)	• Kymos Pharma Services, SL
• Advancell Advanced in Vitro Cell Technologies, SA	• Laboratorios del Dr. Esteve, SA
• *Agrasys, SL	• Laboratorios Ordesa, SL
• Applied Biosystems Hispania, SA	• Medicalsoft Intercath, SL
• *Applied Research Using Omic Sciences, SL (AROMICS)	• Medichem, SA
• Associació Catalana d'Empreses de Biotecnologia (CataloniaBio)	• Metas Biotech SL
• *Biocontrol Tecnología, SL	• Meteosim Truewind, SL
• *Bioingenium, SL	• Meteosim, SL
• Biolab Española de Análisis e Investigación, SL	• Microart, SL
• Bsynth, SLL	• *Neuroscience Technologies, SLP
• BTI-Teuto Europe, SL	• Oleoyl-Estrone Developments, SL
• Combino Pharm, SL	• *Omnia Molecular, SL
• Crystax Pharmaceuticals, SL	• Oryzon Genomics, SA
• Dawnesh Radiation Research Institut, SL	• Pharma Mar, SAU
• Disseny i Optimització de Processos per la Millora Ambiental, SL (DIOPMA)	• Prous Institute for Biomedical Research, SA
• Enantia, SL	• Quimera Ingeniería Biomédica, SL
• *Endor Nanotechnologies, SL	• Quando Desarrollo Empresarial, SL
• Era Biotech, SA	• Reach Monitor, SLNE
• *Genmedica Therapeutics, SL	• *Sabirmedical, SL
• *Infinitec Activos, SL	• SiTec Consulting
• Institut de Dret Públic, SL	• Thera Centre de Llenguatges i Computació, SL
• Instituto de Formación Integral, SL	• *Transbiomed, SL
• *Intelligent Pharma, SL	• *Unidad Biotecnológica Analítica, SL (UBAN)
• Inveready Capital Company, SL	• Ysios Capital Partners S.G.E.C.R, SA
	• ZBM Patents, SL
<i>Total number of companies: 51</i>	
<i>* Companies in the PCB-Santander Bioincubator</i>	

PUBLIC SECTOR ORGANIZATIONS	
• Bosch i Gimpera Foundation (FBG)	• Institute for Bioengineering of Catalonia (IBEC)
• Clinic Foundation for Biomedical Research (FCRB)	• Molecular Biology Institute of Barcelona (IBMB-CSIC)
• Catalan Institute of Climate Sciences (IC3)	• Institute for Research in Biomedicine (IRB Barcelona)
• Vall d'Hebron Research Institute (FIR-HUVH)	• Institute for Andorran Studies (IEA)
• Research Centre on Economics and Social Affairs (CIES)	• Agustí Pi i Sunyer Biomedical Research Institute (IDIBAPS)
• Foundation for the Development of Research in Genomics and Proteomics (FDIGP)	• University of Barcelona (UB)
• Nutritional Research Group (FIN)	• Universitat Politècnica de Catalunya (UPC)
• ESAME Foundation	
<i>Total number of public sector organizations and institutes: 15</i>	

Services and research groups attached to public sector organizations:

UNIVERSITY OF BARCELONA (UB)	
Scientific-Technical Services of the University of Barcelona (SCT-UB)	
Quality assurance	• Cytometry
Genomics	• Confocal microscopy and cellular manipulation
Nuclear magnetic resonance	• Electron microscopy and in situ molecular identification
Peptide synthesis	• Separation techniques
Nanometric techniques (SPM, AFM, STM)	• Polymorphism and calorimetry
UB institutes and centres	
Institute of Biomedicine (IBUB)	• Documentation Centre Sabater Pi Collection
Institute for Research on Nutrition and Food Safety (INSA)	• Centre for Research on Plant Biodiversity (CeDoBIV)
Institute for Research on Biodiversity (irBio)	• DUODA Centre for Research on Women
Institute of Public Law (IDP)	• University Centre for Sociolinguistics and Communication (CUSC)
Agency for Assessing and Marketing Research Results (AVCRI)	• Computer Linguistics Centre (CLIC)
Entrepreneurship Chair	• Centre for the Study of Cultural and Educational Change (CECACE)
Patents	• Geomodels Research Institute
UB Observatories	
Observatory on Bioethics and Law (OBD)	• Observatory on Mediation (ODM)
Globalization Observatory	• Food Studies Observatory (ODELA)
UB Research Groups	
Ecology and Management Research Group (FEM)	• Marine Geoscience Research Group (GEOMAR)
HOMINID – Study Group on Human Origins	• Research Group on Ageing (GIE)
Research Group on Aquatic and Continental Ecology (GREAC)	• Nutrition Research Group (FIN)
INSTITUTE FOR RESEARCH IN BIOMEDICINE (IRB Barcelona)	
The IRB is currently comprised of 26 research groups organized into 5 scientific programs. It also has six units that are either scientific platforms or service providers.	
Cell and developmental biology	
• Neurobiology of development and neuronal regeneration	• Cell division
• Development and growth control laboratory	• Chromatic structure and function (regulation of gene expression)
• Development and morphogenesis in <i>Drosophila</i>	• Gene translation laboratory
Structural and computational biology	
• Molecular modelling and bioinformatics	• Structure and function of macromolecular aggregates
• Protein NMR spectroscopy laboratory	• Biomolecular NMR
• Structural biology of proteins, nucleic acids and complexes	• Structural bioinformatics
Molecular Medicine	
• Macrophage biology: regulation of gene expression	• Molecular pathology, heterogenic and multigenic diseases
• Metabolic engineering and diabetes	• Cell signalling
• Molecular pathology, heterogenic and polygenic diseases	
Chemistry and molecular pharmacology	
• Design, synthesis and structure of peptides and proteins	• Asymmetric synthesis (URSA)
• Peptidomimetics and bioactive heterocycles (BIOSYNER)	• Nucleic acid chemistry
• Combinatorial chemistry for the development of new compounds	• Laboratory of Molecular Biophysics
Oncology	
• Colorectal cancer laboratory I	• Metlab: growth control and cancer metastasis
• Colorectal cancer laboratory II	
Science platforms and services	
• Protein expression	• Functional genomics
• Mass spectrometry	• Bioinformatics/biostatistics
• Mouse mutant	• Advanced digital microscopy (ADM)

INSTITUTE FOR BIOENGINEERING OF CATALONIA (IBEC)	
IBEC's activities are divided into 6 research programs with a total of 14 research groups, as follows:	
Cellular biotechnology	
• Microbial biotechnology and host-pathogen interaction	• Molecular and cellular neurobiotechnology
Biomechanics and cellular biophysics	
• Cellular and respiratory biomechanics	• Nanoprobes and nanoswitches
Nanobiotechnology	
• Nanobioengineering	• Nanoscale bioelectrical characterization
• Single molecule bionanophotonics	
Biomaterials, implants and tissue engineering	
• Biomechanics and mechanobiology	• Molecular dynamics at cell-biomaterial interface
• Bio / non-bio interactions for regenerative medicine	
Medical signals and instrumentation	
• Neuroengineering	• Biomedical signal processing and interpretation
• Artificial olfaction	
Robotics and biomedical imaging	
• Robotics	

MOLECULAR BIOLOGY INSTITUTE OF BARCELONA (IBMB-CSIC)	
4 research programs, 22 research groups and 3 support services	
Structural biology of macromolecules	
• Structural biology of proteins, nucleic acids and their complexes	• Structure and function of aggregates
• Three-dimensional structure of proteins involved in pathological processes	• Structural biology of organelle macromolecules
• Synthesis and properties of modified oligonucleotides	• Crystallographic methods
• Crystallography of metalloproteases/inhibitors and antibiotic resistance (Proteolysis Laboratory)	
Regulation of gene expression	
• Chromatin structure and function	• Molecular signalling and chromatin function
• Transcriptional regulation of eukaryotic gene expression	• Effects of antitumor drugs on gene expression
• Chromatin and regulation of gene expression	• DNA topology
• Chromatin regulation of human and viral gene expression	
Developmental biology and morphogenesis	
• Cell signalling and morphogenesis	• Morphogenesis of the vertebrate nervous system
• Gene expression and signalling	• Control of cell migration during morphogenesis
• Mechanisms of tubulogenesis	
Cell biology	
• Signalling in cell adhesion and migration	• Analysis of the molecular machinery involved in endocytosis
• Signalling and cancer	
Support services	
• Protein purification	• Automated crystallography
• Confocal microscopy	

Scientific and Technical Services

Another key element in the research area is the UB's Scientific and Technical Services (SCT). This unit offers specialized scientific and technological structures and highly qualified staff to provide scientific and technological support to projects conducted by UB research groups, research groups affiliated to other public institutions and private firms. The unit has had ISO 9001:2000 certification since 2005.

SCT's technical units currently occupy 6,000 m², with a main building on the Diagonal Campus, as well as facilities in the Cluster Building in Barcelona Science Park and in the UB's Faculty of Medicine.

The technical units specialize in the areas of nuclear magnetic resonance, advanced microscopy and related techniques, mass spectrometry, specialized support techniques for the life sciences, and elemental and molecular chemical analyses.

In 2008, SCT worked with more than 475 **research group leaders** from within the UB, 426 research group leaders from other public institutions, and 306 users from 244 private companies. Of the 244 **companies**, 212 have their headquarters in Catalonia, 167 are small or medium-sized companies (SMEs) and 45 are large companies. They work in the pharmaceutical, chemical, and metallurgy sectors, and include emerging companies with a strong research and development component.

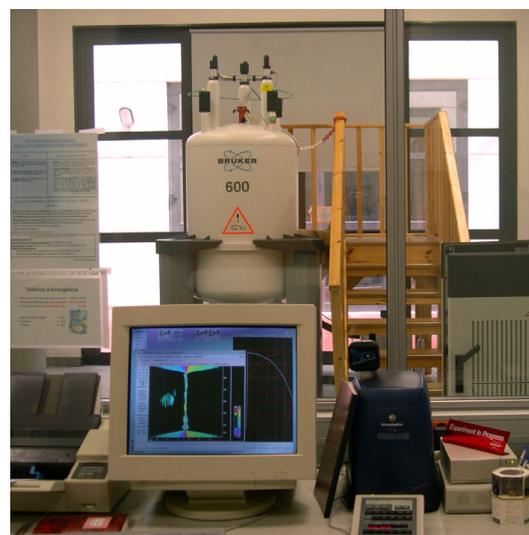
The most frequently requested techniques involved metal analysis (AA, FRX, ICP), genome analysis, nuclear magnetic resonance, separation techniques, polymorphism detection, calorimetry, x-ray diffraction, electronic trace microscopy, cytometry, electronic transmission microscopy and gas chromatography / mass spectrometry.

SCIENTIFIC AND TECHNICAL SERVICES - 2008	
Staff	140
Value of scientific equipment (millions of euros)	37.2
Surface area	6,000 m ²
External companies	244



SCT **technicians** took part in 125 training activities, co-authored 95 indexed publications and organized or delivered training sessions in 23 courses. In addition, they hosted a total of 62 visits by researchers from international and Spanish universities and from companies in the private sector.

The SCT opened new spaces for the Electronic Microscopy Unit and the Neurological Tissue Bank and purchased 5 new pieces of equipment through PEIR competitive funding from the Catalan Government. Lastly, four units took part in eight interlaboratory exercises involving various public and private centres to assess participant aptitude.



Bosch i Gimpera Foundation

The University of Barcelona Group (UB Group) carries out various projects to promote the transfer of knowledge and technology from basic university research to the production sectors, in order to boost the level of R&D and technological innovation in companies. Through this activity, the UB Group seeks to increase the public sector's participation in technological innovation processes in the current knowledge-based economic environment.

In this context, the UB has established instruments for different aspects of the knowledge and technology transfer process, such as the Barcelona Science Park, the Bosch i Gimpera Foundation, the Patent Centre, the Scientific and Technical Services and the Agency for Assessing and Marketing Research Results (AVCRI).

The UB Group participates actively in the European Union's research, development and innovation policies, which constitute the new "European Research Area".

The aim of these policies is to:

- increase collaboration between university and company researchers;
- foster new forms of association between the public and private sectors;
- facilitate the creation of high level technology platforms that promote basic research, technology and innovation activities in companies;
- develop activities that foster the creation of technology-based companies and academic spin-offs.

The UB reorganized all the bodies involved in technology and knowledge transfer to increase the effectiveness and agility of the system. The reorganization moved all of these bodies fully into the Bosch i Gimpera Foundation (FBG), which specializes in this area. Created in 1983, FBG seeks to promote and facilitate the transfer of knowledge, research results, and scientific and technical capabilities to society through research contracts with companies or institutions,

patent licenses and the creation of new companies. In the future it aims to remain at the forefront of the development of new projects that effectively connect the university to new social demands and realities; and to promote innovation and a culture of entrepreneurship.

FBG promotes and manages knowledge transfer primarily through four entities:

1. The **Patent Centre**⁵ conducts research, prepares documentation and performs dissemination and teaching activities in the field of industrial and intellectual property. It also offers services to the public at large and particularly to entities linked to the UB Group and the Barcelona Science Park concerning the patent protection of research results. The Patent Centre's dissemination and teaching activities have made it a benchmark for training on intellectual and industrial property in Spain. Its activities included the organization of conferences to study and provide updated information on patents; the preparation and submission of 17 Spanish patent applications and 11 international patent applications (PCT); and collaboration in various activities organized by the Catalan Government's ACCIÓ agency, the Barcelona Chamber of Commerce, and the Spanish Patent and Trademark Office, including the Forum of Innovation and Patents. The Patent Centre also participated in Barcelona Activa's Day of the Entrepreneur.

United States Patent		[11] Patent Number:
Nunez et al.		[45] Date of Patent: 1
[54] PROCESS FOR IMPROVING THE EXTRACTION YIELD OF SILVER AND GOLD IN REFRACTORY ORES		[56] References Cited U.S. PATENT DOCUMENTS 3,189,412 6/1965 Lawe 3,429,694 2/1969 Lawe 4,072,287 2/1978 Heine et al. ...
[75] Inventor: Carlos Nunez; Antonio Roca; Ferrnando Espiell, all of Barcelona, Spain		Primary Examiner—John Doll Assistant Examiner—Robert L. Stoll Attorney, Agent, or Firm—Borch, Sosa Borch
[73] Assignee: Nunez, Roca, Espiell, Universidad de Barcelona, Barcelona, Spain		[57] ABSTRACT A process for the extraction of silver refractory ore is disclosed. The process involves grinding the refractory ore. This goes is subsequently treated with an alkali chlorematic excess amount of sulphide amount of gold and silver contained ore, to thus form a pulp containing
[21] Appl. No.: 788,284		
[22] Filed: Mar. 5, 1985		
[30] Foreign Application Priority Data Mar. 12, 1984 [ES] Spain		538,518

⁵ (www.pcb.ub.es/centredepatents)

2. The **Agency for Assessing and Marketing Research Results (AVCRI)**⁴, is responsible for promoting and managing the transfer of research results through the identification, assessment, protection and commercialization of industrial and intellectual property. Its mission is to attain the best possible transfer in accordance with international standards and, at the same time, to create a culture in which the value of research is appreciated by the general public.

Transfer projects arise when the results of research projects are original, can be protected and lead to applications that meet one of society's needs. Together, these qualities give a project high transfer potential.

Academic research is needed to tackle the very earliest stages of product development. Driving projects forward from their initial stages requires additional efforts aimed at preparing the concept of the final product and working on promotion and business development. To do so, three sources of assessment funding were available in 2008: UB funding, which invested 57,250 euros in 3 projects; the UB-Santander Bank's program for assessment projects (PPV), which received 42 applications in its second call for funding, totalling a million euros; and public subsidies, involving funding from ACCIÓ COPCA for 3 projects totalling 238,160 euros.

3. The mission of the **Business Centre** is to support the initiatives of entrepreneurs, particularly in the creation of new technology-based companies. The centre is the UB's technology springboard. It is a member of the ACCIÓ's Network of Technology Springboards and it works in collaboration with the Patent Centre and the Agency for Assessing and Marketing Research Results (AVCRI).

The Centre's activities include providing advice to more than sixteen new technology-based companies. Four of these companies received financial support from the CIDEM program Gènesi, one received loans from Capital Concept, one received loan approval for CDTI NEOTEC funds and two signed agreements with private investment funds. In addition, the Centre launched a new line of business in which it provides consultancy services to companies in the biotech sector; performed twelve technology audits for UB research groups to uncover opportunities for marketing technologies; followed up spin-offs with UB share participation through the UB Group member Innovative and Scientific Culture (CIC-UB); contributed to the management of the UniBA Network, a university network of Business Angels formed by the five Catalan universities with the best track record in technology transfer; and carried out a series of activities to support the training and promotion of entrepreneurship.

Life cycle of a transfer project



AVCRI transfer activity - 2008

Proposals assessed	39
Patent applications	21
International patent extensions	13
Industrial and intellectual property registered	5
Confidentiality agreements with companies	27
Licence agreements	5

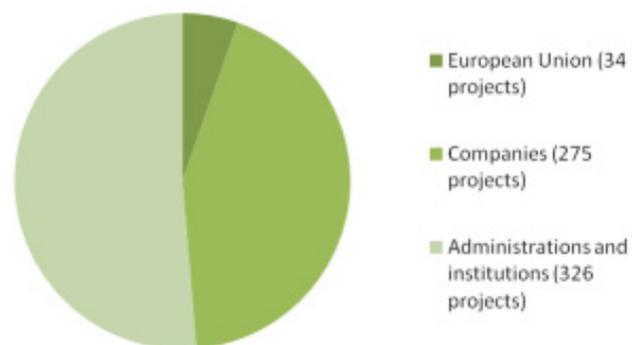
AVCRI assessment activity - 2008

	Projects financed	Amount (€)
UB funding	3	57,250
UB-Santander Bank program for assessment projects	10	1,000,000
Public funding	3	238,160

⁴ www.ub.edu/portal/transferencia

4. The **Technology Transfer Area** is a vehicle for placing the research potential of the UB at the disposition of public and private companies and institutions as well as society at large, to meet scientific and technical needs, promote technological innovation and increase competitiveness.

The Technology Transfer Area participated in a variety of fairs and conferences this year in the areas of agriculture and animal husbandry, water, construction, sailing, the environment, chemistry, materials, electronics and machinery. It continued to manage the following research networks for the Catalan Government: the Reference Network on Food Technology (XaRTA); the Reference Network on Advanced Materials for Energy Research (XaRMAE); the Reference Network on Applied Economics (XREAP); the Reference Network on Economics and Public Policy (XREPP) and the Reference Network on Theoretical and Computational Chemistry (XRQTC). Together with the Barcelona Chamber of Commerce and the ACCIÓ agency of the Catalan Government, the UB held the first edition of a program to bolster innovation and enterprise. The program's aim is to make businesses more competitive and spur growth through innovation. In addition, the UB set up the centre for Innovation and Advanced Technologies, with the aim of



joining together the groups active in knowledge transfer to encourage their collaboration and promote synergies.

The Technology Transfer Area is also responsible for promoting and managing contracts and agreements that researchers establish with the private sector and through Spanish or European public calls. In 2008, the total income in this area reached 36,667,729 euros through 925 contracts. Contracts with private companies are concentrated in the pharmaceutical and fine chemicals sector, which represents 32.73% of all projects and 40.12% of income as principal recipients.

Bosch i Gimpera Foundation (FBG) contracts and agreements									
Faculty or School	Projects		European projects		Collaboration agreements		Program and service management		Total amount (€)
	No.	Amount (€)	No.	Amount (€)	No.	Amount (€)	No.	Amount (€)	
Fine Arts	15	273,540.81	1	13,805.81	16	38,545.24	2	67,482.48	393,374.34
Library and Information Science	5	190,424.09	-	-	2	8,000.00	-	-	198,424.09
Biology	126	3,089,224.69	4	1,662,209.07	40	313,498.46	1	47,087.54	5,112,019.76
Law	32	679,032.20	-	-	12	111,400.90	5	148,488.16	938,921.26
Economics and Business	85	1,688,089.83	3	1,493,669.00	33	315,125.21	9	593,033.01	4,089,917.05
Pharmacy	100	2,868,491.32	2	2,506,944.00	41	283,883.02	3	104,672.45	5,763,990.79
Philology	2	12,617.24	1	52,209.00	4	11,961.96	1	800,000.00	876,788.20
Philosophy	-	-	1	222,060.00	-	-	-	-	222,060.00
Physics	28	1,097,745.35	7	4,122,169.26	11	33,398.83	1	4,370.70	5,257,684.14
Teacher Training	16	326,415.49	3	92,672.00	3	30,089.50	1	13,273.32	462,450.31
Geography and History	16	207,772.61	2	246,282.47	10	35,640.49	1	58,614.25	548,309.82
Geology	33	1,204,510.00	2	223,235.05	17	258,612.72	2	35,505.00	1,721,862.77
Medicine	16	461,215.63	1	219,844.77	12	135,684.26	-	-	816,744.66
Education	26	418,985.12	1	17,555.00	5	18,608.06	-	-	455,148.18
Psychology	26	421,318.72	1	33,750.00	9	49,565.19	-	-	504,633.91
Chemistry	63	1,847,644.80	2	257,309.00	25	171,804.09	3	343,282.03	2,620,039.92
FBG	10	1,269,565.00	-	-	-	-	3	244,629.30	1,514,194.30
Others/UB	2	22,905.00	3	1,241,680.00	-	-	18	3,906,580.50	5,171,165.50
Total	601	16,079,497.9	34	12,405,394.43	240	1,815,817.93	50	6,367,018.74	36,667,729.00

Third-cycle studies

During the academic year 2008-2009, the UB offered a total of 68 doctoral programs. Of these, 57 were adapted to the European Higher Education Area (EHEA). The UB's doctoral programs consist of two periods: the training period, which involves taking one or more master's degree courses; and the research period, which is referred to as "doctoral studies" and finishes with a thesis defence. The UB continued to offer 11 doctoral programs that had not yet been adapted to the EHEA, in which students had to pass 32 credits as a prerequisite before they could begin their research work.

Enrolment in university master's degree courses stood at 3,905 students, including those studying in affiliated schools and faculties. Of this total, 32.2 % were foreign students. Enrolment in the non-adapted doctoral programs stood at 685 students, of which 29.7 % came from abroad.

The number of students preparing their doctoral theses totalled 2,734. Of this number, 936 began their research period in EHEA-adapted studies. The number of international students was 770, or 28.16% of the total.

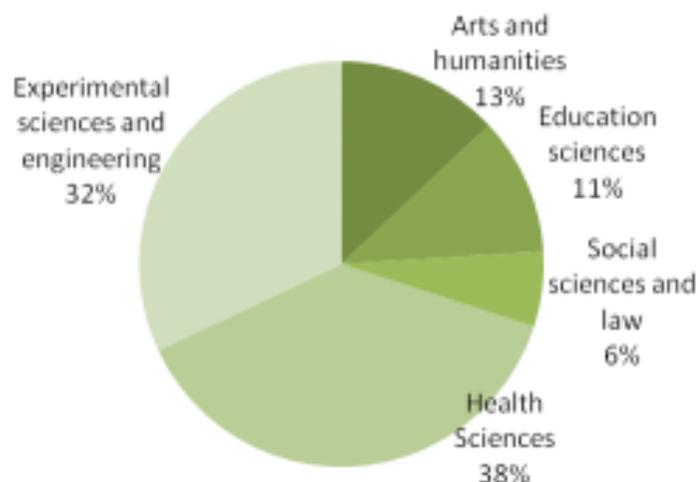
The Quality Award in doctoral programs, which is evaluated by ANECA and bestowed by the Spanish Ministry of Education and Science, is given in recognition of quality in doctoral programs offered by Spanish universities. In academic year 2008–2009, forty-three UB programs received the Quality Award, of which 30 were EHEA-adapted doctoral programs. These figures, which represent over 60% of the doctoral studies on offer, place the UB among the most highly distinguished universities in Spain.

During the academic year, the Ministry of Education and Science undertook a new process to verify EHEA-adapted doctoral programs. The UB submitted the entirety of its offering for the academic year 2009-2010.

The number of doctoral theses defended during the academic year stood at 533.

One of the objectives for doctoral theses is to encourage their dissemination through the Open Access movement. This focuses on the dissemination of scientific knowledge by strengthening tools such as online publication through the

Doctoral theses defended 2008-2009



network doctoral thesis server (TDX) and participation in the TESEO database of doctoral theses.

The UB has a collection of 5,000 doctoral theses available on microfiche, dating back to 1988. This type of medium has been replaced by online publication as a result of a collaboration agreement between the UB, the Consortium of University Libraries of Catalonia and the Supercomputing Centre of Catalonia (CESCA). Online publication enables doctoral theses to be consulted anywhere in the world at no cost.

Lastly, the UB processed 503 applications for doctoral qualifications, while 65 students received the title "European Doctor". Six special awards were given to doctoral students.

The distribution of third-cycle grants for the academic year is listed in the table below. Grant giving bodies included the Spanish Ministry of Education and Science (MEC), the Catalan Government (GC) and the University of Barcelona (UB):

	Scholarships		Grants for visiting students	
	Number ¹	Amount ² (thousands of €)	Number ¹	Amount ² (thousands of €)
University teacher training scholarships, FPU (MEC)	281	3,512	68	353
Research training scholarships, FPI (MEC)	242	2,814	62	378
Research training scholarships, FI (GC)	221	3,347	-	-
Research training scholarships, APIF (UB)	210	2,252	50	139
Research training scholarships (UB-specific program)	12	101	-	-
TOTAL	966	12,026	180	870

¹ Includes renewals of existing scholarships and contracts.

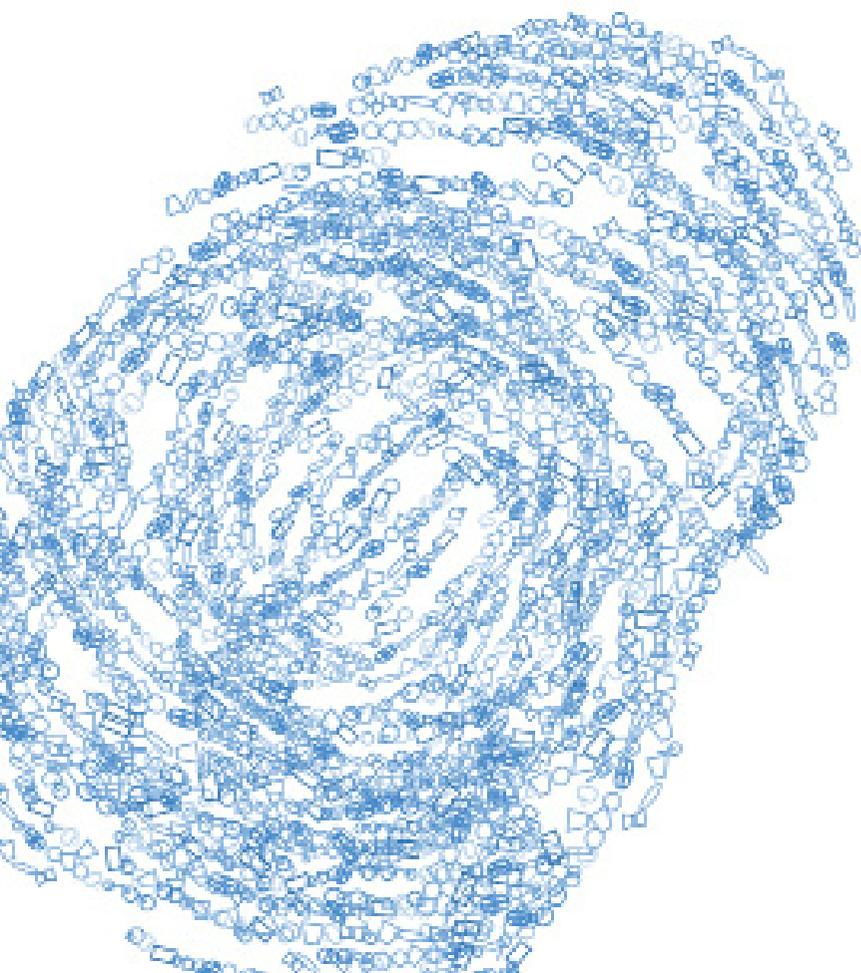
² Does not include the total cost of enrolment.

With respect to mobility grants for students in doctoral programs recognized with the Quality Award, the UB processed 33 applications and awarded 25 grants totalling approximately 84,120 euros.

In addition, the UB processed 34 applications for financial assistance to obtain the title of “European Doctor”. Twenty-nine of the applicants received financial assistance totalling approximately 136,150 euros.



6. A UNIVERSITY WITH INTERNATIONAL REACH



Mobility and International Programs

The administrative unit Mobility and International Programs (OMPI) supports university schools and faculties in the dissemination and management of all international student mobility programs or UB agreements with international universities.

Its functions are as follows:

- advise the UB governing bodies and academic staff on international matters;
- support the university schools, faculties and departments in negotiations on international exchanges and agreements;
- draw up a timetable for mobility program calls for applications and carry out the related dissemination, monitoring and implementation activities within the UB;
- support UB schools and faculties in the management of international student mobility programs;
- prepare UB applications for international mobility programs and coordinate the administrative and financial management of such programs for students, teaching staff and administrative and service staff;
- advise the university schools, faculties and students involved in international mobility programs on issues that come under the OMPI's responsibility;
- manage the mobility of students, teaching staff and researchers in relation to the UB's international activities;
- compile, supervise and manage the databases that are needed for international programs, and process data from other UB services or external organizations, in accordance with current legislation;
- contact the UB agents involved in international student mobility programs and their counterparts at international universities or higher education institutes in order to draw up agreements, resolve incidents and help with procedures related to this area;
- supervise the execution of programs within the UB and ensure that the specific regulations for each one are met, establish the required mechanisms for providing information and carrying out activities;
- coordinate and execute the process of paying grants for the specific programs that involve this form of funding;
- compile a report on the development of each program and its financial aspects for the organization that is in charge of the program;



The international reach of the University of Barcelona has been a constant priority for the institution. To strengthen and expand its recognition around the world, the University is an active member of international and national networks such as the European Universities Association (EUA), the Hispanic Association of Colleges and Universities (HACU), and the Coimbra Group. In addition, the UB has signed agreements and undertaken specific projects with universities in other countries such as Panama, Brazil, Mexico and China. The UB also provides strong support for mobility and exchange programs among faculty members and administrative and service staff.

The international policy of the University of Barcelona is aimed at turning the increasingly international nature of the institution into a driver for innovation, particularly in the UB's processes. The goal of internationalization at home focuses on better mastery of languages among UB staff; improved external communication, signage and web pages; and more visible international relations. At the same time, internationalization is intended to bring about more cross-fertilization among the UB Vice-Rectors' offices, university schools, faculties and departments.

In addition, the policy aims to strengthen and expand the image of the UB worldwide, taking advantage of its tradition abroad and its strong position in international rankings. The location and international renown of the city of Barcelona are also factors that are strongly in the UB's favour.



International institutional activity

- participate in the audits: request and track the documents needed for the relevant justification;
- propose improvements in the operation or funding of international mobility programs, according to the incidents and changes that arise in them;
- maintain contact with the organizations that are associated with the UB's international programs and agreements (the European Commission, the Independent Body for European Education Programs [OAPPE], the Spanish Agency for International Development Cooperation [AECID]; and university networks, etc.);
- process and regularize temporary periods of study at the UB for international lecturers, researchers and students.

To sum up, the programs that involve most international mobility and require most attention from the OMPI are as follows: Erasmus, general UB agreements, specific agreements with university schools and faculties, the MAEC-AECID, the PCI and the Erasmus Mundus External Cooperation Window.

Academic offering

The UB continues to offer two double degrees in Law with the University of Puerto Rico and the Nova Southeastern University in the United States. Nine UB students were enrolled in this degree in 2008, with five attending the former program and four the latter one. In addition, fifteen international students were enrolled in these two programs (10 and 5 respectively) and studied at the UB as part of their degree.

During academic year 2008–2009, the UB continued to offer two joint university master's degrees under the EU's Erasmus Mundus (Action I) program: the European Master's Degree on Work, Organizational and Personnel Psychology (WOP-P) and the Master's Degree in Quality in Analytical Laboratories.



To promote its international activity and presence, the UB took a further series of steps this year as part of the Erasmus Lifelong Learning Programme, focusing on student mobility in work placements, and training mobility for administrative and service staff (AdSS) and teaching and research staff (TRS). In the context of Latin America, the UB joined the new CINDA program to foster student mobility among the participating countries, which include: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, Ecuador, Mexico, Panama, Peru, the Dominican Republic and Venezuela.

The number of exchanges and projects in which the UB took part consolidated its position as a leader in Europe and internationally, and confirmed the strength of its appeal to international teaching and research staff and international students. In academic year 2008-2009, there was a 72.5% rise in the number of successful applicants who were hosted by the UB in the general call for MAEC-AECID grants.

In the area of international student mobility in existing undergraduate degrees, diplomas and engineering degrees and in the new university master's degree courses and doctoral programs, the UB students continued to perform well in winning mobility grants in a variety of general calls for funding. Similarly, student interest remained strong in applications for UB financial aid for temporary study periods in international universities. Financial aid of this sort was available through: grants offered jointly by the Vice-Rector for International and Institutional Relations and the Vice-Rector for Students and Language Policy; grants offered jointly by the Vice-Rector for International Institutional Relations and the Bancaja Foundation; and the Santander-CRUE grant program for Ibero-American mobility.

With respect to TRS mobility, the UB fostered participation in international mobility programs and in international educational projects promoted by Spanish and international bodies, in addition to establishing a system for welcoming visiting overseas teaching staff that ensures access to the UB's full range of services.

In the European arena, the UB continued to progress in matters related to the European Higher Education Area. It took steps in the area of student and TRS mobility,



Participation in international academic exchange programs and other programs

In academic year 2008-2009, the UB hosted 1,748 visiting students. Of these, 1,633 participated in international exchange programs, while 115 received international exchange grants. In addition, 790 UB students spent periods of study in universities abroad.

EUROPE (EUROPEAN UNION)

Erasmus Program: Lifelong Learning Program

The lifelong learning program took a variety of steps to encourage mobility, language learning and educational innovation, drawing on the participation of teaching and research staff (TRS) and administrative and service staff (AdSS) as well as students.

Student mobility

Under the Erasmus program, the University of Barcelona maintained bilateral agreements with 452 universities in European member states and other countries associated with the program (i.e. Iceland, Liechtenstein, Norway and Turkey).

In the area of student mobility, 664 UB students spent periods of study in European universities under the program (654 received financial assistance), representing an increase of 4.24% with respect to the previous academic year.

The Vice-Rector for International and Institutional Relations (VRII) provided ongoing support for mobility. The table below sets out the amount of funding per student and the recipient numbers:

particularly in the context of the Erasmus program. It also played a more active role in the international networks of which it is a member, including the ISAC cooperation project with Brazil (coordinated by the University of Coimbra) under the Erasmus Mundus - External Cooperation Windows project. This project enabled 4 Brazilian students to attend the UB, while 2 UB students were able to study in Brazil.

In Central and Southern America, the priority of the UB was to devise a coordinated strategy with respect to the universities there. The aim was to consolidate and strengthen the collaboration and cooperative relations which the UB has historically enjoyed in the region.

The UB also strengthened specific cooperation relations with academic institutions in the countries of the Maghreb and Sub-Saharan Africa by means of academic cooperation programs.

The UB's existing agreements with academic institutions in the United States, Canada and Australia led to an increase in shared activities.

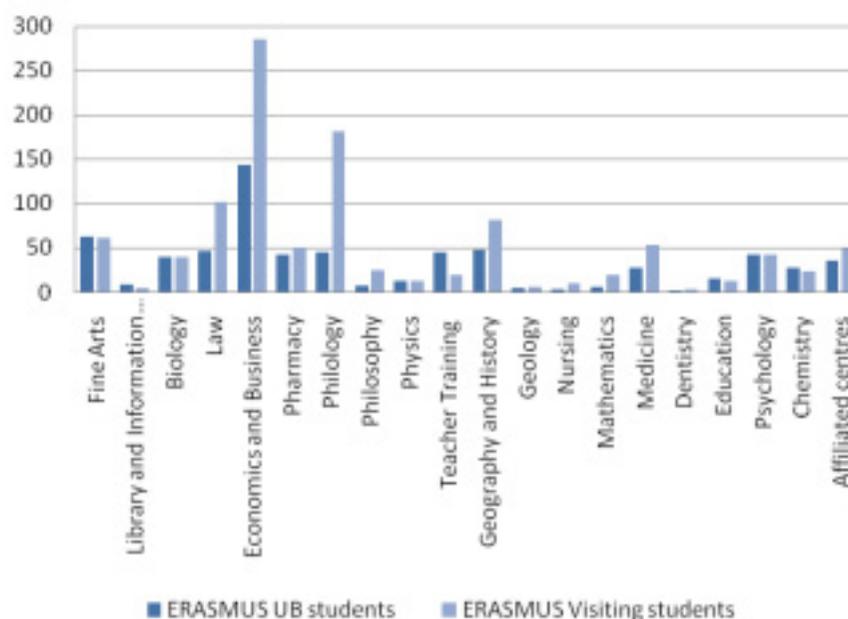
Amounts of financial aid per student and recipient numbers	Amount per student	Number of recipients
Erasmus grants – Independent Body for European Education Programs (OAPEE)	185 €/month	654
Erasmus MEC complementary grants	190 €/month	654
Erasmus MEC complementary grants (general grantholders)	420 €/month	65
Erasmus Intensive Language Courses supplementary grant	225 €	17
Complementary grants from the Vice-Rector for International and Institutional Relations and the Vice-Rector for Students and Language Policy	200 €	526
Bancaja international grants program	300 €	242
Language courses grant, UB School of Modern Languages (EIM)	-	268

The number of visiting Erasmus students who pursued studies at the UB stood at 1,083. As in previous years, the geographical distribution reflected a continuing presence of students from Italian, German and French universities; an increase in students from Dutch and Portuguese universities; and a decline or no change in students from elsewhere. UB students chose Italy, the Netherlands, France, the UK and Germany as their primary destinations.



The distribution of UB students participating in the Erasmus program by faculty and university school showed an increase over the previous year in the number of participants from the Faculties of Law, Fine Arts, Psychology, Teacher Training, and Geography and History.

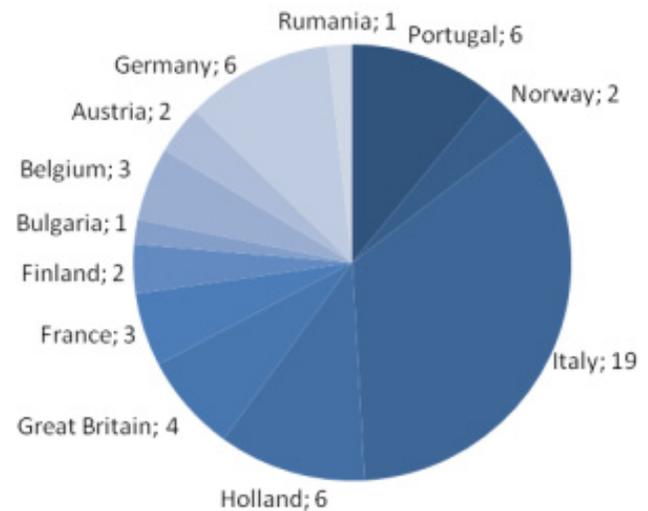
Students on the Erasmus program, 2008-2009, by UB faculty and school



Teaching and Research Staff mobility

During the academic year, TRS mobility under the Erasmus program resulted in 55 week-long stays in European universities, with the most common destinations being Italy, Portugal and Germany.

Teaching and research staff mobility under the Erasmus program by country



Administrative and service staff mobility (AdSS)

After the pilot program for training mobility began last year with staff from the UB unit Mobility and International Programs (OMPI), the first call for mobility grants for UB AdSS offered 27 grants and awarded 10.

Financial summary

Lastly, the total amount of financial support awarded for Erasmus mobility stood at 2,343,527.15 euros, representing an increase of 14.17% over the previous year.

ERASMUS MOBILITY PROGRAM	
Funding from the Independent Body for European Education Programs:	Amount €
for language training	3,375
for practicals	33,222
for student mobility	864,071
for TRS mobility	35,660
for training	18,020
for the organization of mobility	92,072
Complementary contributions:	Amount €
Ministry of Education and Science, for student mobility	681,750
AGAUR (Catalan Government), for student mobility	397,200
Bancaja Foundation, for student mobility	79,000
The UB Vice-Rector for International and Institutional Relations and the Vice-rector for Students and Language Policy, for student mobility	120,000
The UB unit Mobility and International Programs, for TRS mobility	19,157
TOTAL FINANCING	2,343,527

Erasmus Mundus Program

Under Action 1 of the Erasmus Mundus program of the European Commission, the UB continued its participation in the Master's Degree on Work, Organizational and Personnel Psychology (WOP-P) and initiated the Master's Degree in Quality in Analytical Laboratories. In the 2009 call, the European Commission chose two of the master's degrees in which the University of Barcelona had participated in the

application: the degree Photonics Engineering, Nanophotonics and Biophotonics (NanoBioPhotonics), coordinated with the Paul Cézanne University (Aix-Marseilles III), and the degree Learning and Teaching of Spanish in Multilingual and International Contexts (EMLTE).

The UB also took part in Action 4 of the program, with the project BALANCE - Bologna - A Long-term Approach to New Certification in Europe.

6. A UNIVERSITY WITH INTERNATIONAL REACH

Coimbra Group

The Student European Network, which has 18 member universities, brought 4 European students to the UB for periods of study, while 4 UB students went to other universities in the group.

With respect to TRS mobility, the UB hosted a visiting professor from Bosnia and Herzegovina to pursue research in the Faculty of Physics under the Eastern Neighbouring Countries Hospitality Scheme.

Bilateral agreements with Switzerland

International student mobility with Swiss universities is funded by the Swiss government, with characteristics that resemble the Erasmus program, such as tuition exemption and academic equivalence for studies pursued at the host university. During this academic year, 7 UB students and 15 Swiss students took part in these agreements.

Individual applications from European member states

The total number of visiting students pursuing this type of mobility stood at 5, while the number of individual applications reached 64. The main faculties of interest to applicants were Economics and Business, Philology, Geography and History and Medicine. The largest number of students by country came from Poland and from Germany, due in part to funding from the German DAAD program (Deutscher Akademischer Austausch Dienst).

CENTRAL AND EASTERN EUROPE (NON-EUROPEAN UNION)

Student mobility

As part of the general call for MAEC-AECID grants, a student from Serbia was the recipient of funding to pursue doctoral studies in the Faculty of Pharmacy.

UNITED STATES AND CANADA

Student mobility

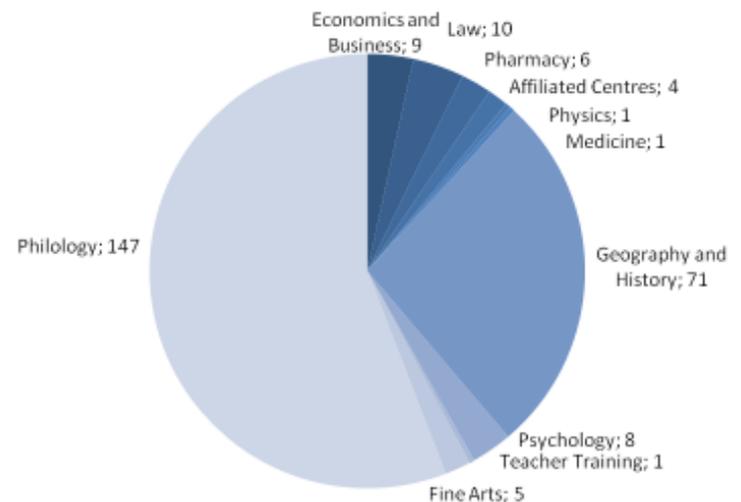
The number of bilateral agreements with the United States and Canada stood at eleven: 3 general agreements (the University of Pennsylvania, the University of York and the

University of Montreal), and 8 specific agreements with four UB schools and faculties, including two double-degree programs with the United States. The total number of UB students studying in the two countries was thirty-four: 25 in the United States (9 of which participated in the double-degree programs) and 9 in Canada. There were thirty visiting students from the US and Canada: 19 from the US (a number of which participated in the double-degree programs) and 11 from Canada.

By agreement, the UB maintains Study Abroad programs with the University of California and Illinois, the University of Pennsylvania, Dartmouth College, Knox College, Brethren Colleges Abroad (BCA), the Barcelona Centre for International Studies (BCIS), the Council on International Studies (CIEE) and the Consortium for Advanced Studies in Barcelona (CASB). A total of 230 students from the US spent periods of study at the UB as part of these programs. In addition, 4 UB students received financial aid through the BCA program to study in the US.

Individual applications enabled 3 UB students to study in the US and 3 students from the US to study at the UB.

**Visiting students from the USA and Canada
by UB faculty and school**



TRS mobility

Through financial assistance for international projects and TRS mobility, the UB received funding for a project with the University of York (Canada) and two projects with US universities, specifically the University of California (San Diego) and the University of Pennsylvania.

LATIN AMERICA*Student mobility*

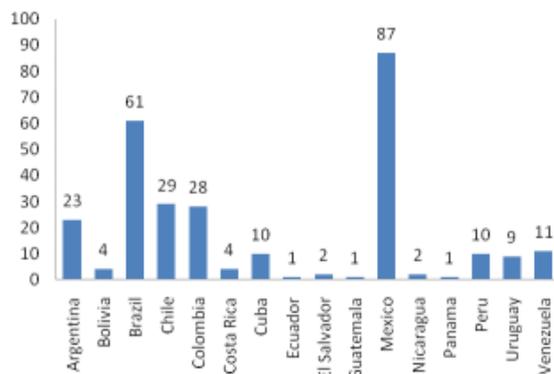
The total number of bilateral agreements with countries in Latin America was seventeen: 11 were general agreements and the rest were specific ones involving nine UB schools and faculties. In total, 34 UB students studied in Latin American universities, while 60 visiting students came to the UB. The participating UB students predominantly went to Mexican universities and Mexico was also the country from which the highest number of visiting students came to the UB.

With respect to individual applications, the UB was host to a total of 126 students from Latin American universities, principally from Brazil and Mexico, while 16 UB students took advantage of this type of mobility.

During the academic year 2008-2009, 83 students from Latin America pursued third cycle studies or research stays at the UB under MAEC-AECID general funding. Of these, 62 won new grants, while 21 received grant renewals.

Under the Carolina Foundation-AECID program, the UB hosted 8 students pursuing doctoral studies.

Visiting students from Latin America by country

*TRS mobility*

UB teaching staff received 9 grants in the context of bilateral agreements to support TRS mobility, while 7 visiting lecturers were recipients of similar funding.

Under the UB's agreement with the National Autonomous University of Mexico (UNAM), 5 UB lecturers and 3 UNAM lecturers took part in exchanges. In the case of the agreement with the University of Havana, 4 UB lecturers and 4 lecturers from the Cuban university participated.

During academic year 2008-2009, the Ibero-American interuniversity cooperation program (through PCI-Ibero-American project funding) brought 118 visiting Latin American lecturers to the UB and funded 115 stays by UB lecturers in Latin American universities. In the project funding call for 2008, the UB won 30 grants (18 in research, 5 in teaching, 4 for supplementary actions and 3 for integrated actions).

In addition, 4 UB projects with Brazil won funding through the Spanish Ministry of Education and Science's program to support interuniversity cooperation between Brazil and Spain.

Under the UB's call for funding to support international projects and TRS mobility, grants went to 14 projects and 13 UB lecturer stays in Argentina, Brazil, El Salvador, Mexico, Peru and Uruguay, while 4 lecturers from Argentina, Brazil and Mexico won grants for stays at the UB.

In the 2009 call for funding of international development cooperation projects, the UB's Vice-Rector for International and Institutional Relations awarded a total of 6 grants, split among Bolivia (4), Paraguay (1) and Peru (1).

The Catalan Government's Catalan Development Cooperation Agency awarded financial aid to 3 UB projects with Bolivia in its call for funding to support university projects that create awareness, provide education and training, build capability and conduct research in the area of development cooperation.

THE MAGHREB, ARAB COUNTRIES, THE MEDITERRANEAN AREA AND SUB-SAHARAN AFRICA*Student mobility*

A total of 20 students from universities in the Maghreb, Arab countries and the Mediterranean area pursued doctoral and postgraduate studies at the UB with funding through MAEC-AECID grants. Of these students, 14 were recipients of new grants, while 6 received grant renewals.

MAEC-AECID			
Country	New grant	Grant renewal	Total
Angola	-	1	1
Algeria	1	-	1
Republic of Cape Verde	1	-	1
Morocco	6	2	8
Mozambique	1	-	1
Western Sahara	1	-	1
Senegal	2	-	2
Palestinian Territories	1	1	2
Tunisia	1	2	3
TOTAL	14	6	20

TRS mobility

Under the interuniversity cooperation program with Algeria, Egypt, Jordan, Tunisia and Morocco (financial assistance for MAEC-AECID and PCI-Mediterranean projects), the UB funded 3 projects with Moroccan universities, 11 projects with Tunisian universities and 1 project with Egyptian universities. Through these projects, 54 UB lecturers went abroad for temporary study periods, while 51 visiting lecturers came to the UB.

In addition, a project with Tunisia and a project with Israel received grants through the UB's call for funding in support of international projects and TRS mobility.

Three grants went to projects with Algeria, Morocco and Senegal under the 2009 call for funding to provide support to international development cooperation, sponsored by the Vice-Rector for International and Institutional Relations.

The Catalan Government's Catalan Development Cooperation Agency awarded financial assistance to 1 UB project with the Democratic Republic of Congo in its call for funding to support university projects that create awareness, provide education and training, build capability and conduct research in the area of development cooperation.

ASIA AND OCEANIA*Student mobility*

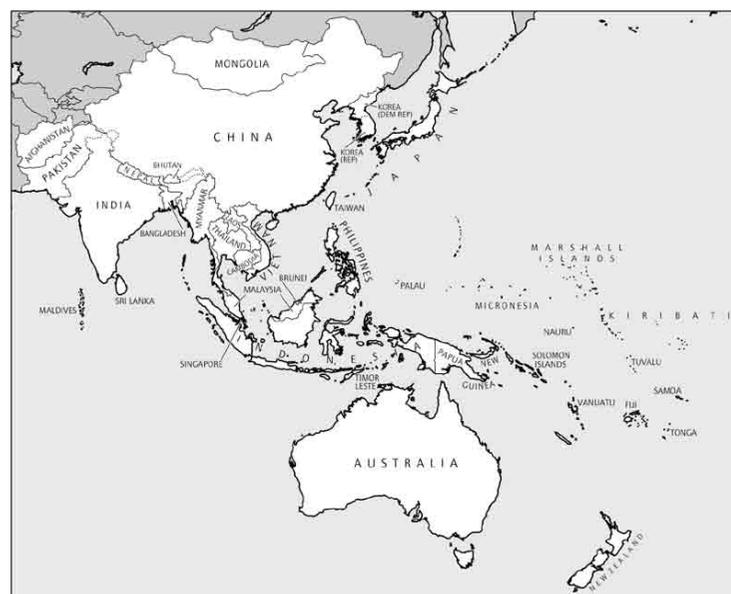
The UB has 7 bilateral agreements of a general nature, assisting 13 UB students and 7 international students in the academic year. In the case of students submitting individual applications, the UB received a total of 4 from universities in New Zealand and South Korea, but no UB students went to this part of the world.

Under the general call for MAEC-AECID financial assistance, the UB awarded 2 grants to students from the Philippines to pursue postgraduate and doctoral studies at the UB and 1 grant for a visiting student from India to conduct postdoctoral research.

TRS mobility

In the context of the UB's 2009 call for funding to support international projects and TRS mobility, the UB granted financial assistance to two projects with China and Iran.

The Catalan Government's Catalan Development Cooperation Agency awarded financial assistance to one UB project with Tibet in its call for funding to support university projects that create awareness, provide education and training, build capability and conduct research in the area of development cooperation.



**SUMMARY TABLES ON STUDENT MOBILITY,
TRS AND ADSS MOBILITY AND INTERNATIONAL PROJECTS**

Student exchanges by exchange program 2008-2009		
Program	UB students	Foreign students
Erasmus	664	1,083
Erasmus Mundus	6	-
Erasmus Mundus, Ext, Coop, Windows	12	4
Erasmus Practicals	14	-
Coimbra Group	4	4
Bilateral agreements	88	112
Individual applications	12	197
Specific USA programs (Study Abroad)	-	230
CINDA program	-	2
European Mobility Scheme for Physics Students	-	1
MAEC-AECID	-	107
Carolina-AECID Foundation	-	18
TOTAL	790	1,748

Student exchanges by exchange program and geographic area 2008-2009								
Program	Students	Europe (EU)	Central and Eastern Europe (non EU)	USA and Canada	Latin America	M, AC, MED, SA*	Asia and Oceania	TOTAL
Erasmus	UB	664	-	-	-	-	-	664
	International	1,083	-	-	-	-	-	1,083
Erasmus Mundus	UB	6	-	-	-	-	-	6
	International	-	-	-	2	-	-	2
Erasmus Mundus, Ext, Coop, Windows	UB	-	-	-	4	-	-	4
	International	-	-	-	4	-	-	4
Erasmus Practicals	UB	14	-	-	-	-	-	14
	International	4	-	-	-	-	-	4
Coimbra Group	UB	4	-	-	-	-	-	4
	International	4	-	-	-	-	-	4
Bilateral agreements	UB	7	-	34	34	-	13	88
	International	15	-	30	60	-	7	112
European Mobility Scheme for Physics Students	International	1	-	-	-	-	-	1
CINDA program	International	-	-	-	2	-	-	2
Individual applications	UB	5	-	3	4	-	-	12
	International	64	-	3	126	-	4	197
Specific USA programs (Study Abroad)	International	-	-	230	-	-	-	230
MAEC-AECID	International	-	1	-	83	20	3	107
Carolina-AECID Foundation	International	-	-	-	8	-	-	8
TOTAL UB		700	-	37	40	-	13	790
TOTAL International		1,167	1	259	283	20	14	1,748

* the Maghreb, Arab countries, the Mediterranean and Sub-Saharan Africa

TRS and AdSS mobility in exchange programs 2008-2009				
Program	TRS UB	AdSS UB	International TRS	International AdSS
Erasmus program	55	10	-	1
Coimbra Group	-	-	1	-
Bilateral agreements (Latin America)	9	-	7	-
PCI-Ibero-America (AECID)	115	-	118	-
PCI-Mediterranean (AECID)	54	-	51	-
Grants for TRS projects and mobility (UB Vice-Rector for International and Institutional Relations)	23	-	8	-
TOTAL	256	10	185	1

Number of international projects for UB TRS and their financing (outside Europe), 2008-2009						
	USA and Canada	Latin America	M, AC, MED, SA*	Asia and Oceania	Total number of grants	Total amount awarded (€)
Grants for TRS projects and mobility (UB Vice-Rector for International and Institutional Relations)	3	14	2	2	21	34,055
Grants for financing international development cooperation projects (UB Vice-Rector for International and Institutional Relations)	-	6	3	-	9	59,568
PCI (MAEC-AECID)	-	30	15	-	45	769,200
Programa Hispano Brasileño de Cooperación Inter Universitaria (Spanish Ministry of Education and Science)	-	4	-	-	4	24,270
Development cooperation call (Catalan Agency for Development Cooperation)	-	3	1	1	5	193,194
Total number of grants	3	57	21	3	84	
Import amount awarded	5,600 €	862,144 €	162,238 €	50,805 €		1,080,787



OTHER ACTIONS IN SUPPORT OF INTERNATIONAL MOBILITY*Development cooperation*

Under the AECID permanent call for funding (2008), one project won support totalling 18,000 euros. This project focuses on an intensive program for training university educators in methodology and management. The UB is working on the project in conjunction with the Uzbek State World Languages University in Uzbekistan, the National University of Vietnam, and the National University of Kinshasa in the Democratic Republic of Congo.

This academic year was critical in driving forward the work of the UB Solidarity Foundation in the area of development cooperation. The preparation of the UB Platform promoting a culture of peace neared conclusion. In addition, the



goal of development cooperation took concrete form through research and action in four main areas: third-world development, the construction of a culture of peace, the protection and defence of human rights, and the promotion of dialogue among cultures.

Many UB organizations play a key role in development cooperation, including research groups, departments, and the bodies listed below:

UB Organizations	NGOs with ties to the UB
<ul style="list-style-type: none"> • Solidarity Foundation • Institute for Lifelong Learning • Bosch i Gimpera Foundation 	<ul style="list-style-type: none"> • Món 3 Foundation (helping the Third World) • Education without Borders • Teachers in Solidarity • Education Students and Teachers for International Cooperation • Catalan Association of Professionals for Cooperation
UB OBSERVATORIES	CHAIRS
<ul style="list-style-type: none"> • Observatory on International Health • Solidarity Observatory • Observatory on Water Resources • Observatory on the Penal System and Human Rights • Observatory on Globalization • Observatory on Intercultural Trends 	<ul style="list-style-type: none"> • UNESCO Chair for the Environment and Sustainable Development • UNESCO Chair in Women's Studies, Development and Culture • UNESCO Chair in Bioethics • José M. Valverde Chair

Call for funding of international development cooperation projects (2009)	
Country	Project
Algeria	<ul style="list-style-type: none"> • Seminar entitled "Diálogo norte-sur de derechos humanos en Orán" and publication. • Promoting health and health education and conducting needs analysis and community action for the rural population of Cochabamba.
Bolivia	<ul style="list-style-type: none"> • Studying and assessing environmental impact and development of a social and environmental management model to combat mining pollution, and recruiting and training project personnel, San Juan de Sora-Sora basin. • Detecting and analysing university teacher training needs and designing strategies for improving teaching and studying, Instituto Normal Superior Católico Sedes Sapientiae at the San Pablo Bolivian Catholic University (UCB). • Research on natural technologies in wastewater treatment, Cochabamba.
Morocco	<ul style="list-style-type: none"> • Treatment and reuse of wastewater in the construction of artificial lagoons, eastern Morocco.
Paraguay	<ul style="list-style-type: none"> • Education and citizenship. Models for disseminating values, democratic institutions and the construction of the state.
Peru	<ul style="list-style-type: none"> • Heavy metal pollution of drinking water and foods and risk assessment for human health in a mining community, Cajamarca.
Senegal	<ul style="list-style-type: none"> • Postgraduate degree course in rural development cooperation.

Interuniversity cooperation program with Latin America (projects in the national call PCI-Ibero-America)		
Country	Project	
Argentina	<ul style="list-style-type: none"> • <i>Metalómica de la acumulación de cadmio en soja y girasol: toxicidad nutricional o aprovechamiento para fitorremediación</i> (Metalomics of cadmium accumulation in soya and sunflower: nutrition toxicity or use in phytoremediation) 	Joint research projects
	<ul style="list-style-type: none"> • Comparative analysis of models of public administration in institutions • The interuniversity master's degree course Penal System and Social Problems 	Joint teaching projects
	<ul style="list-style-type: none"> • Crime prevention and the prevention of violent behaviour • Scientific and technical conference delivered by the public health network for Latin America and the European Union (REDALUE) 	Complementary initiatives
Chile	<ul style="list-style-type: none"> • <i>Renovación de barrios en Chile y España: análisis, procesos de intervención y evaluación</i> (Regeneration of neighbourhoods in Chile and Spain: analysis, intervention processes and assessment) • The role of transporter hENT 1 in nucleoside drug resistance • <i>Funcionalización de nanopartículas metálicas para favorecer su paso a través de la barrera hematoencefálica. Aplicaciones en la enfermedad de Alzheimer</i> (Functionalization of metallic nanoparticles to aid their passage across the blood-brain barrier. Applications to Alzheimer's disease) • <i>Identificación de moléculas antimicrobianas miméticas obtenidas a partir de mapeo de péptidos activos</i> (Identification of mimetic antimicrobial molecules obtained by mapping active peptides) 	Joint research projects
	<ul style="list-style-type: none"> • Training of teachers and technicians in mariculture 	Joint teaching projects
	<ul style="list-style-type: none"> • <i>Comparativa de las actividades docentes, su incidencia sobre la capacidad de aprendizaje y su transferencia y adecuación a entornos distintos</i> (Comparison of teaching activities, their impact on learning capacity, and their transfer and adaptation to different environments) • Scientific and technical conference delivered by the public health network for Latin America and the European Union (REDALUE) 	Complementary initiatives
	<ul style="list-style-type: none"> • <i>Creación de un laboratorio de nanobiotecnología para el desarrollo de nuevas herramientas para el diagnóstico y terapia de enfermedades de interés regional</i> (Creation of a nanobiotechnology laboratory to develop new diagnostic and treatment tools for diseases of regional interest) 	Integrated initiatives
	<ul style="list-style-type: none"> • <i>Diagnóstico de la enfermedad de Chagas: transferencia bidireccional España-Bolivia de tecnología y experiencia</i> (Diagnosis of Chagas disease: two-way transfer of technology and experience between Spain and Bolivia) 	Joint research projects
Bolivia	<ul style="list-style-type: none"> • <i>Diseño y evaluación de métodos para estudiar el riesgo asociado al consumo de moluscos bivalvos contaminados con virus humanos</i> (Design and evaluation of methods to study the risk associated with the consumption of bivalve molluscs contaminated with human viruses) • <i>Modelos de entonación del español y el portugués para la enseñanza de lenguas</i> (Models of Spanish and Portuguese intonation for language teaching) • <i>Estrategias de desarrollo turístico sostenible en comunidades rurales y de pescadores en polos turísticos emergentes del noreste de Brasil</i> (Strategies for sustainable tourism development in rural and fishing communities in emerging tourist areas of north-eastern Brazil) 	Joint research projects
	<ul style="list-style-type: none"> • The doctoral degree course Tourism and the Interpretation and Presentation of Cultural and Natural Heritage 	Joint teaching projects
	<ul style="list-style-type: none"> • Meeting to strengthen ties with the Department of Foreign Language and Literature at the Federal University of Santa Catarina (UFSC) and to lay the groundwork for a joint teaching project 	Complementary initiatives
Brazil	<ul style="list-style-type: none"> • <i>Cultura de paz y construcción de la sociedad civil. especial incidencia en las comunidades indígenas</i> (The culture of peace and the construction of civil society. Special impact on indigenous communities) • <i>Inclusión social de mujeres con discapacidad: creencias y prácticas, desde una perspectiva de derechos</i> (Social inclusion of women with disabilities: beliefs and practices, from the perspective of rights) 	Joint research projects
	<ul style="list-style-type: none"> • Scientific and technical conference delivered by the public health network for Latin America and the European Union (REDALUE) 	Complementary initiatives
	<ul style="list-style-type: none"> • <i>Modelos de entonación del español y el portugués para la enseñanza de lenguas</i> (Models of Spanish and Portuguese intonation for language teaching) 	Joint research projects
Cuba	<ul style="list-style-type: none"> • <i>Modelos de entonación del español y el portugués para la enseñanza de lenguas</i> (Models of Spanish and Portuguese intonation for language teaching) 	Joint research projects
El Salvador	<ul style="list-style-type: none"> • Integrated quality development in the University of El Salvador (UES) 	Integrated initiatives
Ecuador	<ul style="list-style-type: none"> • <i>Funcionalidad y calidad ecológica de ríos altoandinos (Fucara)</i> (Functionality and ecological quality in high Andean rivers [Fucara]) 	Integrated initiatives
Mexico	<ul style="list-style-type: none"> • <i>Genero y políticas de regeneración urbana en centros históricos: Catalunya-México</i> (Gender and urban regeneration policies in historic centres: Catalonia – Mexico) • Views of teaching and learning in sciences and of teaching practice as part of a teacher training project • <i>La mujer como base del desarrollo social y económico del estado de Michoacán</i> (Women as the basis of social and economic development in Michoacán) 	Joint research projects

The Brazilian-Spanish Inter-University Cooperation Program (MEC)		
Country	Project	
Brazil	<ul style="list-style-type: none"> Investigación de sistemas supramoleculares por RMN (NMR study of supramolecular systems) 	Joint projects
	<ul style="list-style-type: none"> Estudio de la sensibilidad de los ratones mutantes de las ubiquitina ligasas herc al proceso inflamatorio inducido por lipopolisacáridos (Study of the sensitivity of HERC ubiquitin ligase mutant mice to the inflammatory process induced by lipopolysaccharides) 	
	<ul style="list-style-type: none"> Aislamiento de consorcios microbianos degradadores de hidrocarburos y prospección de genes en una librería metagenómica (Isolation of hydrocarbon-degrading microbial consortia and gene prospecting in a metagenomic library) 	Workshop
	<ul style="list-style-type: none"> Investigación de sistemas supramoleculares por RMN (NMR study of supramolecular systems) 	

Catalan government grants program for university development cooperation projects addressing awareness-raising, education, training, recruitment and research		
Country	Project	
Bolivia	<ul style="list-style-type: none"> Knowledge transfer platform for international health and tropical medicine for the bioregions of Bolivia Community health education in rural Cochabamba: the Andean zone, sub-Andean valleys and tropical plains 	
	<ul style="list-style-type: none"> Study and assessment of pesticide residue in water and tomato-growing land: water treatment to eliminate pesticides in agricultural zones, Omereque, Campero province. 	
	<ul style="list-style-type: none"> Interaction between democracy, human rights and the strengthening of institutions: a solution for the instability of the Great Lakes 	
Democratic Republic of Congo	<ul style="list-style-type: none"> Interaction between democracy, human rights and the strengthening of institutions: a solution for the instability of the Great Lakes 	
China	<ul style="list-style-type: none"> Community health education in rural Tibetan communities 	

Interuniversity cooperation program with Algeria, Egypt, Jordan, Tunisia and Morocco (projects in the call MAEC-AECD, PCI-Mediterranean)		
Country	Project	
Morocco	<ul style="list-style-type: none"> Tecnologías naturales para la depuración y reutilización de aguas residuales en Marruecos (Natural technologies for wastewater treatment and reuse in Morocco) Biodiversidad y productos naturales aislados de amaryllidaceae de Marruecos (Biodiversity and natural products isolated from Amaryllidaceae in Morocco) Cartografía y zonación del peligro de inundación en la zona de taza (Marruecos) (Flood hazard zapping and zoning in the Taza region of Morocco) 	Joint research project
	<ul style="list-style-type: none"> Interpretación y gestión turística del patrimonio y las rutas e itinerarios culturales en zonas rurales de Túnez: estrategias para la planificación local y el desarrollo regional (Interpretation and tourist management of heritage, cultural routes and itineraries in rural areas of Tunisia: strategies for local planning and regional development) Développement de nouveaux biomatériaux hybrides pour le dosage de l'histamine chez le poisson Effets de l'irrigation par les eaux saumâtres et de la fertilisation minérale foliaire sur la teneur en terpenoides chez deux plantes aromatiques de la famille de labiateae: sauge (<i>s. officinalis</i>) et romarin (<i>r. officinalis</i>) Expresión y caracterización de dominios de unión de adn de la proteína ler (Expression and characterization of DNA binding domains of the ler protein) Dinámica sedimentaria y gestión costera sostenible (dysegec) (Sedimentary dynamics and sustainable coastal management [Dysegec]) 	
	<ul style="list-style-type: none"> Evolución social y formación del estado numida: las poblaciones autóctonas de la región de sicca veneria (el kef, Túnez) y sus relaciones con la civilización fenicio-púnica (Social evolution and formation of the Numidian state: indigenous populations of the Sicca Veneria region [El Kef, Tunisia] and their relationship to the Phoenician and Punic civilization) Etude comparative des espèces gallicoles des chênes en Tunisie et du nord-est ibérique Búsqueda de marcadores bioquímicos y sensoriales para la caracterización de Iso aceites de olivas tunecinas que destacan por su tipicidad (Search for biochemical and sensory markers for characterizing ISO oils in Tunisian olives that are notable for their typical qualities) Organización agrícola de la provincia romana de África (Túnez) (Agricultural organization in the Roman Province of Africa, Tunisia) Antioxydants du câpre tunisien Platelmintos parásitos de peces de las costas tunecinas. Estudio faunístico-ecológico, ultraestructural y ecotoxicológico (Parasitic plathyelminthes in fish from Tunisian coastal waters. A faunistic, ecological, ultrastructural and ecotoxicological study) 	
Egypt	<ul style="list-style-type: none"> Control de la calidad microbiológica de las aguas residuales depuradas como recurso para riego (Monitoring the microbiological quality of treated waste waters as a resource for irrigation) 	Joint research project

Support in the processing of residents' permits

The UB processed a total of 90 work permits and 1,384 short-stay permits for students and close family members, i.e. spouses and dependent minors. The student breakdown, by region, was 67.4% from Latin America, 17.5% from Asia and Oceania, 5.6% from the US and Canada and 5.2% from the Maghreb, Arab countries and the Mediterranean area.

The distribution by school and faculty reflects a concentration in the courses offered by the Institute of Hispanic Studies, with 15.2%, followed closely by studies in the Faculty of Economics and Business, with 12.7%.

STUDENTS BY REGION	
Region	Number of students
Maghreb, Arab countries and the Mediterranean area	73
Asia and Oceania	243
Africa	15
Latin America	933
United States and Canada	78
Central and Eastern Europe (non-EU) and the CEI	42
TOTAL	1,384

Teaching and research staff by country	
Country	No. of TRS
Algeria	1
Argentina	11
Belarus	3
Bosnia	1
Bolivia	3
Brazil	7
Colombia	12
Cuba	2
El Salvador	1
Ecuador	1
United States	2
Ethiopia	1
Philippines	1
India	6
Iran	4
The Lebanon	2
Morocco	1
Mexico	16
Peru	3
Russia	5
Serbia	1
Taiwan	1
Turkey	1
Venezuela	3
China	1
Total	90

Welcome program for visiting teaching and research staff

During academic year 2008-2009, the UB issued 121 university cards to visiting teaching and research staff, giving them access to the UB's wide range of services. More than three-quarters of these cards went to teaching and research staff from Latin America.

Welcome program for visiting teaching and research staff	
Country	Visiting TRS
Argentina	13
Austria	1
Bosnia and Herzegovina	1
Bolivia	2
Brazil	13
Canada	1
Colombia	3
Costa Rica	2
Cuba	6
Spain	1
USA	1
Guatemala	1
Israel	1
Italy	4
Morocco	1
Mexico	38
Nicaragua	2
Paraguay	1
Poland	1
Thailand	1
Turkey	1
Venezuela	1
Chile	24
China	1
Total	121

FORD FOUNDATION

The International Fellowship Program (IFP) is the Ford Foundation's most wide-reaching initiative. The aim is to offer women and men of any age the opportunity to gain a master's degree. Applicants are selected on the basis of their ability and leadership capacity in their respective fields, as well as their academic potential and their commitment to contribute to the development of their reference groups or home communities.

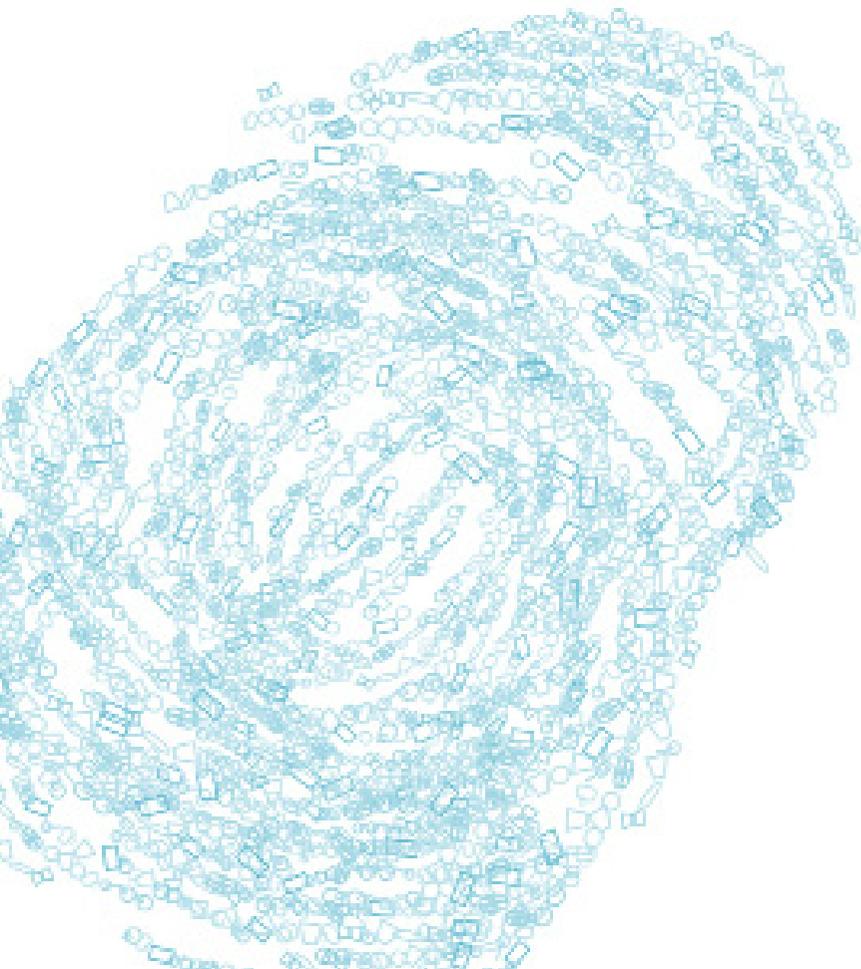
Two students were involved in exchanges on this program in academic year 2008-2009, from Peru and Chile:

7. OUR STAFF

Overview

Human resources policies

Rights and guarantees for the university community





Overview

In 2008, the University of Barcelona employed 4,715 teaching and research staff (TRS) and 2,177 administrative and service staff (AdSS). By 2009, these figures had risen to 4,853 TRS and 2,294 AdSS.

The University of Barcelona is organized into a structure of administrative and technical units to manage its activities and provide services to the university.

The University's specialized teaching and research support units provide a wide range of services, including: the library, which is an essential element in the system of documentary resources and knowledge dissemination; scientific and technical services, research support and animal experimentation services; IT, technological and audiovisual services; and sports, languages and other services to meet the training, cultural and complementary needs of the university community (including publications, publishing, copying services and catering). Other services include general support for environmental preservation and the promotion of health and safety.

With respect to teaching staff, the UB has carried out competitive selection processes for contracts to stabilize employment, for promotions, and for those starting or continuing with teaching careers.

The competitive selection processes for contracts to stabilize employment led to a considerable number of tenure-track 1 lecturers, Ramón y Cajal researchers and adjunct lecturers in medicine joining the UB's permanent and civil service staff. Specifically, the UB took on: 68 tenure-track 2 lecturers (ten of whom were linked to hospital healthcare) as part of the 2008 and 2009 Jaume Serra-Hunter University Lecturer Plan; and 9 tenured university lecturers (two of whom were linked

to hospital healthcare). In the next few years, the stabilization of employment will become more dependent on the real autonomy that the UB has over its teaching staff policy, due to the proposed change in focus of the Serra-Hunter Plan. Despite everything, this Plan has helped to improve research quality and teaching efforts by consolidating the UB teaching staff.

The competitive promotion processes led to 11 tenured university school lecturers being accepted as tenured university lecturers. In addition, a recent call for 42 university chair positions was open to tenured university lecturers who were accredited for positions as full university lecturers.

For those starting or continuing a teaching career, a total of 361 posts for temporary teaching staff were filled through competitive selection procedures. The posts included 47 assistant lecturers and 59 tenure-track 1 lecturers. These vacancies were available as a result of generational changeover, with the early retirement of 27 members of civil service teaching staff in the past academic year and the 32 early retirements planned for this academic year.

The competitive selection processes were reinforced by a training program for temporary staff, for which 18 grants were awarded in 2009. This program focuses on mobility and training to help staff to obtain the skills they need to undergo the current accreditation processes.

The UB aims to increase the recognition and skills of its administrative and service staff, teaching and research staff, and technicians, and to consolidate the relationship between members of staff and the university school, faculty or unit in which they work. It also aims to continue to develop a sense of belonging to the University of Barcelona.

To achieve this, the UB has established bases for teaching and research staff that can be used to analyse the offerings and the teaching strength associated with decisions affecting these staff. In addition, the UB has begun to review teaching duties and whether to reduce them, using a model that takes into account all of the activities of lecturers during their working day. This will enable the University to continue to make improvements in its staff models and in the stabilization of teaching staff that are consistent with departmental and university needs.

One of the University's objectives has been to demonstrate that criteria of transparency, merit and ability are used in all competitive selection procedures and that the provisions of the Catalan Government's "Basic regulations on public employment" are taken into account. Furthermore, the UB aims to improve the specific training of AdSS. In 2009, competitive selection procedures for contracts to stabilize employment and for promotions were used for around 150 positions. Other selection procedures are still pending. The positions on offer included 85 vacancies for civil service AdSS, 44 for university-contracted AdSS working in auxiliary services, and several additional posts in various categories. These positions were created to reduce the number of interim contracts and the excessively long temporary contracts, as there had been a delay in the organization of selection procedures for such places.

Other measures to improve the conditions and the safety of workers included the following: the creation of a social welfare service and the establishment of an administrative unit for mediation and staff services in response to AdSS requests for support; the consolidation of a medical service for occupational hazards that is based in the Florensa building and has two teams to provide assistance; and the



reorganization of the medical healthcare service, which will be replaced in the near future when the new team of the occupational hazards medical service is expanded.

This way of working requires many meetings and agreements, which must take into account legal and budget restrictions and the different opinions of those involved. Dialogue and a calm approach are essential, so that long-term agreements can be reached, such as those that have been made recently.

CHANGES IN AdSS BY CATEGORY 2008-2009									
Civil-service AdSS	-2008-			-2009-			Variation 2008-2009		
	Civil servants	Permanent	Total	Civil servants	Interim	Total	Civil servants (%)	Interim (%)	Total (%)
Group A	35	0	35	35	1	36	0.0		2.9
Group B	191	12	203	186	27	213	-2.6	125.0	4.9
Group C	484	0	484	474	0	474	-2.1		-2.1
Group D	119	139	258	118	184	302	-0.8	32.4	17.1
Group E	22	1	23	21	1	22	-4.5	0.0	-4.3
Total	851	152	1,003	834	213	1,047	-2.0	40.1	4.4
	84.8%	15.2%		79.7%	20.3%				
University-contracted AdSS	Permanent	Temporary	Total	Permanent	Temporary	Total	Permanent (%)	Permanent (%)	Permanent (%)
Group I	168	102	270	177	109	286	5.4	6.9	5.9
Group II	163	67	230	166	67	233	1.8	0.0	1.3
Group III	233	206	439	264	212	476	13.3	2.9	8.4
Group IV	164	56	220	154	82	236	-6.1	46.4	7.3
Group V	0	0	0	0	0	0			
Total	728	431	1,159	761	470	1,231	4.5	9.0	6.2
	62.8%	37.2%		61.8%	38.2%				
Casual worker	Permanent	Temporary	Total	Permanent	Temporary	Total	Permanent (%)	Permanent (%)	Permanent (%)
	0	15	15	0	16	16	0.0	6.7	6.7
Total UB	1,579	598	2,177	1,595	699	2,294	1.0	16.9	5.4
	72.5 %	27.5 %		69.5 %	30.5 %				

CHANGES IN AdSS BY SEX 2008-2009									
Civil service AdSS	-2008-			-2009-			Variation 2008-2009		
	Women	Men	Total	Women	Men	Total	Women (%)	Women (%)	Women (%)
Group A	25	10	35	26	10	36	4.0	0.0	2.9
Group B	173	30	203	177	36	213	2.3	20.0	4.9
Group C	392	92	484	382	92	474	-2.6	0.0	-2.1
Group D	231	27	258	269	33	302	16.5	22.2	17.1
Group E	8	15	23	7	15	22	-12.5	0.0	-4.3
Total	829 82.7%	174 17.3%	1003	861 82.2%	186 17.8%	1047	3.9	6.9	4.4
	Women	Men	Total	Women	Men	Total	Women (%)	Women (%)	Women (%)
Group I	137	133	270	151	135	286	10.2	1.5	5.9
Group II	98	132	230	101	132	233	3.1	0.0	1.3
Group III	206	233	439	225	251	476	9.2	7.7	8.4
Group IV	137	83	220	146	90	236	6.6	8.4	7.3
Group V	0	0	0	0	0	0			
Total	578 49.9%	581 50.1%	1159	623 50.6%	608 49.4%	1231	7.8	4.6	6.2
Casual workers	7	8	15	7	9	16	0.0	12.5	6.7
Total UB	1.414	763	2.177	1.491	803	2.294	5.4	5.2	5.4

CHANGES IN AdSS BY LENGTH OF SERVICE AND SEX 2008-2009									
	-2008-			-2009-			Variation 2008-2009		
	Total	Women	%Ta/Tt	Total	Women	%Ta/Tt	Total (%)	Women (%)	%Δ
0-5 years	402	243	18.5	487	304	21.2	21.1	25.1	15.0
6-10 years	307	197	14.1	304	194	13.3	-1.0	-1.5	-6.0
11-15 years	314	203	14.4	254	160	11.1	-19.1	-21.2	-23.2
16-20 years	569	389	26.1	535	357	23.3	-6.0	-8.2	-10.8
21-25 years	263	156	12.1	374	243	16.3	42.2	55.8	35.0
26-30 years	115	58	5.3	106	50	4.6	-7.8	-13.8	-12.5
31-35 years	148	114	6.8	157	112	6.8	6.1	-1.8	0.7
36-40 years	55	50	2.5	69	63	3.0	25.5	26.0	19.1
>40 years	4	4	0.2	8	8	0.3	100.0	100.0	89.8
Total	2,177	1,414	100	2,294	1,491	100	5.4	5.4	0.0
	Total	%	Δ%(t-1)	Total	%	Δ%(t-1)	Total Δ	%Δ	
>20 years	585	26.9	26.9	714	31.1	22.1	0	15.8	

%Ta/Tt: Total AdSS in the length of service group as a percentage of the total AdSS for the year.

STAFF ROTATION: NUMBER AND PERCENTAGE OF AdSS					
<i>ROTATION = people who leave the UB and resign from their post before their contract has finished.</i>					
Year	Total used in the calculation	WITH LEAVE OF ABSENCE		WITHOUT LEAVE OF ABSENCE	
		Number of people	% of the total	Number of people	% of the total
2005	2,025	6	0.30	70	3.46
2006	2,141	7	0.33	62	2.90
2007	2,125	8	0.38	82	3.86
2008	2,177	7	0.32	101	4.64
2009	2,294	11	0.40	35*	1.52
2010	2,348	3	0.13	10*	0.43

* People who have resigned and are no longer working at the UB.

Teaching and research staff

REAL NUMBER OF TRS AND FTEs BY FACULTY OR SCHOOL						
Faculty or school	Real number of staff			Full-time equivalents (FTEs)		
	2008	2009	% 2009/2008	2008	2009	% 2009/2008
Faculty of Philosophy	64	67	4.69	53.50	56.13	4.92
Faculty of Philology	288	304	5.56	258.50	262.88	1.69
Fac. Geography and History	237	247	4.22	219.75	215.75	-1.82
Faculty of Fine Arts	168	174	3.57	149.88	152.13	1.50
Faculty of Law	339	341	0.59	276.50	273.25	-1.18
Fac. of Economics and Business	430	572	33.02	356.13	470.38	32.08
University School of Business Studies	131	0	-100.00	117.88	0.00	-100.00
Faculty of Biology	319	333	4.39	273.75	282.25	3.11
Faculty of Physics	208	216	3.85	167.13	170.88	2.24
Faculty of Geology	94	101	7.45	84.25	85.25	1.19
Fac. Of Mathematics	105	109	3.81	89.00	89.63	0.71
Faculty of Chemistry	244	243	-0.41	213.63	210.00	-1.70
Faculty of Pharmacy	327	332	1.53	260.75	259.75	-0.38
Faculty of Medicine	596	597	0.17	339.38	339.63	0.07
Faculty of Psychology	220	232	5.45	177.13	177.00	-0.07
Faculty of Dentistry	198	199	0.51	143.88	143.88	0.00
University School of Nursing	257	301	17.12	163.38	181.00	10.78
Faculty of Education	203	205	0.99	167.25	166.00	-0.75
Fac. Library and Information Science	67	66	-1.49	48.38	48.00	-0.79
Fac. Teacher Training	211	214	1.42	189.38	183.50	-3.10
ICE	9	0	-100.00	9.00	0.00	-100.00
Total	4,715	4,853	2.93	3,758.43	3,767.29	0.24
			%FTE/real=	79.71	77.63	-2.61

TRS BY DUTIES				
Duties	Teaching hours	Real number of TRS		
		2008	2009	% 2009/2008
1P	(1h)	75	1	-98.67
3P	(3h)	721	781	8.32
4P	(4h)	67	88	31.34
6P	(6h)	692	717	3.61
8P	(8h)	18	15	-16.67
A	(3h)	0	0	
B	(6h)	15	1	-93.33
C	(8h)	2,682	2,654	-1.04
C3	(6h)	85	96	12.94
P2	(2h)	234	258	10.26
P3	(3h)	5	6	20.00
P6	(6h)	121	112	-7.44
P0	(0h)		124	
Total UB		4,715	4,853	2.93

REAL NUMBER OF TRS BY SEX						
Sex	Real number of TRS			Percentage Sex		
	2008	2009	% 2009/2008	2008	2009	% 2009/2008
Men	2,693	2,756	2.3	57.1	56.8	-0.6
Women	2,022	2,097	3.7	42.9	43.2	0.8
Total UB	4,715	4,853	2.93	100	100	0.00

Senior staff by sex

TRS – ACADEMIC POSTS BY TYPE, AGE AND SEX					
Post	Women		Men		Total
	No.	%	No.	%	
Assistant ombuds officer		0.00	1	100.00	1
Head of studies	29	55.77	23	44.23	52
Head of section at the ICE	1	25.00	3	75.00	4
Commissioner	1	20.00	4	80.00	5
Coordinator of cultural activities		0.00	1	100.00	1
Coordinator of the Bellvitge Campus		0.00	1	100.00	1
Course coordinator	3	75.00	1	25.00	4
Coordinator of activities to promote the UB	1	100.00		0.00	1
Coordinator of the Postgraduate Agency		0.00	1	100.00	1
Faculty dean	2	11.11	16	88.89	18
University of Barcelona delegates	2	50.00	2	50.00	4
Manager of the document management system		0.00	1	100.00	1
Academic director	1	100.00		0.00	1
Director of activities		0.00	1	100.00	1
Manager of the UB Sports Centre		0.00	1	100.00	1
Department director	28	27.18	75	72.82	103
University director	1	100.00		0.00	1
Agency director		0.00	2	100.00	2
Director of the School of Gemology		0.00	1	100.00	1
Director of the ICE		0.00	1	100.00	1
Director of European Convergence		0.00	1	100.00	1
University school director	2	100.00		0.00	2
Institute director	1	12.50	7	87.50	8
Rector		0.00	1	100.00	1
Centre secretary	1	100.00		0.00	1
Assistant secretary		0.00	1	100.00	1
Department secretary	52	49.06	54	50.94	106
Faculty secretary	12	63.16	7	36.84	19
Secretary of the ICE	1	100.00		0.00	1
University school secretary	2	100.00		0.00	2
Institute secretary	2	50.00	2	50.00	4
General secretary		0.00	1	100.00	1
Ombuds officer		0.00	1	100.00	1
Assistant coordinator		0.00	1	100.00	1
Assistant director		0.00	1	100.00	1
Faculty vice-dean	23	44.23	29	55.77	52
University school deputy-director	4	66.67	2	33.33	6
Vice-president of the Senate of Doctors		0.00	1	100.00	1
Vice-rector	4	40.00	6	60.00	10
Total	173	40.90	250	59.10	423

AdSS – SENIOR POSITIONS BY TYPE, AGE AND SEX					
Post	Women		Men		Total
	Nº	%	Nº	%	
01/01/2009 – Temporary Management Staff					
Technical adviser	1	100.00		0.00	1
Head of bureau		0.00	1	100.00	1
General manager's delegate	1	100.00		0.00	1
Directors	5	55.56	4	44.44	9
Technical officers		0.00	2	100.00	2
General manager		0.00	1	100.00	1
Total	7	46.67	8	53.33	15

Training

TRAINING PLAN 2009	
Number of courses	234
Number of enrolments	2,962
Total class hours in the courses	7,032
Total training hours completed by AdSS	64,544
Direct costs assumed by the UB, in euros	236,466
Subsidies from government lifelong learning funds, in euros	102,281
Total costs per training course, in euros	338,747
Ratio of cost per enrolment, in euros	114
Indirect costs, in euros	1,148,569
Ratio of total costs per enrolment, in euros	502

Note: the indirect costs include: cost of hours that are not worked due to training, cost of renting computers for classrooms, cost of renting classrooms, the salaries of staff from the Corporate Training unit and the percentage of the expenses for the building / Total costs = direct costs plus indirect costs

Ratios by number of AdSS staff			
		UB staff	Ratio per person
Total training hours	64,544	2,374	27.19
Enrolments	2,962	2,374	1.25
Course participants	1,324	2,374	0.56
Direct costs	338,747	2,374	142.69
Indirect costs	1,148,569	2,374	483.81

Changes in enrolment by group									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Civil service	954	1,140	957	1,383	1,219	881	1,322	1,304	1,293
University-contracted	450	660	861	769	774	497	569	555	686
Interims-temporary	439	538	532	752	617	551	660	627	983
Total participants	1,843	2,338	2,350	2,904	2,610	1,929	2,551	2,486	2,962

Communication and participation

The speech below clearly demonstrates that the current rector's team in the Senate has found some shortfalls in this area and is fully committed to making improvements.

"We need powerful internal and external instruments to provide information and explanations, to express ourselves and quash rumours, and to prevent malfunctions and misunderstandings. Only in this way will we strengthen our identity and demonstrate our excellence. To achieve this, we must improve our organization, and link our many units and numerous databases using technical means, efficiently, transparently and professionally.

There is also room for improvement in communication within the management team. This was the conclusion drawn by the vice-rectors who left the team. They were right, but we should also remember that it is everybody's responsibility to improve communication. Resignations from a team are never desirable.

However, the situation was resolved satisfactorily and everybody involved acted responsibly. Once again, I must thank the vice-rectors who resigned for their dedication up to the last day of their duties. The results of this first year in office are due to their work. I thank the rest of the team for the work that they carried out in 2009 and for the enthusiasm and dedication with which they began their tasks and continued after the restructuring.

Finally, I must state that in this first year of changes and difficulties, of making contact and organization, I have not – we have not – always been able to respond rapidly to the requests and concerns of the university community. I particularly regret the fact that we have not always been as close as we should have been to certain problems or people. It is our clear intention to keep our diaries and our emails open to all members of the university community who wish to contact us. This is of key importance to the cohesion of our group and to the opportunity to share common goals despite our necessary diversity."

Occupational health and safety

University of Barcelona Statutes

The University of Barcelona Statutes approved by Decree 246/8 October 2003 included new provisions on occupational risk prevention, occupational safety and environmental protection.

Article 4.3 states that the University of Barcelona will implement a policy of occupational risk prevention that will ensure the safety and health of all its members. Consequently, the University has adopted a prevention management system that is in line with current legislation and with the UB's organizational characteristics.

The faculties, university schools, departments and university research institutes must ensure that the safety, health and environmental regulations are met in their respective areas in a coordinated manner, to guarantee that their activities are carried out under safe conditions.

The Governing Council is in charge of drawing up and disseminating the UB's policies for occupational risk prevention and environmental protection. In all research activities, the University of Barcelona ensures that staff health and safety is guaranteed and that the environment is protected.

The Statutes stipulate that academic staff, administrative and service staff and students have the right to health and safety information and effective protection in all their activities.

In return, they have a duty to know the safety regulations of their faculty or university school and to use resources appropriately (Article 124.2.9).

Declaration of the Policy of Risk Prevention⁶:

Principles and commitments

The University of Barcelona is aware that companies and institutions must ensure a safe and healthy working environment for all of their employees.

This is essential for four main reasons:

- Ethical and moral reasons: the UB's concern for the quality of its employees' working lives is essential as it is a clear expression of the University's social conscience.
- Legal reasons: as a result of the law on occupational risk prevention and additional regulations, companies and institutions must meet various obligations in this area.
- Financial reasons: work-related accidents and illnesses are costly to employees, companies and society in general.
- As the UB serves society, one of its functions is to create, develop and disseminate information on science, technology and culture within the framework established by the Spanish University Reform Law and the UB Statutes.

Therefore, we must play a leading role in promoting prevention both in teaching and research, to raise the awareness of UB students so that they carry out their activities with a philosophy of working safely. The University is one way in which these values can be integrated into society.

To obtain optimum levels of health and safety at work, we have drawn up this declaration of principles, which are the basis of the University's health and safety policy:

- Occupational risk prevention must be incorporated into the University's activity and defined as one of the main objectives to achieve through continuous improvement in all areas.
- Due to the social function of the University, preventive activities should be aimed at students and their education as well as the organization itself. Students must be trained to pass this information on to society.
- Staff are the UB's most important resource that guarantees the future of the University. Therefore, they must share the UB's objectives, particularly in the area of risk prevention.
- We consider that occupational diseases and accidents are caused by an inadequate risk prevention and control policy, rather than by an activity itself.

We have made the following commitments to actions that help to meet these principles:

- As part of their duties, managers must carry out every possible action to ensure that employees' working conditions are appropriate.

⁶ Approved by the UB Governing Council on 13 July.

- The UB must have sufficient resources to carry out preventive activities.
- The UB must ensure that all of its staff carry out their duties in suitable conditions, by adopting the measures required to identify, assess and control risks. The UB must establish communication channels so that all of its employees and students are informed and trained in risk prevention and can participate actively in drawing up any preventive measures that are required. To ensure that the University meets these commitments, a system for managing occupation risk prevention needs to be implemented that takes into account the specific characteristics of the UB.

Management of occupational health and safety at the UB

As a result of the new law on occupational risk prevention that is now in force, occupational health and safety management has been refocused. Compliance with this law has enabled the University community to develop a level of prevention that should stop possible risk situations from developing in the normal course of our work at the UB.

As work sites, universities have specific characteristics with respect to occupational health and safety. Consequently, they must be particularly sensitive to this matter and even more diligent than other organizations. In addition to the work carried out in classrooms and offices by many staff members, the UB encompasses a range of services and laboratories in which diverse tasks are performed, which need special protection measures. Above all, one factor particularly influences preventive actions: the presence of students.

The implementation of emergency plans must take into account the large number of people who could be present in the university schools and faculties. Furthermore, the preventive activities that the UB carries out should form part of the students' training that they will take with them once they have finished their studies.

This is not a new area for the University of Barcelona. For years the Safety and Hygiene Committee and the administrative divisions have worked in this area and, year after year, there has been a specific budget item to improve aspects of prevention. All the actions that have been carried out to date now need to be consolidated and increased to

comply with the new law.

Risk prevention is one of the objectives stated in the UB's strategic plan, which includes numerous actions aimed at improving working conditions. This will help to ensure that the Law on occupational risk prevention is successfully implemented in our University.

Occupational risk prevention delegates and the UB Health and Safety Committee

Occupational risk prevention delegates are employee representatives with specific functions in the area of risk prevention in the workplace.

They have the following responsibilities:

- Collaborate with the UB to improve preventive actions.
- Promote and foster the cooperation of employees in the implementation of regulations on occupational risk promotion.
- Advise the UB on future decisions regarding the Law on occupational risk prevention.
- Monitor compliance with the regulations on occupational risk prevention.

In accordance with the provisions in Law 31/1995 on occupational risk prevention, the UB Health and Safety Committee (hereafter CSS) is the joint deliberative body that regularly and periodically discusses the UB's risk prevention activities.

The CSS is comprised of 16 occupational risk prevention delegates and 16 representatives of the UB's governing bodies. OSSMA experts are not members of this committee. They can contribute in the meetings, but they have no vote.

Protocols

The following protocols apply to all employees who have had an occupational disease or any serious disease in general:

1. Protocol for the investigation of accidents and/or occupational diseases. This protocol involves the investigation and proposal of corrective measures, which could be:

- a. Structural
- b. Methodological
- c. Educational

2. Protocol of health monitoring for particularly vulnerable staff (this protocol already existed in 2008, but was consolidated in 2009 with the approval of the Health and Safety Committee):

- a. Detection
- b. Preliminary medical assessment
- c. Preventive measures to adopt (technical and medical)
- d. Regular monitoring of the health of the sick employee in relation to their activities at the UB (not monitoring of the disease itself, which is the responsibility of the Catalan Health Institute [ICS]).

Depending on specific needs, training may form part of the protocol for the investigation of accidents / occupational diseases or part of the health monitoring protocol. Such training is on an individual basis, and involves the provision of information.

In 2008, twenty-one accidents were investigated and the health monitoring protocol was applied to 778 employees/PIF. No serious diseases were dealt with in either case.

The CSS has the following responsibilities:

a. Participate in drawing up, implementing and assessing risk prevention plans and programs. Discussion of these plans before they are implemented. Involvement in risk prevention, projects on the planning and organization of work and the introduction of new technologies, the organization and implementation of protection and prevention activities and planning and organization of training on risk prevention.

b. Promote initiatives on methods and procedures for effective risk prevention and propose improvements in conditions or ways to correct shortcomings.

To carry out its responsibilities, the CSS is authorized to:

a. Directly access information on the situation of risk prevention in a worksite, and carry out as many visits to this site as it considers necessary.

b. Access any documents and reports on working conditions that the Committee requires to carry out its functions, as well as any documents generated by the prevention service, if necessary.

c. Access and analyse information about damage to the health or physical integrity of employees, so that the Committee can assess the causes and propose appropriate preventive measures.

d. Know about and provide information for the report and annual scheduling of prevention services.



Training in occupational safety

Courses on occupational safety for administrative and service staff (AdSS) at the University of Barcelona:

-Courses held in 2007:

- Introduction to the Feldenkrais method: back, space and action (20 h).
- Prevention of musculoskeletal disorders of the back (5 h).
- Module: health monitoring (first aid) (12 h).
- Workshop on the prevention of voice disorders: dealing with people on the telephone and face-to-face (12 h).

- Courses held in 2008:

- Stress without stress – learn to transform daily stress from an enemy into a resource (24 h).
- Prevention of musculoskeletal disorders of the back (5 h).
- Module: health monitoring (first aid) (2 courses of 12 h each)

Representation on health and safety committees

Joint employee-management health and safety committees have been established to help to monitor and assess occupational health and safety programs. The Law on occupational risk prevention establish that Health and Safety Committees in companies with over 4,000 employees



should have 8 employee representatives (occupational risk prevention delegates), subject to interpretation in the specific regulation. The Regulations of the UB Health and Safety Committee, which were approved by the Committee itself on 19 October 2004, state that there should be 16 employee representatives; 8 more than the number established by Law. They are distributed as shown in the table below:

All employees are represented on the Committee, despite the fact that the number of representatives is not proportional to the number of employees in each group. This obligation is established in Law 31/8 November 95 on occupational risk prevention, with which the UB fully complies. The management representatives are also taken from all groups, but are selected by the rector.

Employee representatives on joint management-employee health and safety committees

	Number of employee representatives	Number of institution representatives	Number of employees (approx.)	% s/t employee representatives on the Committee
Civil servant teaching and research staff	7	-	2,387	44.00
University-contracted teaching and research staff	1	-	2,466	6.00
Civil servant administrative and service staff	4	-	1,047	25.00
University-contracted administrative and service staff	4	-	1,247	25.00
Total	16	16	7,147	100.00

Rights and guarantees for the university community

The Ombuds Office

The Ombuds Office has responsibility for upholding the rights and liberties of the student body, teaching and research staff and the administrative and service staff before the various entities and services of the university, and of acting in the permanent provision of information regarding the functioning of the University.

The activities of the Ombuds Office are always aimed at improving the quality of the university. They are not subject to the control of any university body whatsoever and are governed by principles of independence and autonomy.

Antoni Mirambell i Abancó, professor of Civil Rights at the UB, took over as Ombuds Officer for the University of Barcelona on 11 January 2006.

The Ombuds Officer is elected by the Senate on the recommendation of the rector once representatives of the university community have been heard and a report by the Board of Trustees has been taken into account. The Ombuds Officer has a four-year term of office and can only be re-elected once.

The functions of the Ombuds Office

To receive the complaints and observations made concerning the functioning of the University by persons with a legitimate interest in so doing.

To make before the relevant authorities proposals of a non-binding nature to resolve the matters subject to its consideration and to be informed of the decisions adopted, where necessary.

To act as an intermediary or arbitrator in individual or group conflicts within the university community, by proposing acts of conciliation or binding transactions, provided that both parties are in agreement.



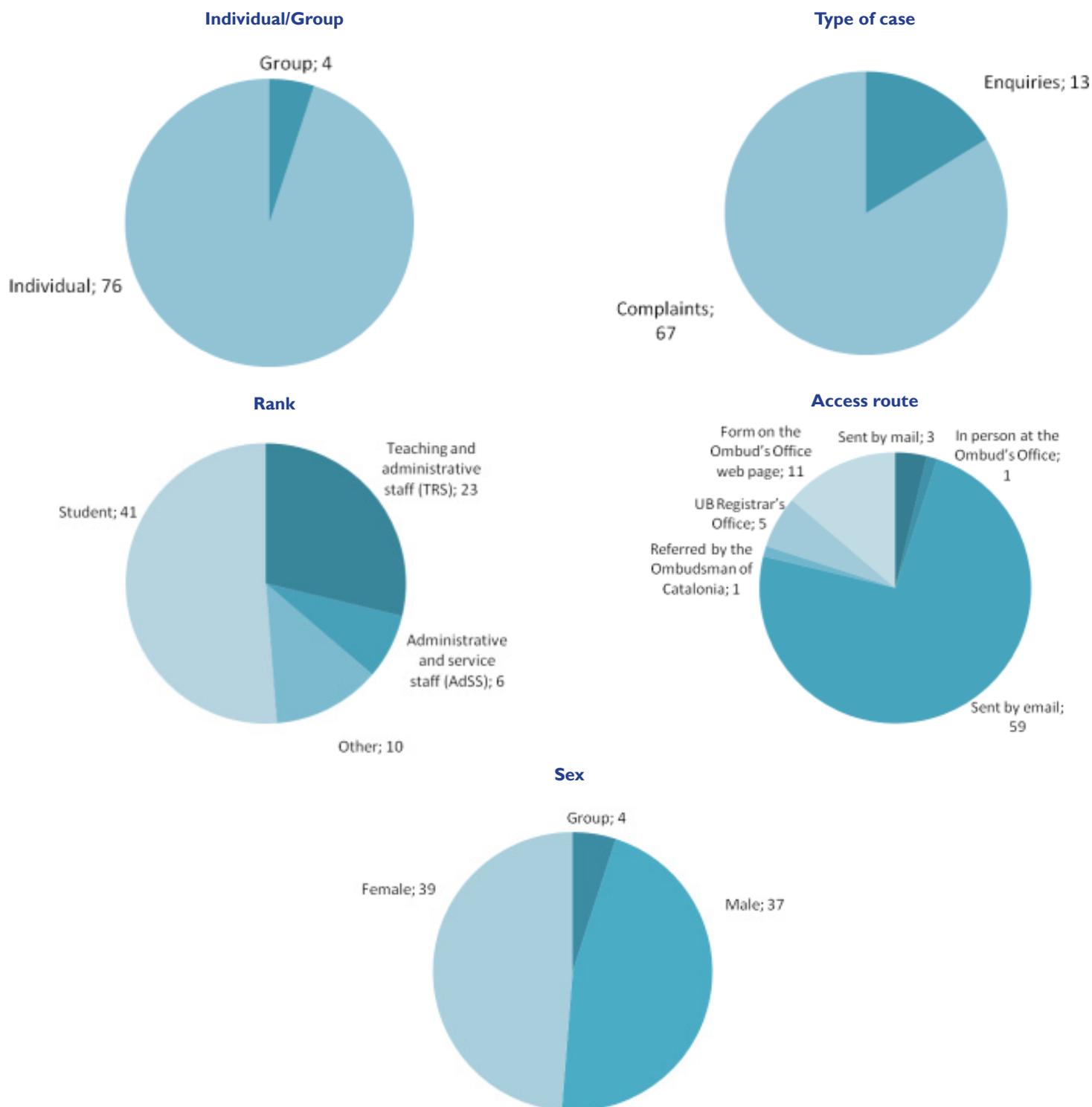
Annual report⁷

En el títol III, pel que fa als òrgans de govern de la Universitat, capítol IV, dedicat al síndic o síndica de greuges, article 66.5.e) de l'Estatut de la Universitat de Barcelona, s'estableix, textualment, que són funcions del síndic de greuges: «[...] presentar al Claustre Universitari i al Consell Social un informe anual sobre el funcionament de la Universitat [...]».

D'una banda, aquesta formulació implica que, més que d'una funció, es tracta d'un deure i, de l'altra, que, més que d'un informe pel que fa al funcionament de «tota» la Universitat, es tracta d'un informe de l'actuació de la Sindicatura de Greuges, que, certament i com a conseqüència, pot oferir algunes indicacions, favorables o no tan favorables, sobre el funcionament de la Universitat.

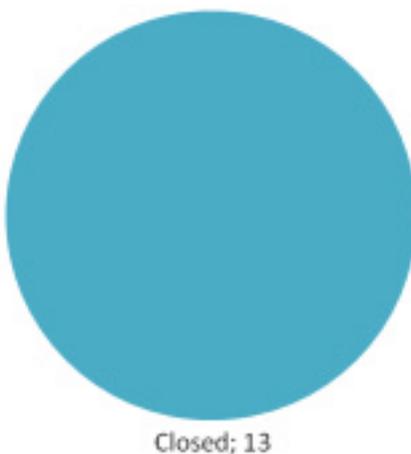
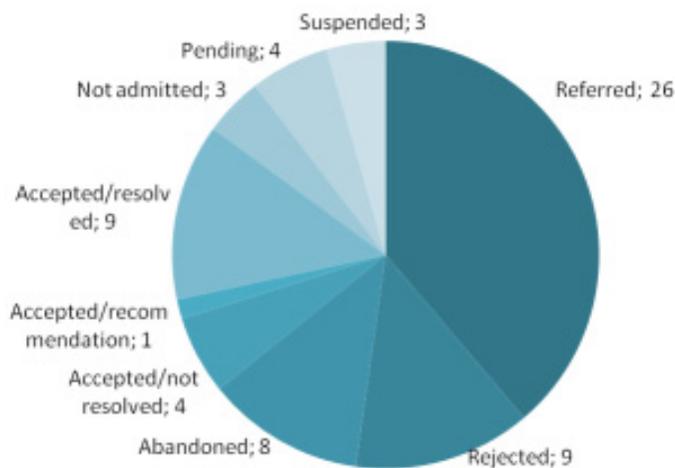


⁷http://www.ub.edu/secretariageneral/Claustre/Documents_per_penjar/Sindicatura_UB_Memoria-Informe%200809.pdf

Summary of the enquiries⁸ and complaints⁹ in 2008-2009:

⁸ Enquiries are requests for information or advice on a topic, to confirm or contradict impressions or to find ways to proceed. The Ombud's role in enquiries involves searching for and providing information and helping with concerns. Once these actions have been completed, the enquiry is considered closed.

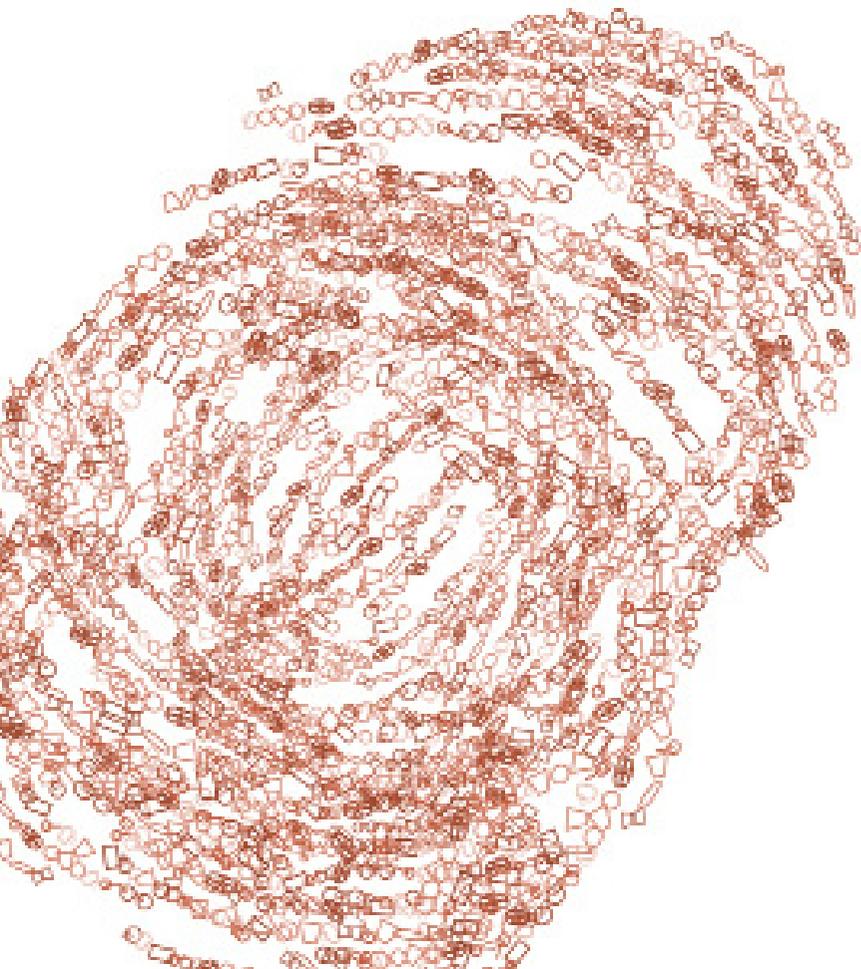
⁹ A complaint is an expression of disagreement about an action, the operation of a service or the situation and/or contents of regulations. In this case, the Ombuds Office is responsible for obtaining the information required to draw up criteria and to state whether the complaint is admissible or not. When the complaint is accepted, the Ombuds Office will make specific or general recommendations about how to deal with the situation.

Status of the enquiries**Status of the complaints**

Based on a summary analysis of actions taken in 2008-2009 and bearing in mind that a great many of these actions have been taken immediately and without the bureaucracy that can result under the regulations of the Ombud's Office, three subject areas can be seen to have caused the highest levels of conflict (within the overall low level of conflict that has been noted in general):

1. Enrolment: 15
2. Assessment: 13
3. Master' degrees: 8

8. FINANCIAL MANAGEMENT AND IMPACT





One of the most important aspects of transparency is directly related to the rendering of accounts and to the appropriate allocation of financial resources.

A culture of social responsibility should not be associated with a financial cost. In fact, many actions in this area are related to the introduction of savings measures. The following factors are linked to financial aspects of social responsibility: systematic research into the maximum efficiency of the University's resources; good use of synergies; the reduction of costs and, logically, actions to reduce the budget deficit.

A new rector's team took over in November 2008 and has brought about a change in financial management philosophy, in order to guarantee efficiency in management and spending and to propose improvements in revenue. This team's first budget focused on reducing the budget deficit to stabilize the financial situation, so that the normal running of the University and the quality of university activities would not be affected. The three main areas of work were as follows:

- Increase public revenue by means of a percentage increase in each annual revision that is higher than the natural increase in spending, and by generating new revenue and attracting students.
- Rationalize spending, by defining control variables that enable the UB to identify and implement processes that lead to greater efficiency.
- Progress in obtaining additional funding for exceptional spending policies, such as the resources needed to establish the EHEA or to maintain assets.

In this framework of rationalized spending, the University will focus its resources on five key areas in which it will work:

1. Continuity and a commitment to improvement in teaching and research.
2. Boost research and human and social activities.
3. Improve the organization of the University, particularly with respect to its structure and communication.
4. Increase the local and national reach of the University, so that its high quality and history are recognized and it is seen as a University that grew with the city and that has been involved in training all sectors of the population.
5. Attain a balanced budget to reduce the risk of budget deficit and its consequences, to support the required improvements in financing, and to guarantee that the university truly exercises its autonomy.

The tables below show how the UB uses the public and private funds that it receives. This information is available to anyone who is interested in the University's economic activity.



Financial indicators

Budgets approved and adopted for 2008 and 2009

Expense budget						
Economic category	2008			2009		
	Initial	Definitive	Liabilities recognized	Initial	Definitive	Liabilities recognized
Chapter 1 Staff expenditure	259,990,691.24	282,683,301.07	274,503,744.23	272,071,608.27	297,118,422.44	287,153,015.20
Chapter 2 Goods and services	55,620,718.74	94,812,526.93	59,697,149.82	59,048,942.07	97,537,201.23	60,546,916.68
Chapter 3 Financial costs	345,000.00	372,561.26	233,708.82	357,000.00	378,693.39	140,155.31
Chapter 4 Current transfers	12,404,592.95	22,054,716.49	16,303,754.37	12,941,600.48	24,858,793.58	17,413,824.60
Chapter 6 Real capital expenditure	35,227,017.77	116,248,918.27	54,454,421.14	27,706,515.29	120,096,692.41	54,700,366.34
Chapter 7 Capital transfers	27,254,786.34	6,830,703.15	4,328,432.01	30,944,873.99	7,015,853.60	4,693,963.32
Chapter 8 Variation in financial assets	-	252,201.16	105,000.00	-	147,201.16	10,000.00
Chapter 9 Variation in financial liabilities	107,341.56	19,038,263.47	18,123,209.78	214,555.66	3,692,360.28	1,367,199.23
TOTAL	390,950,148.60	542,293,191.80	427,749,420.17	403,285,095.76	550,845,218.09	426,025,360.68

Revenue in the budget						
Economic category	2008			2009		
	Initial	Definitive	Assets recognized	Initial	Definitive	Assets recognized
Chapter 3 Fees and other income	65,531,753.30	84,842,010.59	92,834,301.81	64,747,058.39	81,417,622.02	94,546,192.42
Chapter 4 Current transfers	273,752,829.34	289,859,754.01	270,181,572.57	290,788,469.79	310,610,859.49	298,094,706.79
Chapter 5 Income from property	1,071,967.84	2,024,579.76	2,790,362.04	1,141,987.86	2,514,855.74	2,651,752.61
Chapter 7 Capital transfers	50,593,598.12	58,363,408.58	58,789,914.83	46,607,579.72	39,449,849.16	39,733,731.54
Chapter 8 Variation in financial assets	0.00	100,860,310.36	0.00	0.00	107,968,817.29	0.00
Chapter 9 Variation in financial liabilities	0.00	6,343,128.50	6,343,128.50	0.00	8,883,214.39	8,883,214.39
TOTAL	390,950,148.60	542,293,191.80	430,939,279.75	403,285,095.76	550,845,218.09	443,909,597.75

Balance sheet 2009		
ASSETS	Financial year 2009	Financial year 2008
FIXED ASSETS	380,335,183.21	379,493,684.91
Investments for general use	2,273,783.30	2,273,783.30
Intangible fixed assets	5,554,775.56	5,995,510.26
Tangible fixed assets	367,949,877.64	366,208,668.85
Long-term investments	595,950.17	595,950.17
Deferred costs	3,980,796.54	4,419,772.33
WORKING CAPITAL	81,633,435.26	66,121,192.80
Stock	405,065.73	411,384.73
Debtors	56,202,699.53	45,933,587.21
Treasury	22,483,378.80	17,431,130.76
Accruals	2,542,291.20	2,345,090.10
TOTAL ASSETS	461,968,618.47	445,614,877.71
LIABILITIES	Financial year 2009	Financial year 2008
ENDOWMENT FUNDS AND RESERVES	69,953,773.56	66,100,201.02
Capital	66,100,201.02	51,721,842.26
Year-end results	3,853,572.54	14,378,358.76
CAPITAL GRANTS	212,662,634.09	210,232,619.53
PROVISIONS FOR RISKS AND COSTS	9,871,538.39	9,837,259.55
LONG-TERM CREDITORS	43,046,417.44	36,434,766.87
SHORT-TERM CREDITORS	126,434,254.99	123,010,030.74
Short-term debtors	2,669,370.73	3,735,853.46
Creditors	43,609,014.81	42,061,579.32
Accruals	80,155,869.45	77,212,597.96
TOTAL LIABILITIES	461,968,618.47	445,614,877.71

Profit and loss accounts. financial year 2009		
	Financial year 2009	Financial year 2008
COSTS	425,020,641.14	407,062,322.44
<i>Variation of stocks</i>	16,158.35	10,854.39
Service costs	402,157,423.01	382,364,523.65
Staff expenditure	292,192,966.48	279,710,678.85
Depreciation charge	26,810,371.82	25,970,066.27
Variation of provisions	3,355,880.24	-1,772,049.47
External services	83,367,180.90	81,687,322.41
Taxes	-4,162,178.11	-3,983,693.14
Financial costs	593,201.68	752,198.73
Transfers and capital grants	20,439,168.15	18,764,981.24
Extraordinary losses and costs	2,407,891.63	5,921,963.16
Extraordinary losses in fixed assets	235,886.58	211,365.76
Extraordinary costs and losses from previous financial years	2,172,000.05	5,710,597.40
	Financial year 2009	Financial year 2008
INCOME	428,874,213.68	421,440,681.20
Sale and provision of services	992,563.38	820,148
Variation of stocks	88,457.21	8,294.27
Income from daily management	78,387,553.70	75,345,918.70
Other income from daily management	12,269,462.84	12,294,815.62
Transfers and capital grants	318,178,400.80	293,478,887.90
Extraordinary profits and income	18,957,775.75	39,492,615.87
YEAR-END RESULT	3,853,572.54	14,378,358.76

Year-end budget results

One of the most important accounts for assessing financial and economic management in public organizations under budget systems is the year-end budget results. This account shows the deficit or surplus for the financial year in question.

The above accounts clearly demonstrate that a priority objective has been obtained: to manage finances in such a way as to obtain a balanced budget. In the 2008 financial year, the University had a deficit of -9,833,123.42 euros, whereas in the 2009 financial year it had a surplus of 238,220.66 euros.

This result deserves special mention. It was extremely important to halt the pattern of deficit found in previous years, which had led the UB to accumulate a deficit of 82.7 million euros.



Year-end budget results 2008			
Items	Assets recognized	Liabilities recognized	TOTAL
Non-financial transactions	365,806,236.42	350,738,357.24	15,067,879.18
Capital transactions	58,789,914.83	58,782,853.15	7,061.68
Financial asset transactions		105,000.00	-105,000.00
Year-end budget results	424,596,151.25	409,626,210.39	14,969,940.86
Net variation in financial liabilities	6,343,128.50	18,123,209.78	-11,780,081.28
Year-end budget balance			3,189,859.58
Spent credit financed with treasury surplus			16,566,253.54
Positive adjustments for assets recognized during the financial year with respect to affected spending			-55,648,384.32
Non-official courses		-8,239,631.65	
Investments		-890,274.75	
Research		-35,393,087.21	
Other affected spending		-11,125,390.71	
Negative adjustments for liabilities recognized during the financial year with respect to affected spending			34,094,581.61
Non-official courses		5,592,358.81	
Investments		1,561,160.09	
Research		23,959,360.12	
Other affected spending		2,981,702.59	
Year-end financial surplus/deficit			-1,797,689.59
Unaffected committed expenditure			8,035,433.83
Accounting document RC			1,623,545.00
Accounting document A			2,789,089.44
Accounting document D			3,622,799.39
Total year-end financial surplus/deficit			-9,833,123.42

Year-end budget results 2009			
Items	Assets recognized	Liabilities recognized	TOTAL
Non-financial transactions	395,292,651.82	365,253,911.79	30,038,740.03
Capital transactions	39,733,731.54	59,394,329.66	-19,660,598.12
Financial asset transactions		10,000.00	-10,000.00
Year-end budget results	435,026,383.36	424,658,241.45	10,368,141.91
Net variation in financial liabilities	8,883,214.39	1,367,119.23	7,516,095.16
Year-end budget balance			17,884,237.07
Spent credit financed with treasury surplus			12,577,889.76
Positive adjustments for assets recognized during the financial year with respect to affected spending			-57,861,028.40
Non-official courses		-7,287,599.26	
Investments		-3,931,673.40	
Research		-40,374,071.61	
Other affected spending		-6,267,684.13	
Negative adjustments for liabilities recognized during the financial year with respect to affected spending			33,763,945.41
Non-official courses		6,053,552.74	
Investments		2,868,246.04	
Research		21,389,865.56	
Other affected spending		3,452,281.07	
Year-end financial surplus/deficit			6,365,043.84
Invoices not yet received or to charge to the budget			-6,126,823.18
Total year-end financial surplus/deficit			238,220.66



Other relevant aspects

The administrative unit Internal Control, Risks and Corporate Social Responsibility has been incorporated into the structure of the UB. The head of this unit is an auditor and one of its functions is internal control. The University's governing bodies have approved regulations governing the undertaking of internal control. In addition, the University has introduced standard, consolidated methods for auditing and financial control, which are used in all public organizations.

This has led to the introduction of a totally new aspect in the UB: prior audits and the control of finances and management in the entire financial and economic area. This will reinforce the concepts of rigour, transparency, legal certainty, and efficacy and efficiency in the use of resources.

Social benefits

The University of Barcelona is committed to people and has considerable experience in the development of social programs for UB employees. Of particular note are the Social Action Funds that were set up in academic year 2008-2009.

Despite the current economic crisis, in academic year 2008-2009 the UB made an effort to maintain and even increase the total budget allocated to social benefits for employees.

The greatest increase in social spending was on research grants.

Social spending		
Item	Financial year 2009	Financial year 2008
Contribution to pension funds	1,254,088.47	1,073,123.74
Mobility grants	66,571.10	43,874.10
Training	734,622.33	768,124.45
Social Action Funds	0	30,685.05
Lunch vouchers	188,044.21	212,920.63
Staff training	114,515.06	110,069.68
Trade union subsidies	21,945.00	15,947.61
Financial assistance for enrolment in other universities	174,863.99	179,234.18
Grants	3,494,488.29	3,565,622.62
Subsidies for student activities	46,124.88	36,551.27
Grants for travel	5,150.40	4,162.06
Financial assistance for enrolment	2,631,482.77	2,888,800.23
Training grants for teaching staff (MEC)	1,173,570.61	1,337,662.60
Research grants	1,909,453.51	3,106,480.08
TOTAL SOCIAL SPENDING	11,414,920.62	13,373,258.30
TOTAL SOCIAL SPENDING (without external funding)	8,731,896.50	8,929,115.62

Transfers received

A comparison of the transfers received in the 2008 financial year and those received in the 2009 financial year shows the following. The current transfers continued to increase, mainly as a result of the funding plan to improve Catalan public universities. However, capital transfers decreased in 2009, particularly those received from the Spanish Ministry.

For 2009, the item “Various agreements” refers mainly to those drawn up with the Catalan Government’s Ministry of the Environment and Housing, the Ministry of Education and an agreement to adhere to the ICREA program.



Transfers received		
Current transfers	Financial year 2009	Financial year 2008
Total transfer from the Catalan government	261,786,969.11	239,509,311.58
Categories of staff with specific funding	15,801,350.23	14,638,770.99
Grants, financial aid and exchanges	5,046,722.51	3,202,472.89
Organization of courses, seminars and postgraduate studies	1,314,681.21	1,045,685.66
Promotion of the Catalan language	242,196.19	282,237.79
Sports activities	107,029.40	170,749.99
Agreement with Barcelona Provincial Council	39,927.46	54,447.38
Various agreements	2,033,339.51	639,367.30
Agreement with the Institute for Research in Biomedicine Private Foundation	42,200.00	134,178.00
General research spending	3,155,623.08	3,801,768.06
Adaptation to the European Higher Education Area (EHEA)	715,177.13	309,413.94
Program to promote university research (PROFOR)	7,804,056.95	6,275,018.41
Others	5,434.01	118,150.58
Total current transfers	298,094,706.79	270,181,572.57
Capital transfer	Financial year 2009	Financial year 2008
Spanish ministry research projects	19,933,399.20	37,774,240.40
Catalan government research projects	2,774,491.77	5,617,232.99
Other Catalan Government transfers	0	100,000.00
Other Spanish ministry transfers	3,107,690.00	55,090.00
Catalan government investments	7,164,477.09	8,949,899.52
Barcelona Provincial Council transfers	33,326.00	17,300.00
Transfers from families and not-for-profit institutions	4,788,501.28	3,411,643.44
Others	1,931,846.20	2,864,508.48
Total capital transfer	39,733,731.54	58,789,914.83



Building improvements

Elimination of architectural barriers and the creation of disabled toilets

Faculty of Economics and Business

- Year: 2008
Construction of an access ramp in the ground floor corridor: approximate budget, €16,500.
- Year: 2009
Construction of ramps to access classrooms 5, 6, 7, 10 and 11 on the ground floor, approximate budget: 27,000€.

Faculty of Fine Arts

- Year: 2009
Construction of an exterior ramp to access the Faculty of Fine Arts, approximate budget: 10,000€.

Faculty of Pharmacy

- Year: 2010
Creation of a platform for the disabled to access the Drug Development Service (SDM), approximate budget: 20,000€.

Historic Building

- Year: 2010
Alterations to the ground floor toilets to create a disabled toilet, approximate budget: 20,000€.

Faculty of Geology

- Year: 2010
Emergency exit with wheelchair access in the Aula Magna, approximate budget: 12,000€.
Edifici Històric

Building projects completed with some features for the disabled and the elimination of architectural barriers

Faculty of Biology/Geology

- Year: 2009
Urban development of the block between the Faculty of Biology and the Faculty of Geology.

9. ENVIRONMENTAL MANAGEMENT AND IMPACT

Environmental indicators

Environmental activities carried out by the unit Health,
Safety and Environmental Issues





The UB, as an institution and as a community of people, consumes natural resources such as energy and water. Its activities also have an environmental impact through air and water pollution and waste production. While the UB's impact is only one part of Barcelona's impact, the University is taking action to become more sustainable by promoting the reduction and recycling of waste, increased bicycle use, the use of recycled paper and renewable energies.

As the UB is an institution committed to the environment and sustainability, these concepts are also an important part of the teaching and research carried out at UB's faculties and schools. On the one hand, the UB offers a wide range of undergraduate and postgraduate degrees specifically in this field. On the other hand, nearly all departments now have subjects which examine environmental content and related issues. In addition, the UB is a leader in environmental research. Approximately 16% of UB research projects examine this issue from perspectives as varied as ecology and biodiversity, industrial processes, pollution and waste management, natural hazards and renewable energies.

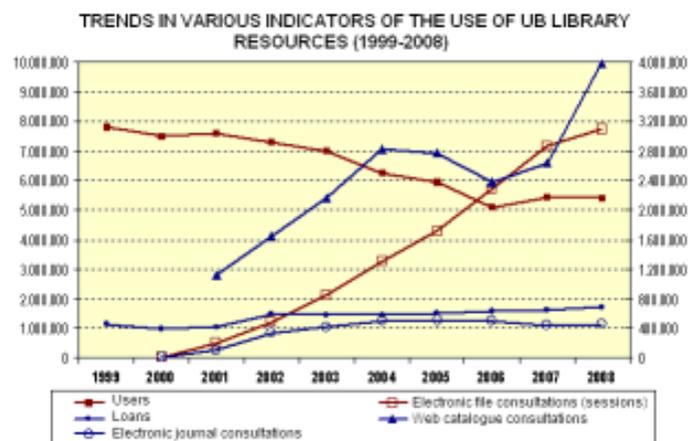
Further information is available on the Health, Safety and Environmental Issues (OSSMA) web page:
www.ub.edu/ossma/info/index.htm



Environmental indicators

Use of library resources*

The table below shows trends in the following indicators: the use of UB Libraries (number of users), the use of its printed resources (loans and catalogue consultations) and its electronic resources (electronic journals and subject files).



INDICATOR	2004	2005	2006	2007	2008
Users (thousands of people)	6,253.10	5,930.10	5,085.60	5,435.50	5,394.60
Web catalogue consultations (thousands)	2,823.10	2,770.20	2,381.80	2,632.70	3,989.60
Loans (thousands)	587.10	604.90	639.10	652.80	688.40
Electronic journal consultations (thousands)	494.80	518.20	502.90	450.90	457.70
Electronic files (thousands)**	3,292.90	4,294.20	5,715.00	7,715.00	7,736.70

* See the CRAI web site for more information on these and other library indicators.

** This resource was only measured by the number of sessions, the figures do not take into account the number of times files or documents were consulted and forums were accessed or the contributions made in each visit.

Environmental communication

The table below shows the number of news items on environmental topics that were posted on the UB web pages for internal communication with teaching and research staff (EspaiPDI), with administrative and service staff (InfoPAS) and with students (MónUB), as well as the pages for external communication (Comunicacions).

There has been a positive trend in the number of environmental news items, in general. However, in the last two years, there was a drop in the category of external communication (Comunicacions), and internal communication (Espai PDI / InfoPAS and MonUB).

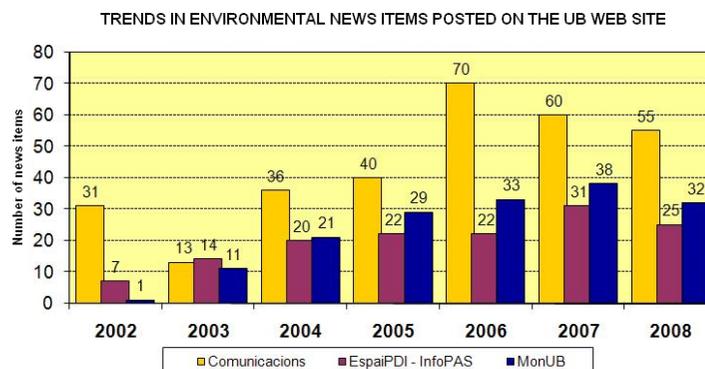
Although many of the same news items are published on the different web pages for internal and external communication, some texts are aimed at specific groups. For example, information on courses and grants is given to students, whilst news about conferences, prizes and/or recognition for environmental activities is aimed at teaching staff.

INDICATOR	2004	2005	2006	2007	2008
Number of environmental news items in <i>Comunicacions</i> (external communication)	36	40	70	60	55
Number of environmental news items in the <i>EspaiPDI / InfoPAS</i> (internal communication)	20	22	22	29	25
Number of environmental news items in <i>MónUB</i> (internal communication)	21	29	33	38	32

In general, there are positive trends in all of these indicators. However, there has been a gradual drop in the number of users who enter the library facilities. This could be due to a reduction in the number of enrolled students and to increased use of the electronic resources offered by the UB Library.

From an environmental perspective, the use of libraries contributes to the shared use of resources, which reduces the consumption of paper, energy and other raw materials. Specifically, the expected benefits of each indicator are as follows:

- Library loans help to save resources, as they involve the shared use of reference material. This reduces unnecessary purchases of material, as users generally only need to consult some of the contents of reference works for a short period of time.
- The web catalogue is consulted instead of the printed catalogue, which reduces the use of paper.
- The use of electronic journals reduces the number of subscriptions and means that only one copy of each journal is needed. This saves library space and reduces paper consumption.
- Electronic files encourage lecturers to distribute teaching resources to students without needing to photocopy syllabuses and recommended reading lists. They also help to reduce the number of practicals and essays that are handed in on paper.
- The number of users justifies the activity of the libraries to a great extent, although the use of electronic resources is leading to a gradual reduction in the number of face-to-face users.



Enquiries made to health, safety and environmental issues (OSSMA)

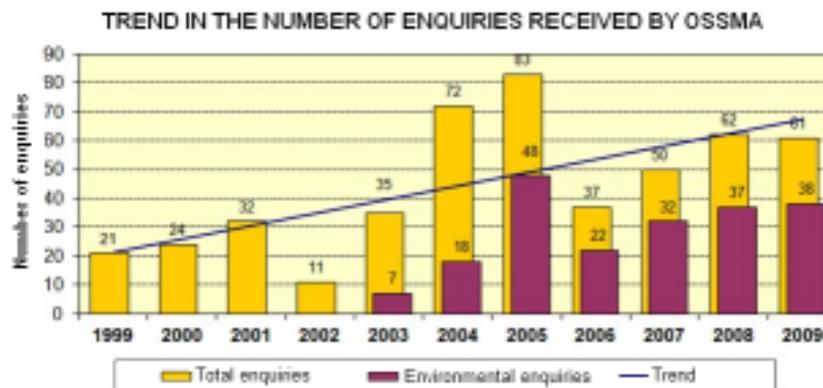
The table below shows the number of enquiries received by the administrative unit Health, Safety and Environmental Issues (OSSMA) from TRS, AdSS, UB students and people from outside the UB, according to OSSMA records (excluding telephone enquiries that were resolved immediately). The figures include enquires about environmental, health and safety issues.

The number of enquiries made to OSSMA increased between 1999 and 2005, when it reached a maximum value of 83. Since

then, variations have occurred, although a positive trend has been observed in the last three years.

This indicator does not take into account informal enquiries or those that are resolved immediately by phone. The gradual consolidation of environmental management processes means that many members of the university community know OSSMA office staff and opt to communicate with them directly through more personal channels, instead of through the more formal channels that are registered in OSSMA records, such as email.

INDICATOR	2005	2006	2007	2008	2009
Number of enquiries recorded	83	37	50	62	61



Water consumption

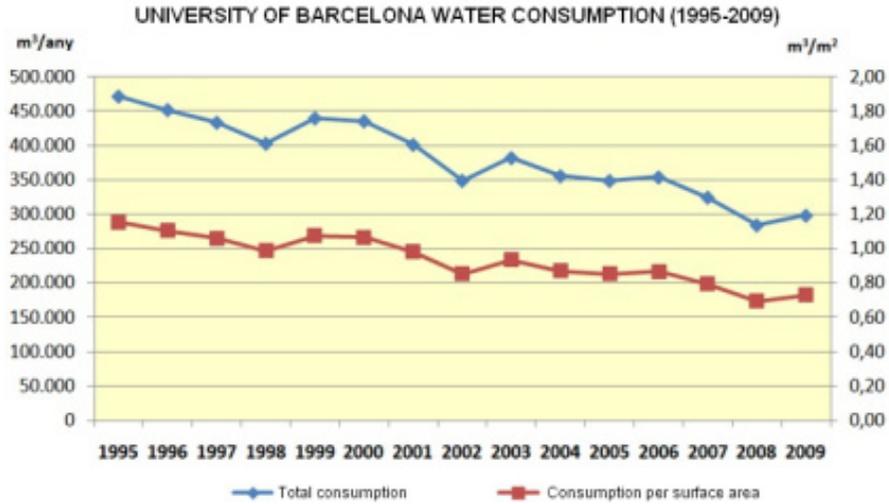
The table below shows the amount of water consumed in UB buildings in different activities (toilets, cleaning, watering the gardens, showers, laboratories, workshops, etc.).

The UB's total water consumption fell by around 37% between 1995 and 2009. There was a particularly sharp drop of 20% between 2006 and 2008, due to the savings measures

that were introduced and the increased awareness of water use during the drought in Catalonia in 2007 and the first few months of 2008.

The trends in water use at the UB are similar to those found in all the towns of the Barcelona Metropolitan Area, in which the use of water is increasingly efficient.

INDICATOR	2004	2005	2006	2007	2008	2009
Total UB consumption (m ³)	355,829	348,969	354,155	324,699	284,346	298,474
Consumption by surface area (m ²)	0.87	0.85	0.87	0.79	0.70	0.73



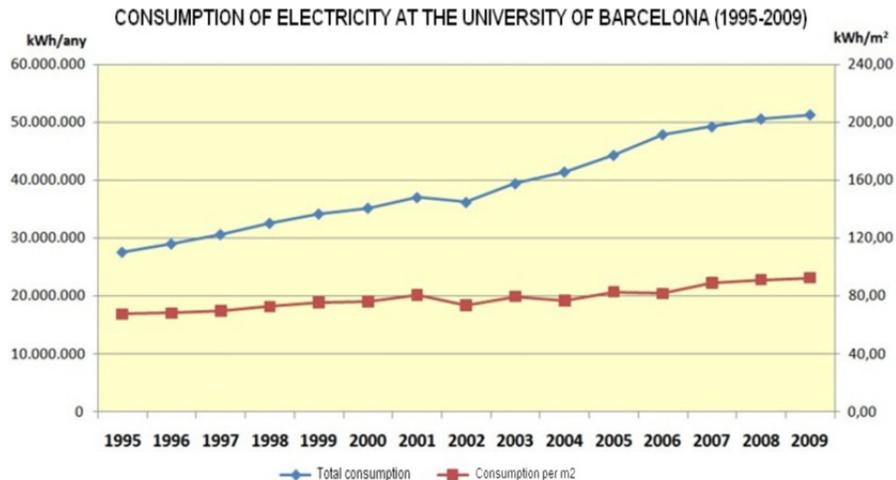
Electricity consumption

The table below shows the amount of electricity consumed in UB buildings for different uses (lighting, operation of electrical and electronic devices, air conditioning and heating, etc.).

This upward trend reflects the increased use of energy for air conditioning and heating (particularly due to the installation of more air conditioning units) and for laboratory machinery and electronic devices, as well as an increase in the total built area of UB buildings.

Electricity consumption increased 83% in the whole University between 1995 and 2008, although this represents a lower rise of only 35% per metre squared of built area.

INDICATOR	2004	2005	2006	2007	2008	2009
Total UB consumption (MWh)	41,468	44,349	47,919	49,278	50,644	51,346
Consumption per m² (kWh)	76.68	82.89	81.66	89.13	91.23	92.49



Natural gas consumption

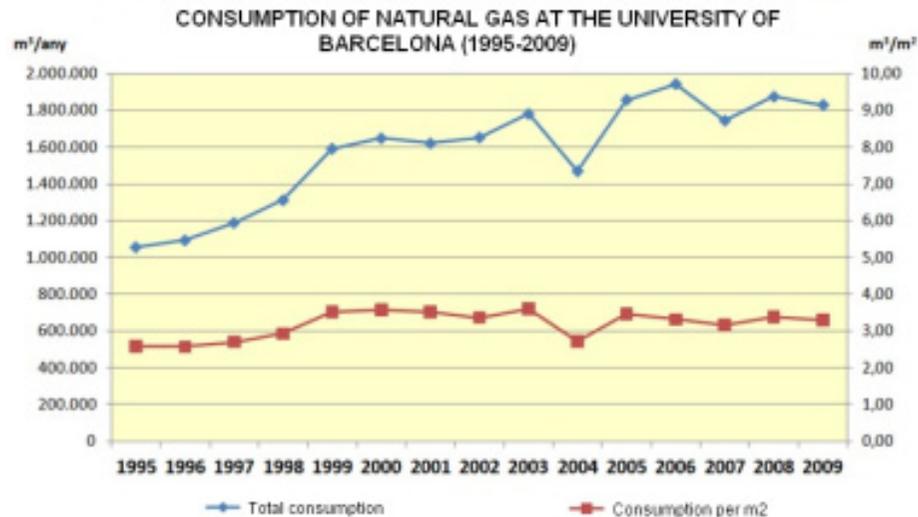
The table below shows the amount of natural gas consumed by the UB for different uses (laboratories, cookers, heating, etc.).

There was a gradually rising trend of natural gas consumption in UB buildings between 1995 and 2008. However, the increases occurred in cycles (1995-1999 and 2002-2006), separated by periods of stable consumption (1999-2002 and 2007-2009). The drop in 2004 is not significant, as the data

from this year correspond to estimates rather than real values.

The increase for the entire period was 73%. However, much of this can be explained by the larger built area of the UB, as the following building work has been completed: extensions of the Faculties of Biology, Physics and Chemistry and a new animal house in Bellvitge. If we analyze the data by metre squared of built area, the increase drops to just 27%.

INDICATOR	2004	2005	2006	2007	2008	2009
Total UB consumption (thousands m ³)	1,471	1,857	1,943	1,745	1,874	1,830
Consumption per m ² (m ³)	2.72	3.47	3.31	3.16	3.38	3.30



Environmental education

The table below shows the number of credits given for first and second cycle and doctoral studies for subjects that address the environment and sustainability, and the proportion of the total credits that these represent.

Environmental concepts are included in teaching at the UB at all levels. The proportion of subjects and credits that dealt with these issues was 10-15% in the last few academic years. This proportion was similar in all of the levels that have been analysed: in first and second cycle studies the figure stood at almost 14%; in doctoral programs it was 10-12%; and in

master's degree and postgraduate studies at the Les Heures institution it reached 14% in the academic years 2000-2001 and 2003-2004.

Only the UB-specific master's degree and postgraduate diploma courses have included less environmental contents. This is due to the fact that many of these courses are taught in faculties and knowledge areas that are not traditionally associated with environmental issues (economic sciences, business studies and medicine).

1 st and 2 nd CYCLE STUDIES	2000	2001	2002	2003	2004
Percentage of environmental credits	12.35	12.35	---	13.47	13.47
Total number of environmental credits	1,767.50	1,767.50	---	2,065.50	2,065.50

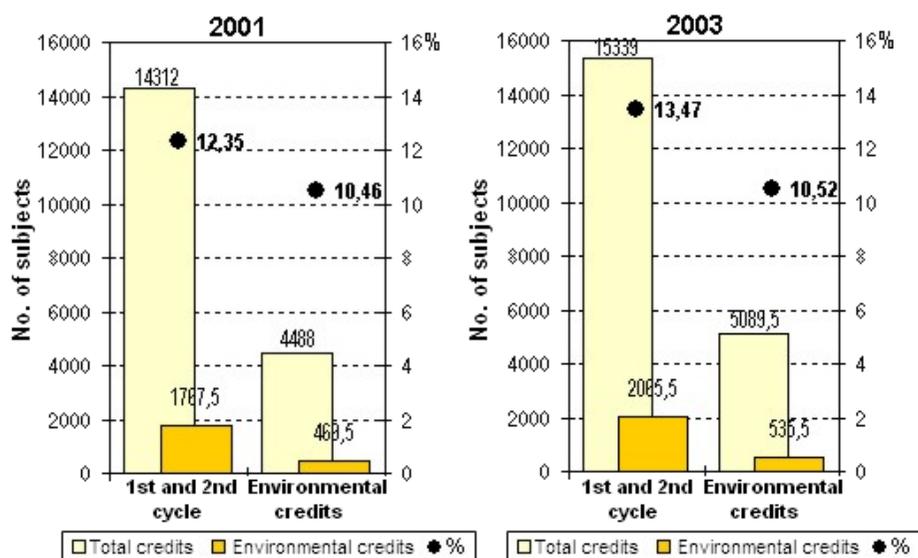
Doctoral STUDIES	2000	2001	2002	2003	2004
Percentage of environmental credits	11.93	10.46	---	10.52	---
Total number of environmental credits	467.5	469.5	---	535.5	---

- For the first and second cycle studies, the credits have been divided equally between the two years in each academic year (2000-2001 for the years 2000 and 2001 and 2003-2004 for the years 2003 and 2004).
- For the doctoral programs, the data show credits awarded for subjects in the first year of the program, taking into account that the data for 2000 correspond to academic year 1999-2000, and so on.

These figures are similar to those of the Universitat Politècnica de Catalunya (UPC), which is the only Catalan university to have fully analysed the incorporation of environmental concepts into its teaching programs. In addition, it has implemented a specific program to make its studies greener.

The incorporation of an undergraduate degree in Environmental Sciences into the wide range of studies on offer at the UB has consolidated the presence of

environmental concepts in the University. Before this degree was established, the UB already led the way in researcher training, with doctoral programs that focused on environmental research from different perspectives: Chemistry (Environmental Analytical Chemistry, Environmental and Product Engineering), Biology (Advanced Studies in Ecology, Plant Biology and Zoology), Geography (Environmental Management, Landscape and Geography), among others.



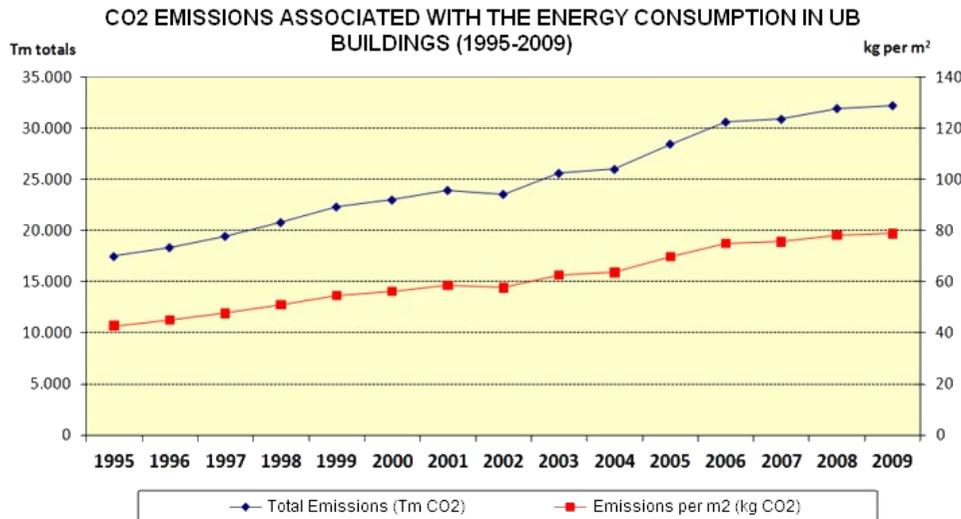
Carbon dioxide emissions

The table below shows the carbon dioxide emissions associated with the energy consumption in the University of Barcelona’s buildings (electricity and natural gas consumption).

Energy consumption produces carbon dioxide emissions. Carbon dioxide leads to more heat from solar radiation being retained in the atmosphere, and is therefore associated with global warming or the greenhouse effect.

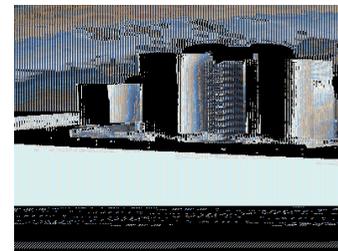
According to the CO2 emissions produced by each type of energy (545 grams per kilowatt of electricity and 2.3 kilograms per cubic metre of natural gas), the University of Barcelona emitted over 32,000 tones of this gas to the atmosphere during 2009, which is equivalent to almost 78 kilograms per metre squared of built surface area. Between 1995 and 2009, the CO2 emissions associated with the total energy consumption increased by 84%.

INDICATOR	2004	2005	2006	2007	2008	2009
Total UB consumption (t CO ₂)	25,995	28,459	30,603	30,885	31,929	32,209
Consumption per m ² (kg CO ₂)	63.59	69.61	74.86	75.55	78.10	78.79



Renewable energies

The table below shows the amount of renewable energies (currently only photovoltaic energy) produced in UB installations.



INDICATOR	2005	2006	2007	2008	2009
Photovoltaic production in the Physics and Chemistry Faculties (kWh)	60,451	59,866	58,846	53,587	50,509

* The system began operation in April.

¹⁰ Photograph of the photovoltaic system in the Physics and Chemistry Faculties, OFDS.

9. ENVIRONMENTAL MANAGEMENT AND IMPACT

Our society is dependent on non-renewable sources of energy, and particularly on fossil fuels such as oil, natural gas and coal. The situation at the UB is no different, as the annual consumption in the university buildings is almost 1.6 million cubic metres of natural gas, and over 80% of the electricity that is consumed comes from fossil fuels and nuclear power plants.

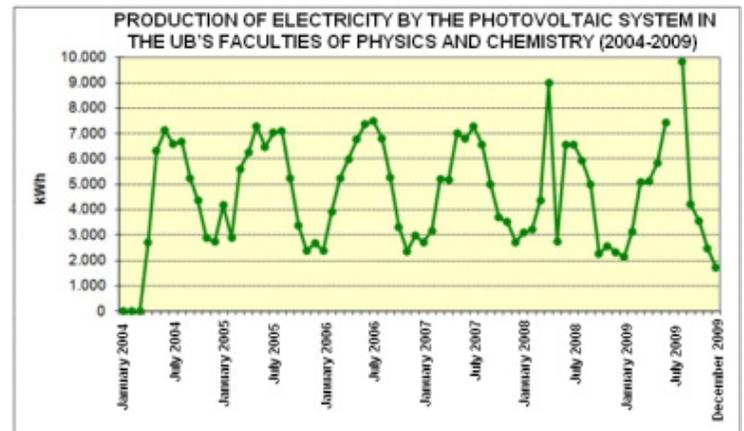
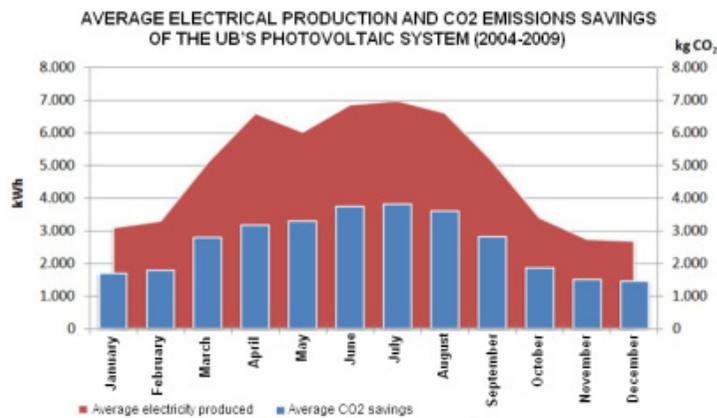
Various measures can be taken to reduce the negative environmental impact of consuming these types of energy. We can reduce consumption by increasing energy efficiency. This can be achieved by designing buildings that need less air conditioning, heating and artificial lighting, by using devices that consume less energy for the same results (for example, low energy light bulbs) or by making slight changes to our habits that lead to energy saving, such as switching off lights when leaving an area or turning off computer equipment when it is not in use.

The use of renewable energy sources is another way to improve the environment that is being increasingly adopted

by public institutions, private companies and even households. The UB has participated in this process of promoting clean energies since 2004, when it installed a 500 m² photovoltaic system in the Faculties of Physics and Chemistry. This system can produce electrical energy equivalent to the annual consumption of 30 dwellings.

This system only makes a small contribution to the UB's total energy consumption (around 60,000 kWh annually, which reduces CO₂ emissions by over 30 tonnes). However, when this is added to the contribution of other entities and individuals, it helps lead to a more rational use of energy. This section provides some data on the evolution of energy production and the environmental benefits obtained.

Taking into account the capacity of the photovoltaic system, which is 60,000 kWh per year, there was a 15% reduction in electricity production in 2008 and 2009. There was no equivalent drop in the number of hours of sun in these years, according to available climate data.



INDICATOR	2005	2006	2007	2008	2009
Annual energy (kWh)	60,451	59,866	58,846	53,587	50,509
Accumulated energy (MWh)	105.1	164.9	223.8	277.4	327.9
CO ₂ savings (t)	32.9	32.6	32	29.2	27.5
Accumulated CO ₂ savings (t)	57.3	89.9	122	151.2	178.7

Green spaces

The table below shows the percentage of vegetation cover in plots occupied by UB buildings and facilities.

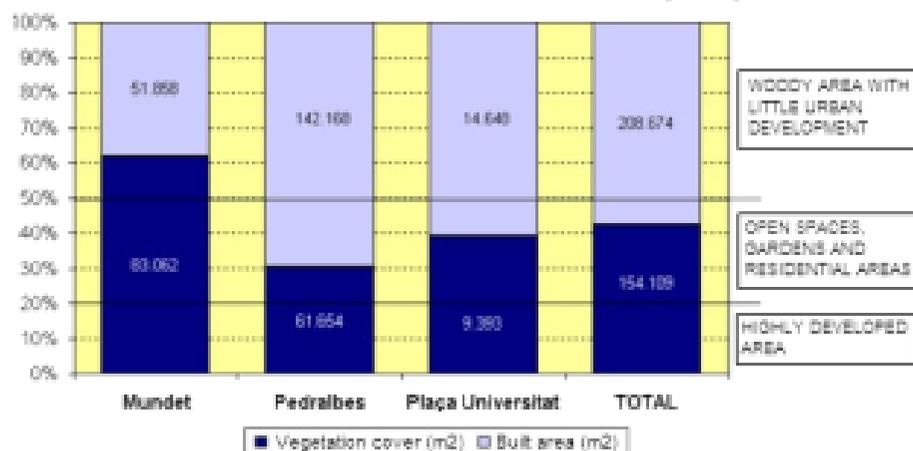
INDICATOR	2001	2002	2003	2004	2005
Vegetation cover (%)	42.86	---	42.48	---	---
Vegetation cover (ha)	15.55	---	15.41	---	---

Vegetation cover by campus and university schools or faculties (2003):

Campus	Vegetation cover (m ²)	Built area (m ²)	Total surface area (m ²)	% vegetation cover
Mundet	83,062	51,858	134,920	61.56
Pedralbes	61,654	142,168	203,822	30.25
Plaça Universitat	9,393	14,648	24,041	39.07
TOTAL	154,109	208,674	362,783	42.48

Faculties and schools at the Pedralbes Campus	Vegetation cover (m ²)	Built area (m ²)	Total surface area (m ²)	% vegetation cover
Business studies	6,180	8,641	14,821	41.7
Economics	8,320	21,075	29,377	28.26
Law	14,496	11,575	26,071	55.6
Pharmacy	4,814	21,095	25,909	18.58
Biology	9,985	20,519	30,504	32.73
Geology	137	4,634	4,771	2.87
Physics and Chemistry	3,594	17,158	20,752	17.32
Fine Arts	7,682	7,451	15,133	50.76
Florensa Building	2,473	8,110	10,583	23.37
Cúpules Building	3,991	21,910	25,901	15.41
TOTAL	61,654	142,168	203,822	30.25

VEGETATION COVER IN THE UB CAMPUSES (2003)



Although this indicator is generally very stable, since 1995 there have been considerable variations in vegetation cover. The incorporation of the Mundet Campus into the university led to an eight hectare-increase in green spaces (six of woods and two of urban green areas). However, the extension of buildings in the Faculties of Economics, Biology, Physics and Chemistry and the work on the Trambaix tram line has eliminated almost two hectares of open spaces in the last five years.

From the perspective of urban development, the proportion of the surface area that is covered with vegetation on the Pedralbes and Plaça Universitat campuses is characteristic of

Ecological footprint

The table below shows the vegetation cover needed to absorb the CO₂ emissions generated by the electricity consumption (electricity and natural gas) of UB buildings.

INDICATOR	2004	2005	2006	2007	2008	2009
Total UB surface area (ha)	3,496	3,827	4,116	4,154	4,294	4,332
Surface area per m ² (m ²)	64.64	71.54	70.14	75.13	77.35	78.03

The ecological footprint uses a measurement of surface area to summarize the impact of human activity on the environment. It represents the hectares of land that would need to be cultivated to provide us with food, housing, heating, transport to work/study places, transport for holidays, consumption all kinds of products, etc.

In the case of energy consumption, the ecological footprint is calculated by dividing the total quantity of CO₂ emitted by the CO₂ absorption capacity of a hectare of vegetation in the region. In Barcelona, the absorption capacity of a hectare of vegetation, with a mix of forest areas such as the Parc de Collserola and urban green areas such as those found in parks and gardens, is around 7,500 kilograms of CO₂ per year.

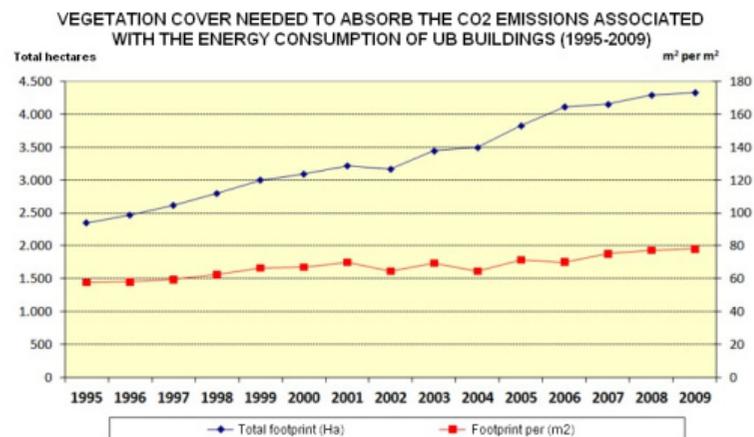
Thus, to absorb the total amount of CO₂ emitted by the University of Barcelona in 2009, around 4,300 hectares of vegetation cover would be needed, which is equivalent to approximately 78 metres squared per metre squared of built

open urban spaces with a mixture of gardens and residential areas. However, on the Mundet Campus, the green area is a woody zone that has not been extensively developed. Due to the lack of vegetation cover, the Bellvitge Campus and the Medical School (Caller Casanovas) are in a highly developed area.

Changes in this indicator are directly related to plans for building work on the three campuses analysed. When new buildings are constructed or existing ones are extended, the vegetation cover will decrease, unless the loss of green spaces is compensated for by purchasing undeveloped land or by implementing measures such as landscaping roofs.

area in UB buildings.

If we compare this to the available vegetation cover in the City of Barcelona, which is around 3,000 hectares (including gardens, forested areas, green spaces, etc.), one and a half cities of Barcelona would be needed to absorb the CO₂ generated by the electricity consumption of UB buildings.

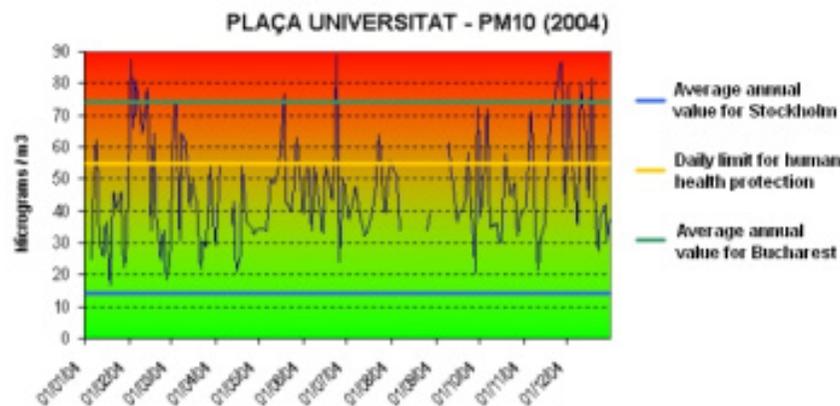


Air quality

The table below shows the percentage of days in which levels of lead and suspended particles of less than 10 micrometres in the Zona Universit ria and Pla a Universitat areas of the

UB were above the limit for the protection of human health established by Directive 1999/30/EC.

INDICATOR	2003	2004	2005	2006	2007
PM10 Pla�a Universitat	27.78	28.46	34.59	47.44	24.51
Pb Pla�a Universitat	0	0	0	0	0
PM10 Zona Universit�ria	4.49	10.81	10.38	11.74	11.66
Pb Zona Universit�ria	0	0	0	0	0



Data collected outside ub buildings

The Public Health Agency of Barcelona manually measures air quality at two stations situated besides UB buildings, specifically the Historic Building in Pla a Universitat (station code: E85, on the corner of Balmes and Gran Via), and the Faculty of Biology in the Zona Universit ria (code: E86, at Avinguda Diagonal 643). Of the various contaminants that can be found in air, these two stations are used to measure the concentration of particles with a diameter of less than 10 micrometers (PM10) and that of lead (Pb).

Suspended particles

The concentration in the air that we breathe of particles with a diameter of less than 10 micrometers (PM10) indicates the presence of a material in suspension that has negative effects on health at very high concentrations. Together with other fractions of particles (mainly PM2.5), PM10 contributes to the development of asthma attacks, bronchitis, reduced lung capacity, heart attacks and other chronic lung and cardiovascular diseases.

To maintain the health of the population and reduce the impact of atmospheric pollution on ecosystems, the European Union approved Directive 1999/30/EC in 1999. This Directive established a daily limit value of 50 micrograms per cubic metre for the protection of human health, with a certain degree of leeway until 2005. Measurements cannot be over this limit value more than 35 times a year.

To compare the results obtained in UB buildings, Scandinavian cities such as G teborg or Stockholm have a concentration of PM10 particles between 15 and 20 micrograms per cubic metre of air (annual average). The European city with the highest values is Bucharest, where average concentrations reach 75 micrograms/cubic metre.



Lead

Lead is naturally present in the environment in very small quantities (concentrations below 0.02 µg/m³). However, industrial uses and the use of leaded petrol since the beginning of the twentieth century have raised the concentration of this heavy metal in the atmosphere, soil and waters to worrying levels. Long-term exposure to this contaminant can cause fatigue, anaemia, loss of appetite, damage to the nervous system and liver disorders.

As a result of this increasing trend, institutions such as

the World Health Organization and the European Union established limit values for the protection of human health. At the same time, legislation was approved to gradually remove lead from petrol, paints, water pipes and food packaging. The limit value for the protection of human health that is currently in force in Europe as a result of Directive 1999/30/EC is 0.5 micrograms per cubic metre of air. However, concentrations at this level are only reached in cities in which leaded petrol can still be purchased and in industrial areas that continue to use this metal in production processes.

Environmental research

The table below shows the number of research projects related to the environment or sustainability that are undertaken each year by UB researchers, and the proportion of the total number of UB research projects that this

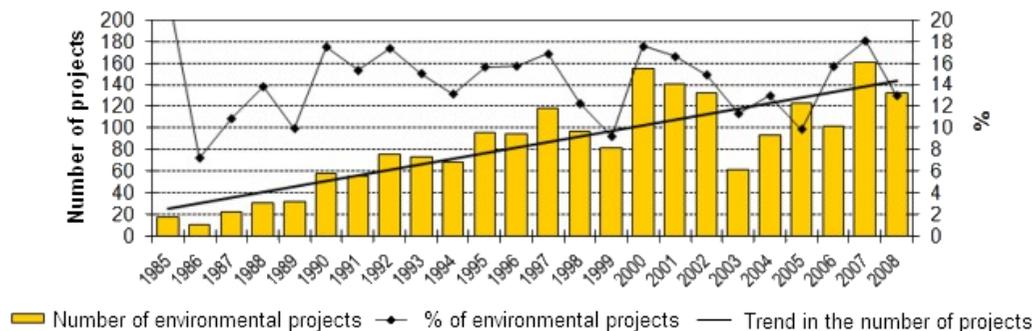
environmental research represents. These projects may be associated with competitive calls, agreements or research contracts with companies and public organizations.

INDICATOR	2004	2005	2006	2007	2008
Percentage of environmental research projects	13	9.9	15.7	18.1	12.3
Total number of environmental research projects	93	123	102	161	132

Although there are interannual variations, the percentage of environmental projects out of the total number of UB research project has remained at around 10-18%. The total number of environmental projects has also fluctuated between 50 and 150 per year.

As no factors are likely to significantly affect this area of activity, such as new specific calls for environmental research or the UB's promotion of research groups and researchers who work on these topics, these indicators will probably remain at similar values over the next few years.

CHANGES IN THE NUMBER OF ENVIRONMENTAL RESEARCH PROJECTS AT THE UNIVERSITY OF BARCELONA (1985-2008)



These indicators include research projects awarded in competitive calls for proposals, which are listed on the GREC database (Spanish and European research projects, grants for consolidated research groups and special research activities), as well as research contracts and agreements with companies and official organizations (town councils, provincial councils, Catalan Government ministries and others), which are managed by the Bosch i Gimpera Foundation's Innovation Centre. However, the indicators do not include additional grants, funding for infrastructure or other projects that are not registered in the GREC database, managed by the UB office Research Management (OGR).



Municipal waste

The table below shows the total amount of municipal waste generated by UB schools and faculties and the amount produced in each category. It includes both the number of kilograms that are generated every day in each category and the percentage of selective waste collection (including organic matter, paper/cardboard, plastic and metal containers and glass).

INDICATOR	2003	2005	2007	2008	2009
Refuse (kg)	5,320	5,105	4,436	4,492	3,973
Organic matter (kg)	2,706	3,058	3,222	3,222	3,470
Paper/cardboard (kg)	1,011	1,091	1,395	1,369	2,039
Plastic and metal containers (kg)	33	37	103	154	301
Glass containers (kg)	91	91	153	307	196
Total municipal waste (kg)	9,161	9,382	9,309	9,545	9,979
Selective waste collection (%)	42	46	52	53	60

Over the last ten years, the UB has made great progress in the recovery of raw materials and in saving natural resources through waste recycling. In 1998, the University only recycled paper and up to 86% of the waste was thrown away as general refuse. By 2009, 60% of the municipal waste generated by the UB was recycled.

The recycling of paper, which is the main form of waste produced by the University, accounts for 20% of the selective waste collection by weight. Organic matter from university bars also constitutes a large proportion (35%). The amount of plastic and metal containers (3%) and glass (2%) that is recycled is lower, although the drive to place new recycling containers in UB schools and faculties in 2007 and 2008 has increased the recycling of these materials.

In addition, the facilities for waste management in the

schools and faculties have been improved, so that everyone can participate actively in recycling without having to make a great effort. For example, individual wastepaper bins for recycling paper have been placed at desks in studies and administrative offices and more recycling bins have been positioned in corridors, lobbies and public areas (37% more paper/cardboard bins, 137% more bins for plastic and metal containers and 51% more bins for glass).

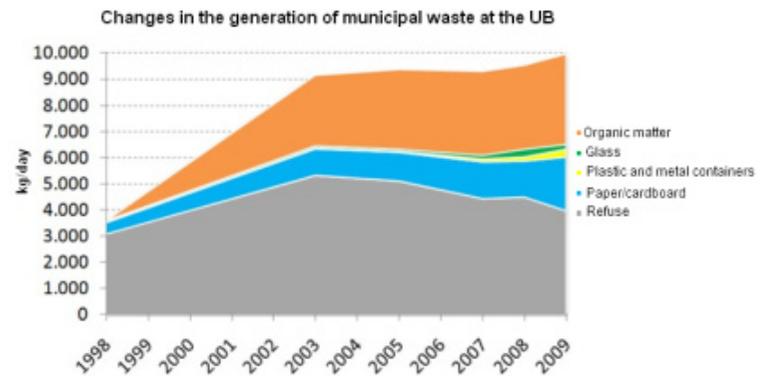
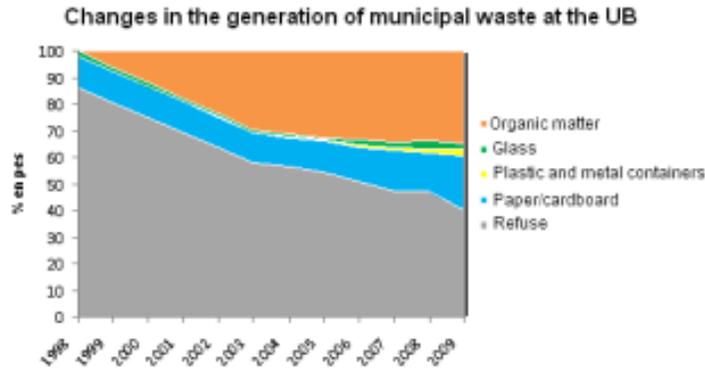


9. ENVIRONMENTAL MANAGEMENT AND IMPACT

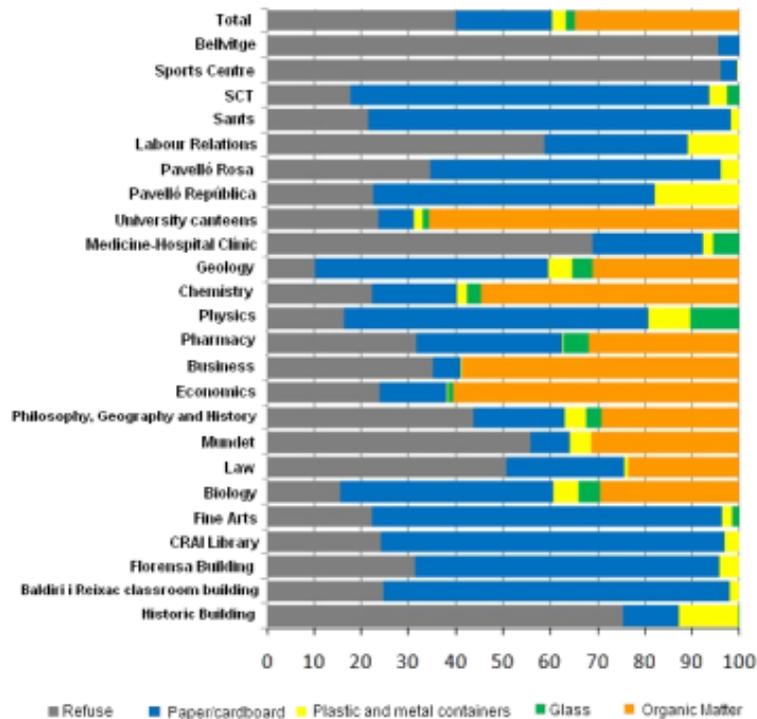
As a result of these improvements, there has been a 22% reduction in the amount of general refuse, from 5,100 kg per day in 2005 to around 4,000 kg in 2009. In addition, there has been an increase in the different categories of selective waste that are collected. Paper/cardboard recycling increased by 87% (due to the introduction of individual wastepaper bins, which ensure that users are close to recycling points, and the increase in the number of recycling bins in public areas), plastic and metal recycling by 713% (the initial figures

were very low and the increase in the number of bins led to a sharp increase), and glass by 116% (due to extra glass recycling bins being added to university schools and faculties that already recycled this material, and to bins being placed in key areas of buildings).

Some schools and faculties have achieved very good selective waste collection results, with percentages close to 80%, while others still have a lot of room for improvement.



DISTRIBUTION OF WASTE BY CATEGORY AT UB SCHOOLS AND FACULTIES (2009)



Special waste

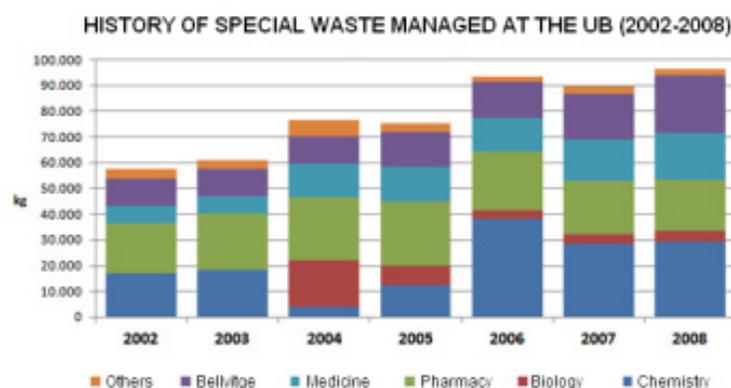
The table below shows the amount of special waste produced by laboratories in the different UB schools and faculties. This waste is managed by companies authorized by the Waste Agency of Catalonia.

The figures include chemical waste (liquids and solids),

medical waste (biohazardous and cytotoxic), photographic waste (developers and fixers) and waste from animals in Animal Experimentation units (animal houses) in the university schools and faculties for which information is available.

INDICATOR	2004	2005	2006	2007	2008	2009
Total quantity (kg)	76,492	75,237	93,595	89,860	96,529	98,774

The indicator shows a negative trend, with an increase in the volume of special waste generated by laboratories and practical classrooms. However, three factors explain this trend. Firstly, there is an increasing amount of information on waste management from more university schools and faculties (since 2004, data have been collected on experimental animal waste, which stands at between 11 and 15 tones per year). Secondly, the consolidation of special waste management procedures in schools and faculties has reduced the amount of toxic and/or hazardous waste that is not appropriately managed. Finally, there has been a gradual increase in the research activity in laboratories associated with the generation of chemical and medical waste.



Waste managed in 2008		
Special chemicals	Halogenated compounds	14,116
	Non-halogenated compounds	9,694
	Inorganic acids	4,851
	Inorganic bases	2,960
	Organic solutions or solutions with a high COD	1,885
	Inorganic compounds	1,553
	Oils	854
	Highly hazardous chemicals	2,189
	Expired reagents	2,535
	Contaminated solids	884
	Contaminated containers	3,522
Fume cupboard filters	0	
Photographic chemicals	Photographic developer	1,038
	Photographic fixer	809
	Photographic solids (packaging, paper)	1
Medical waste	Biohazardous waste (Group III)	23,008
	Cytotoxic waste (Group IV)	12,399
	HEPA filters from biosafety cabinets	1
Animal houses	Animal remains	13,831
TOTAL		96,529

¹¹ Until 2003, waste from Chemistry and Biology were grouped together (the breakdown for 2004 assigns solvents and medical waste to Biology and the rest of chemical waste to Chemistry). Since 2005, Chemistry has included all the chemical waste generated by the Faculties of Chemistry, Biology, Geology and Physics.

Other waste

The table below shows the amount of other special waste (electronic equipment, batteries, fluorescent tubes, toner and ink cartridges) that is recycled by UB schools and faculties.

INDICATOR	2005	2006	2007	2008	2009
Electronic equipment (kg)	9,251	25,888	11,658	14,123	13,055
Batteries (kg)	1,701	1,077	954	1,383	445
Fluorescent tubes (kg)	2,762	1,643	776	1,919	3,030
Toners and ink cartridges (kg)	506	855	608	1,247	1,856

A variable amount of this waste is recycled, depending on the extent to which management processes have been introduced:

— Electronic equipment. There is considerable interannual variation in the figures for electronic equipment, as this kind of waste is not removed from the University regularly. Instead, it is stored in one place until collection is arranged. However, there has been little fluctuation in the quantity generated in the last three years, which stands at between 12 and 14 tonnes per year.

— Batteries. There is also high interannual variation in the amount of batteries collected, for the same reason as for the electronic equipment. Used batteries are stored in containers until there are enough to arrange a collection.

— Fluorescent tubes. Since the second half of 2008, UB schools and faculties have implemented a system for

managing the recycling of fluorescent tubes. They have special containers for recycling this material and ensure that all used fluorescent tubes are collected by companies authorized by the Waste Agency of Catalonia. Consequently, 3 tones of fluorescent tubes were recycled in 2009, which is four times the value for 2007 and 60% higher than the figure for 2008.

— Toner and ink cartridges. The procedure for managing this kind of waste is well established, and users increasingly participate in recycling by placing toner and ink cartridges in the containers distributed for this purpose throughout the UB buildings. In 2009 over 4,000 units were collected, which represented almost 50% more by weight than in 2008. Except in 2007, the amount of this waste that is managed has increased every year.



Environmental activities

Environmental activities carried out by the unit Health, Safety and Environmental Issues

The administrative unit Health, Safety and Environmental Issues is comprised of an environmental expert, three waste management experts (one of whom also works in Prevention) and a grantholder who provides assistance. The functions of this unit include drawing up environmental plans and activities for UB schools and faculties, training staff on environmental issues and giving advice on waste management and other environmental topics.

The main actions carried out by this administrative unit are listed below. All of them come under the different areas established to help improve the UB's environmental behaviour.

Conservation and dissemination of the UB's natural assets

- Project on the Gardens of the University of Barcelona's Historic Buildings: this is a resource for raising environmental awareness that is within everybody's reach. Four routes around the gardens have been established, with signs to indicate the natural assets. In addition, educational resources based on the gardens have been created (web page, three-page leaflet, map, proposals for activities, etc.). For more information, see: www.ub.edu/ossma/mediambient/jardi/home_jardi.htm.

Land use planning, renovations and sustainable building

- Creation of a document with environmental proposals to include in the urban development project for the Diagonal Knowledge Gateway Campus.
- Review of environmental aspects of the University's renovation and new build projects (Pharmacy, CICRIT building, Fine Arts, and the Verdguer and Gaudí pavilions on the Torribera Campus).

Mobility

- Provision of bike parking facilities at UB buildings. More places have been created and ones that were not safe have

been replaced. The number of available places has tripled from the 300 that existed in 2003 to almost 1,000 in 2010.

- The BiciCampus bike rental service has been established, in collaboration with the Bicicleta Club de Catalunya (BACC). At least 120 bikes are available to the UB at rental times during the teaching period. In addition, the entire university community can access the help and information point Punt BiciCampus.
- A mobility study was carried out in relation to the new Faculty of Philosophy and the Faculty of Geography and History (2006) premises, to define transport habits and the need for sustainable mobility to and from the new building.
- Transport routes and activities have been devised to provide environmental information on sustainable mobility to coincide with the Faculty of Philosophy and the Faculty of Geography and History moving to a new building.

Environmental quality

- A noise map has been drawn up for the Diagonal Knowledge Portal Campus, which is available on the OSSMA web page. See: www.ub.edu/ossma/mediambient/medi_soroll.htm.
- The general catering conditions have been made more environmentally friendly and fair trade coffee has been added to all the UB's automatic vending machines.
- Other general conditions have been made more environmentally friendly, such as those for cleaning, reprography, maintenance, gardening, transport around the Mundet campus or computer renting.
- A project on green purchases was implemented, in collaboration with the Purchases administrative unit. This project involved: promoting the purchase of recycled paper and remanufactured ink cartridges, creating a web page on green offices, and designing and distributing a kit of sustainable office products. Further information is available at: www.ub.edu/ossma/mediambient/medi_overda.htm.

9. ENVIRONMENTAL MANAGEMENT AND IMPACT



Natural resources (energy, water, etc.)

• Some lines of work have begun to be outlined in this area, but no specific actions have been defined as yet. Recently, on the initiative of the Commissioner for Sustainability with the collaboration of Building Works and Maintenance, water and energy audits have been carried out for various buildings. Given that this area needs investment and the participation of other key units of the UB, it is particularly important to incorporate it into an institutional sustainability plan.

Waste management

• A municipal waste management plan has been drawn up and implemented in all UB schools and faculties.

• The facilities for recycling municipal waste have been increased and their use monitored. There are now 37.5% more paper/cardboard bins, 137% more bins for recycling plastic and metal containers and 51% more bins for collecting glass. Between 2005 and 2009, the amount of general waste collected dropped by 29%, twice as much paper and cardboard was recycled, seven times as much plastic and metal packaging, and 89% more glass.

• New facilities for recycling were introduced, for example, individual paper recycling bins were placed in offices and more recycling bins were positioned at the entrances of buildings.

• Procedures for managing other waste (electronic equipment, toner and ink cartridges, fluorescent tubes and batteries, etc.) have been designed, implemented and continuously improved.

• A study has been carried out on how to reduce medical waste in the Faculty of Pharmacy (sampling of containers, analysis of waste and proposals of corrective measures).

• Management procedures have been designed and implemented for the laboratories of Bellvitge, the Faculty of Geography and History and the workshops in the Faculty of Fine Arts.

Training, communication and raising awareness

• News of environmental interest is posted on the web pages (EspaiPDI, InfoPAS and MonUB) of the different groups that make up the UB.

• Every month, ecoadvice files are written and posted on the web (by January 2010, 70 files had been completed).

• Environmental messages have been included in students' files since academic year 2003-2004. Topics include good practices in general, mobility, water and energy saving, the ecological footprint, etc.

• The unit has organized exhibitions of its own, for example on sustainable mobility or the ecological footprint, and has hosted other institutions' exhibitions, such as one on recycled products. These are mobile exhibitions that are set up in different UB schools and faculties.

• The unit periodically updates and disseminates sustainability indicators, so that people can find out about the UB's environmental development. Information about twenty indicators that address different areas (such as the consumption of natural resources, participation and communication, teaching and research, and university life) is posted on OSSMA's web page.

• The unit published and disseminated a report on environmental teaching and research at the UB, entitled *En camí cap a la sostenibilitat. Perfil ambiental de la Universitat de Barcelona* (On the path to sustainability. Environmental profile of the University of Barcelona). The report is available to the entire university community and describes the milestones attained in these two areas. It serves as a basis for discussing and defining future areas of environmental improvement at the University.

9. ENVIRONMENTAL MANAGEMENT AND IMPACT

- Materials (including posters, three page leaflets and identifying labels) has been created to raise awareness of waste management. These materials are used in buildings that have just implemented the waste management plan. They are also distributed periodically in schools and faculties where the plan is up and running (including posters that provide recycling results). Further information is available at: <www.ub.edu/ossma/mediambient/medi_material.htm>.
- Posters have been made on good environmental practices, such as saving energy and sustainable mobility.
- The unit devised the Contrarellotge de l'especialització for a competition held in the I Trobada Interuniversitària de Futurs Ambientòlegs (First Meeting of Future Environmental Scientists, UAB, 2006).
- Environmental dissemination has been carried out in secondary schools. To coincide with Science Week 2007, three talks were given on university environmental management and the ecological footprint at the secondary school Joaquina Pla i Farreras in Sant Cugat del Vallès.
- The unit responds to enquiries about waste management and other areas of environmental education that are made by members of the university community, other institutions in the UB Group and external organizations.

Cooperation and voluntary work

- Collaboration with La Caixa Foundation on an educational activity for the Cosmocaixa Museum. The activity is on the ecological footprint and was open to the general public on the International Day for Biological Diversity (May 2010). It will be available to schools in the academic year 2010-2011.
- Participation in activities carried out by environmental organizations, such as the Seminario Permanente del Grupo de Trabajo sobre Calidad Ambiental y Desarrollo (Ongoing Seminar of the Working Group on Environmental Quality and Development), the Copernicus University Network for Sustainable Development (a presentation on environmental management at the UB) and Barcelona City Council's Agenda 21 (including a presentation of the UB's experience for the workshop Com fer el pla d'acció [How to draw up an action plan]).

- Collaboration with entities both within and outside of the UB Group on various aspects of environmental information, including the state of environmental research at the UB for the trade fair Ecocity 2007 (Bosch i Gimpera Foundation), or on environmental diagnosis methodology in the framework of Agenda 21 processes (Pompeu Fabra University).
- Participation in the two editions of the campaign Frena el cambio climático (Stop Climate Change), carried out in conjunction with Acció Natura and other Spanish universities. This campaign includes actions such as putting up posters, disseminating materials and carrying out environmental activities in the buildings.

Greening the curriculum and sustainability education

- Collaboration in the supervision of final projects for the EHEA bachelor's degree in Environmental Sciences. Topics included drawing up a waste management plan for the Faculty of Geology, noise pollution at the Faculty of Biology, reducing waste from the offices in the Faculty of Pharmacy, a study of the impact of noise pollution generated by traffic in the Avinguda de la Diagonal and a mobility plan for the Diagonal Campus.
- Participation in the subject Environmental Audits for the EHEA bachelor's degree in Environmental Sciences. The unit advised teaching staff and provided information for students' projects.
- Participation in a sustainability project for the Faculty of Pharmacy's teaching laboratories (ULD). Advice was given on: environmental assessment of the laboratories, the creation of new standard work procedures, reviewing existing standard work procedures, and the presentation of a teaching innovation project. Activities included teaching a module on techniques for incorporating sustainability criteria and good environmental practices into the activities of teaching staff, and drawing up instructions for sustainability to include in the guidelines for practical classes.
- Environmental training forms part of the courses given by the OSSMA. There is a module on Environment and Health in the Basic Course on Occupational Risk Prevention and OSSMA also holds workshops for first, second and third cycle students at the Faculties of Fine Arts, Physics and Chemistry.

10. SOCIAL MANAGEMENT AND IMPACT

Support for studying

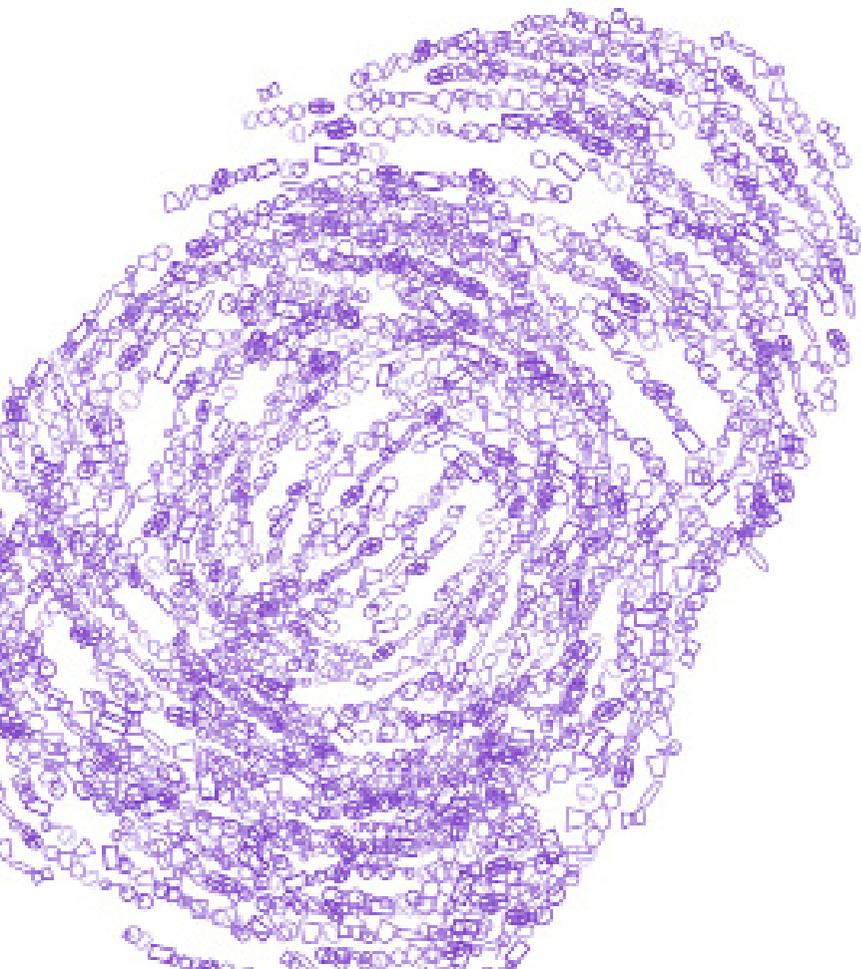
Gender equality

Culture

UB Sports

Solidarity

Activities initiated by members of the UB community





Support for studying

Students must carry out a series of tasks and activities to take and successfully complete a university course. Class attendance is by no means the only task. Students must also spend time studying, building on information received in class, asking questions about their doubts and putting their acquired knowledge into practice.

Grants

English text in PDF format at www.ub.edu/web/ub/galerias/documents/memoria0809_en.pdf

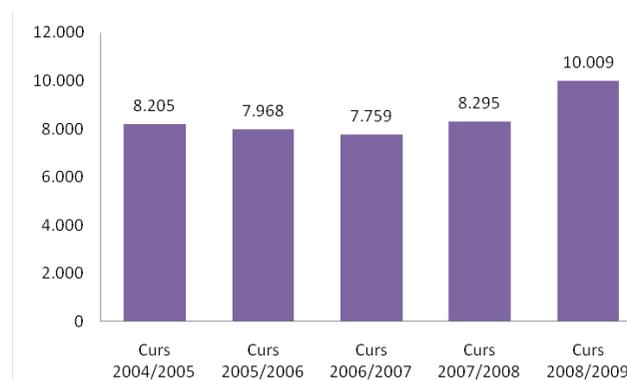


The University of Barcelona promotes and supports all the services and activities that enable students to do their university work as well as possible.

Consequently, the University provides access to libraries and the Virtual Campus, gives information on and manages available grants and financial aid, promotes the national and international mobility of students, provides opportunities for work placements in companies and manages integration programs for students who have special needs.

Undergraduate grants by study area		
Study area	General grants, mobility grants and grants for new students	
	Applications	Awarded
Arts and humanities	1,673	1,081
Social sciences	2,174	1,316
Experimental sciences and engineering	995	646
Health sciences	2,136	1,398
Education sciences	1,722	1,206
UB-affiliated centres	688	445
University master's degree courses	621	377
Total	10,009	6,469
% successful applications		64.63%

Changes in the number of applications



Undergraduate grants by faculty, school or UB-affiliated centre		
Faculty or school	General grants, mobility grants and grants for new students	
	Applications	Awarded
Fine Arts	584	388
Library and Information Science	85	53
Biology	416	275
Economics and Business	1,432	835
Law	742	481
Pharmacy	368	222
Philology	425	275
Philosophy	151	88
Physics	112	78
Teacher Training	795	564
Geography and History	513	330
Geology	77	42
Nursing	619	429
Mathematics	143	90
Medicine	384	225
Dentistry	177	113
Education	842	589
Psychology	588	409
Chemistry	247	161
UB-affiliated centre		
School of Public Relations (ESRP)	146	88
CETT University School of Hotel Management and Tourism	119	75
Mare de Déu del Mar University School of Nursing	0	0
Sant Joan de Déu University School of Nursing	184	127
National Institute of Physical Education of Catalonia (INEFC)	198	122
Centre for Studies in Nutrition and Dietetics (CESNID)*	6	5
Santa Madrona University School of Nursing*	35	28
Total	9,388	6,092

*UB-affiliated centre since academic year 2007-2008.

Grants for university master's degree courses by faculty, school or UB-affiliated centre				
Centre	General grant		Mobility grant	
	Applications	Awarded	Applications	Awarded
Fine Arts	32	22	7	6
Library and Information Science	6	4	4	4
Biology	46	29	30	23
Economics and Business	51	24	8	6
Law	15	10	1	1
Pharmacy	24	15	6	0
Philology	48	30	11	6
Philosophy	20	11	3	1
Physics	20	13	7	5
Teacher Training	24	14	8	6
Geography and History	65	34	18	14
Geology	7	5	0	0
Nursing	0	0	0	0
Mathematics	0	0	0	0
Medicine	21	8	6	3
Dentistry	0	0	0	0
Education	14	5	4	1
Psychology	51	39	14	8
Chemistry	22	13	2	2
UB-affiliated centres				
CETT University School of Hotel Management and Tourism	5	4	6	3
National Institute of Physical Education of Catalonia (INEFC)	8	3	7	5
Total	479	283	142	94

Departmental collaboration grants by study area

Study area	Number of grants	Amount (€)
Arts and humanities	50	135,000
Social sciences	10	27,000
Experimental sciences and engineering	74	199,800
Health sciences	30	81,000
Education sciences	4	10,800
Total	168	453,600



Departmental collaboration grants by department		
Department	Number of grants	Amount (€)
Cultural Anthropology and the History of America and Africa	2	5,400
Astronomy and Meteorology	3	8,100
Animal Biology	3	8,100
Cell Biology	1	2,700
Plant Biology	3	8,100
Biochemistry and Molecular Biology (Pharmacy)	4	10,800
Biochemistry and Molecular Biology (Biology)	5	13,500
Materials Sciences and Metallurgical Engineering	2	5,400
Physiological Sciences I	1	2,700
Physiological Sciences II	1	2,700
Crystallography, Mineralogy and Mineral Deposits	3	8,100
Drawing	1	2,700
Teaching and Learning and Educational Organization	1	2,700
Teacher Training in Social Sciences	2	5,400
Teacher Training in Language and Literature	1	2,700
Design and Image	1	2,700
Administrative Law and Procedural Law	1	2,700
Constitutional Law and Political Science	2	5,400
International Law and Economics	1	2,700
Criminal Law and Criminal Science	1	2,700
Ecology	3	8,100
Econometrics, Statistics and Spanish Economy	1	2,700
Electronics	2	5,400
Chemical Engineering	1	2,700
Sculpture	4	10,800
Structure and Constituents of Matter	4	10,800
Pharmacy and Pharmaceutical Technology	4	10,800
Pharmacology and Therapeutic Chemistry	3	8,100
English and German	8	21,600
Catalan	3	8,100
Greek	2	5,400
Latin	2	5,400
Theoretical and Practical Philosophy	2	5,400
Applied Physics and Optics	3	8,100
Fundamental Physics	1	2,700
Physiology (Biology)	4	10,800
Physiology (Pharmacy)	3	8,100
Genetics	2	5,400
Geodynamics and Geophysics	2	5,400
Human Geography	1	2,700
Geochemistry, Petrology and Geological Prospecting	4	10,800
Contemporary History	3	8,100
History of Philosophy, Aesthetics and Cultural Philosophy	2	5,400
History of Art	2	5,400
Medieval History, Paleography and Diplomatics	1	2,700
General Linguistics	1	2,700
Logic, History and the Philosophy of Science	1	2,700
Mathematics for Economics, Finance and Actuarial Sciences	3	8,100
Methodology of the Behavioural Sciences	2	5,400
Microbiology	5	13,500
Nutrition and Bromatology	1	2,700
Obstetrics and Gynecology, Pediatrics, Radiology and Anatomy	2	5,400
Pathology and Experimental Therapy	1	2,700
Painting	7	18,900
Prehistory, Ancient History and Archeology	4	10,800
Natural Products, Plant Biology and Soil Science	1	2,700
Basic Psychology	2	5,400
Developmental and Educational Psychology	2	5,400
Psychiatry and Clinical Psychobiology	3	8,100
Analytical Chemistry	6	16,200
Physical Chemistry	7	18,900
Inorganic Chemistry	3	8,100
Organic Chemistry	7	18,900
Public Health	1	2,700
Theory and History of Education	2	5,400
Sociological Theory, Philosophy of Law and Methodology of the Social Sciences	1	2,700
Total	168	453,600

Collaboration grants in UB administrative services			
Unit	Grants offered	Applications received	Amount (€)
Institutional Activities and Protocol	1	60	6,440
Area for Technology	167	1099	711,220
Student Support Service (SAE)	23	730	376,216
Poetry Club	1	42	5,214
Bars and Restaurants	2	24	6,600
Ethics Committee for Animal Experiments	2	10	5,122
Learning and Research Resources Centre (CRAI)	75	1,406	426,175
Learning and Research Resources Centre - Centre for Research on Plant Biodiversity	1	17	1,980
Learning and Research Resources Centre - User Services	50	335	201,348
Department of Design and Image	1	20	5,093
School of Modern Languages	22	251	44,645
Sport	32	631	68,786
UB Associations	2	52	12,000
Catalan Women's Institute	11	311	76,054
Water Research Institute	2	22	9,900
Catalan Institute of Geology	21	122	79,460
Rock Collection	1	6	2,900
Catalan Museum of Pharmacy	2	17	11,000
Health, Safety and Environmental Issues	2	43	10,626
University Admissions and Guidance	5	121	43,450
Research Management	1	28	6,600
International Mobility and Institutional Projects	31	526	112,038
Organization and Quality	6	52	34,992
Artistic Heritage	1	28	3,443
Municipal Housing	1	24	6,000
Institutional Projects	2	96	2,889
Catalan Meteorology Service	9	116	39,446
Scientific and Technical Services	23	494	113,015
Language Services	55	472	176,302
Communication	1	21	6,050
Total	552	7,176	2,598,564

Sèneca mobility grants by study area		
Study area	Number of grants	Amount (€)
Arts and humanities	37	168,600
Social sciences	7	32,420
Experimental sciences and engineering	11	48,640
Health sciences	11	39,160
Education sciences	17	80,520
UB-affiliated centres	4	13,560
Total	87	382,900

Séneca mobility grants by subject and host university		
Subject	Host university	Number of grantholders
Social and Cultural Anthropology	Complutense University of Madrid	1
	Granada	1
	Seville	2
Fine Arts	Complutense University of Madrid	2
	Granada	2
	La Laguna	2
	the Basque Country	3
	Technical University of Valencia	1
	Salamanca	2
	Seville	1
	Miguel Hernández University of Elche	1
Biology	the Balearic Islands	1
	La Laguna	3
Economics	Autonomous University of Madrid	1
Political and Administrative Sciences	Granada	1
Audiovisual Communication	Carlos III University	1
Law	La Laguna	1
Information Science	Granada	1
Social Education	Granada	2
	Las Palmas de Gran Canaria	1
	Malaga	1
	Santiago	1
Pharmacy	Complutense University of Madrid	1
English	Complutense University of Madrid	1
Arabic	Granada	2
Classics	Complutense University of Madrid	1
Slavic Studies	Granada	1
Hebrew	Complutense University of Madrid	1
Spanish	Complutense University of Madrid	1
	Cordoba	1
	Salamanca	1
Philosophy	Autonomous University of Madrid	1
	Complutense University of Madrid	1
	Granada	1
	Valencia	1
Physics	Granada	2
History	Autonomous University of Madrid	1
	Cadiz	1
	Granada	2
	Santiago	1
	Seville	1
Mathematics	Santiago	2
Teacher Training in Early Childhood Education	Valencia	1
Teacher Training in Education in Music	Granada	1
	Malaga	1
Teacher Training in Primary Education	Granada	1
Teacher Training in Foreign Language Learning	the Balearic Islands	1
Dentistry	Granada	1
Education	the Basque Country	1
Psychology	Autonomous University of Madrid	1
	Almeria	1
	Granada	3
	La Laguna	1
	Salamanca	1
Educational Psychology	Salamanca	1
	Santiago	1
Chemistry	Rey Juan Carlos University	3
Sociology	Complutense University of Madrid	1
	A Coruña	1
	Granada	2
Social Work	Valladolid	1
	Zaragoza	1
	Pablo de Olavide University	1
	Public University of Navarre	1
UB-affiliated centre		
CETT University School of Hotel Management and Tourism	La Laguna	1
School of Public Relations (ESRP)	Seville	3
Total		87

Complementary grants in mobility programs				
	Grants offered	Applications	Grants awarded	Amount (€)
EU Countries	505	715	505	101,000
Non-EU countries	22	76	22	22,000
Total	527	791	527	123,000

DRAC program grants by subject and host university				
Program	Host university	Grants awarded	Amount (€)	
DRAC advanced training	Girona	3	853	
	Rovira i Virgili	7	1,895	
	Valencia	3	1,260	
DRAC teaching and research staff	the Balearic Islands	1	420	
	Lleida	1	420	
	Valencia	2	840	
	IRTS Montpellier	3	1,260	
DRAC winter	IRTS Montpellier	13	3,120	
DRAC summer	Lleida	6	980	
	Valencia	5	2,100	
	the Balearic Islands	7	1,680	
	Rovira i Virgili	12	2,295	
	Girona	3	853	
	Ramon Llull University	1	80	
	Institute for Lifelong Learning (IL3-UB) online	2	160	
	Miguel Hernández University	1	160	
	Illa del Re International University of Menorca	3	720	
Total		73	10,096	

Specific grant exchanges by country	
Country	Number
Germany	1
Argentina	7
Australia	6
Brazil	2
Canada	4
Colombia	7
Denmark	1
Finland	1
Hungary	1
Italy	2
Japan	8
Mexico	12
Netherlands	2
Peru	3
Portugal	1
Chile	9
China	1
Total	68

Summary of grants and scholarships awarded		
Scholarships awarded	No.	Amount (€)
General and mobility	5,513	16,319,313
New students	956	
Collaboration with departments	168	453,600
Science mobility scholarship program	87	382,900
Collaboration with the UB	552	2,598,564

Summary of grants and scholarships awarded	
Grants awarded	No.
DRAC program	73
Mobility program	527
Specific exchange programs	68
Els Juliolis UB summer courses	115

Student Support Service

Information and student guidance

The Student Support Service (SAE) gives specialized, one-to-one attention to prospective students, current students, graduates and members of the alumni organization Antics UB. The service provides information, orientation, guidance and advice, support and assistance to students during the course of their studies and in the job placement process. It also aims to strengthen the sense of belonging among students and to ensure that students and graduates can gain an understanding of the general outlines of university policy. The SAE also provides support to teaching staff who are tutorial action plan coordinators.

Training in transferable skills and entry into the labour market

This Program provides training for all UB students to complement the syllabuses of all the University's courses. The aim is to foster students' personal, social and professional development and help them to successfully enter the labour market.

- **Career guidance** has been provided through various activities organized in conjunction with UB schools and faculties. For example, careers days were held in 15 schools and faculties with the participation of 783 students; 38 face-to-face workshops on transferable skills were attended by 1,375 students; two online courses on job search techniques were taken by 1,400 students and careers interviews were carried out. Workshops on transferable skills included courses on how to work in teams, how to communicate better in the workplace, how to organize work and how to deal with stress at work. Courses were also offered on intercultural relations, such as workshops on skills for working with people from different cultures and on conflict resolution in intercultural environments. The aim of these workshops was to complement the technical education provided in the university degrees and to facilitate entry into the labour market, given the increasing importance of personal skills to companies.

- The first study day entitled "How to look for civil service work" was a success. Participants included over 125 students

who had shown an interest in preparing for the competitive civil service exams. Seventy-two students from different UB courses attended careers interviews.

- **Porta 22** is the New Jobs Area of Barcelona Activa and the University of Barcelona. In academic year 2008-2009, Student Support (SAE) offered students access to the Porta 22 antenna in its self-help areas, so that students could use the information and resources to look for work. The antenna is the first to be installed outside of Barcelona Activa's New Jobs Area and the aim is to support students effectively in obtaining careers guidance and advice on jobs searches.

Barcelona Activa has given the UB access to the contents and methodology of its New Jobs Area, which shows its clear commitment to the development of human capital in Barcelona and to complementing students' career guidance with comprehensive information on professional opportunities in the labour market. As a result, the University can offer its students and graduates an individual, personalized job guidance service. The New Jobs Area can be accessed from computers in SAE facilities.

This initiative was established in an addendum to the agreement between the UB and Barcelona Activa, in order to improve and strengthen the careers guidance services that are already provided by the University. In addition to the installation of the antenna outside Barcelona Activa's premises, the agreement included the organization of courses to improve students' skills in areas that are of key importance in the job market, such as the ability to work in a team, communication skills and effective negotiation skills, among others. In addition, groups of students can visit Barcelona Activa premises to draw up individual careers guidance plans. Each student is provided with a computer so that they can work on their own and search for job offers.

- The course entitled *Una mirada integradora de les drogodependències* (A comprehensive view of drug addictions) took place in the Aula Magna of the Historic Building on 8 May 2009, with several round tables chaired by different professionals. This course provided information on activities and prevention in the field of drug addiction and was the result of collaboration between the University

of Barcelona and the NGO Projecte Home. It was open to UB students and anyone else with an interest in the subject. The SAE was in charge of disseminating information about the course, registration and any logistic activities that were required. A total of 171 students took the course.

Integration Programs

Throughout the academic year, The UB unit Integration Programs supported UB students with special needs and progressed in its task of promoting equal opportunities. The unit began to work in new areas of activity through the **Temporary Support Program** and the **Diversity Support Program**, in addition to continuing with its work in the **Fem Via Program** for students with disabilities.

The following **direct support** was provided for **students with special needs**:

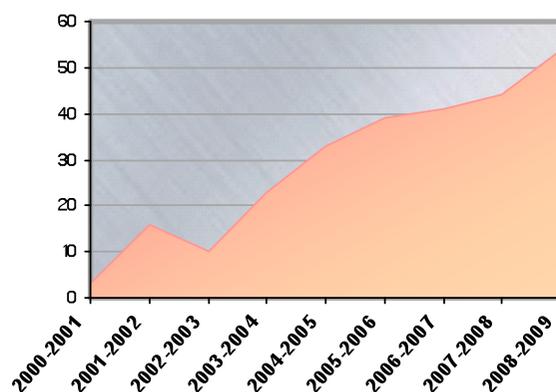
- The UB has 284 students with disabilities, of which 54 enrolled for the first time in academic year 2008-2009. If new students encounter any problems, they can arrange individual

meetings with the Integration Programs unit.

- Thirty-seven students with disabilities received support from classmates (66 in total) who helped them to follow their lectures and to move around the University.
- Fifteen changes of group and session (normally from afternoon to morning sessions, due to specific requirements of students with special needs) were arranged, so that students' timetables fit in with the availability of the classmates who provide support.
- The unit has visited thirty-one schools and faculties to assess in situ the requests that have been made and to evaluate the state of architectural barriers.
- In academic year 2008-2009, students have been offered the services of a sign language interpreter. In addition, various technical aids have been purchased and made available to students with disabilities or to the schools and faculties themselves.

Assistance and technical aids
Sign language interpreter
500 notebooks made from self-copy paper to facilitate note taking
Two standers that enable students in wheelchairs to stand up
An FM system so that students with certain hearing impairments can follow classes
A digital whiteboard so that it is easier to follow the teacher's explanations and to participate in the class

New enrolments of students with disabilities at the University of Barcelona from academic year 2000-2001 to 2008-2009.



Integration Programs carried out the following tasks in relation to other **services** or **institutions**:

- Several reports have been drawn up on students with special needs and the elimination of architectural barriers, for use both in the University (for example, the report on architectural barriers for the Mundet Campus) and for external organizations (such as the “Statistical summary of students with disability at the University of Barcelona” for the La Caixa Foundation).
- Grants and financial aid from the Agency for the Administration of University and Research Grants (AGAUR) have been managed and dissemination activities were carried out for the First UNIDISCAT (University and Disability in Catalonia) Conference.
- The unit continued to work with the Adecco Foundation as part of an agreement to facilitate successful job placement for students with disabilities.
- The unit collaborated with companies and institutions, such as the ONCE Foundation, CiU, Brabant and Esmo, to give UB students information about a range of vacancies for people with special needs.

In this academic year, Integration Programs also worked to inform the **rest of the university community and the general public** about its activities:

- A three-page leaflet was designed to describe the benefits of the unit’s various programs to potential collaborators.
- The new web page was created and a blog started to provide information and serve as a forum for suggestions, where students and staff can access a range of tools and resources related to the activities of Integration Programs.

Other services

European Convergence (OCE)

The mission of the UB administrative unit European Convergence (OCE) is to promote steps and initiatives that adapt the UB’s studies to the requirements and characteristics of the European Higher Education Area

(EHEA); advise on processes that require the University of Barcelona’s participation in building the EHEA; promote projects and experiences that foster innovation in education; lend support to the many programs and plans of UB schools and faculties aimed at driving this process; and act as a documentation service in the creation of guidebooks on key aspects of the EHEA implementation.

The Learning and Research Resources Centre (CRAI)

The UB’s Learning and Research Resource Centre (CRAI) is comprised of a network of 19 specialized library centres located on-campus in the university’s different faculties and schools. Its collection includes almost two million books and specialized journals in printed or electronic formats and it is one of the most important libraries in both Catalonia and Spain. The resources are available to the university community.

The CRAI supports teaching and research staff in the management and provision of information resources and services that help them in their work. This includes advice on the creation of materials, publication of materials, copyright issues, the use of teaching platforms and tools and teaching innovation.

There are 16 teaching support points (PSD) located in each of the CRAI libraries. In addition, Teaching Support (USD) provides specialist assistance in the creation of teaching materials; Innovation and Dissemination (UID) manages grant applications as part of the Teaching Improvement and Innovation Program (PMID); and Knowledge Dissemination (ODC) provides advice on copyright issues and the use of materials from outside the UB.

In the academic year 2008-2009, CRAI implemented a new library management application called the Millennium Integrated Library System. Significant expansion of the digital library saw the addition of new special collections, communities, and resources for the Cervantes Virtual Library. In addition, ReCercador, a new search engine for electronic resources, came online and the CRAI began to offer a teaching inquiry service that operates twenty-four hours a day, seven days a week.

Data for CRAI – Libraries		
Reserves	Total	Acquisitions in 2008
Books ⁽¹⁾	1,608,909	54,350
Periodicals ⁽¹⁾	49,749	19,548
Databases	328	8
Other material	89,147	2,242
<i>(1) Includes paper and online formats, purchased or donated.</i>		
Services		
Library users		5,394,602
Loans		688,373
Inter-library loans (UB document request service)		
Requests issued		9,768
Requests received		25,203
Catalogue queries received		3,989,632
Online periodical queries received		457,676
Installations		
Total area (m ²)		38,624
Single-user reading desks		6,221
Computer terminals for public use ⁽²⁾		774
Photocopy machines		31
Microform readers/printers		94
<i>(2) Includes laptop computers.</i>		

Institute of Education Sciences (ICE)

The University of Barcelona's Institute of Education Sciences (ICE), founded in 1969, provides academic and cultural training to individuals who undertake educational tasks. The Institute performs this service through encouragement, constant guidance, and an analysis of the work of the University, in order to improve performance. The ICE analyses the training needs of teaching staff and devises proposals in response to this analysis, promotes and fosters educational innovation, provides guidance and advice on research, provides consultancy services, publishes materials, disseminates good practices, and creates training materials in different media.

In the area of teaching assessment, a student questionnaire went out to 5,647 groups of students, achieving a participation rate of 58.8%. The process involved the preparation of 138,826 questionnaires and 5,007 reports for a total of 3,906 lecturers in 2,603 subjects.

This year also marked the sixth formal assessment of teaching quality at the UB, undertaken with the new assessment manual accredited by AQU Catalonia, the Catalan agency overseeing quality in higher education. Of the 308 reports prepared, 97.7% were favourable.

ICE activities	
Training activities	Number of participants
Lifelong learning for teachers in early childhood education, primary and secondary education, vocational education and social and community learning	7,960
Conferences, seminars and workshops	2,238
Other activities	5,722
Preliminary training of secondary school teachers (CAP)	2,517
Training of university teaching staff	3,242
Normalization of Catalan	199
Postgraduate and master's programs	170
TOTAL	14,088

Planning and Analysis

Survey of students' opinions of teaching staff performance														
	Knowledge-command of the material		Organization and planning of teaching		Presentation		Methodology and use of resources		Attitude in interaction with students		Assessment		Overall satisfaction	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
Administration and Business Management	7.59	7.80	7.09	7.31	6.71	6.87	6.89	6.99	7.22	7.37	6.85	6.97	7.14	7.27
Social and Cultural Anthropology	7.83	7.93	7.36	7.54	7.08	7.08	7.23	7.23	7.33	7.75	7.05	7.36	7.27	7.35
Fine Arts	8.02	8.17	7.55	7.72	7.31	7.61	7.24	7.46	7.84	8.00	7.43	7.71	7.61	7.83
Library and Information Science	7.60	7.82	7.10	7.38	6.62	6.99	6.66	7.07	7.22	7.57	6.47	6.66	6.90	7.28
Biology	7.89	8.06	7.34	7.54	6.87	7.32	6.97	7.28	7.50	7.72	6.67	7.13	7.28	7.66
Biochemistry	7.76	7.75	7.40	6.85	6.91	6.56	6.93	6.54	7.67	7.27	6.83	6.25	7.34	6.86
Food Science and Technology	8.12	8.01	7.61	7.25	7.14	7.02	7.07	6.72	7.62	7.45	6.55	6.12	7.43	7.30
Actuarial and Financial Sciences	7.44	7.83	7.27	7.39	6.94	6.89	7.14	7.42	7.33	7.47	7.08	7.06	7.20	7.31
Environmental Sciences	7.75	7.88	7.16	7.02	6.74	6.62	6.79	6.72	7.31	7.25	7.75	6.89	7.13	7.04
Labour Sciences	*	7.96	*	7.15	*	7.09	*	6.39	*	7.49	*	5.88	*	7.38
Business Sciences	7.79	7.67	7.29	7.32	6.80	6.72	7.02	6.97	7.22	7.10	7.02	7.00	7.19	7.07
Political and Administrative Sciences	7.92	7.49	7.52	7.03	7.14	6.57	7.22	6.69	7.62	7.04	7.33	6.72	7.41	6.85
Audiovisual Communication	7.55	7.40	7.30	7.35	6.77	6.44	6.80	6.81	7.77	7.39	7.26	7.11	7.15	6.89
Construction and Representation of Cultural Identity	7.76	*	7.37	*	6.79	*	6.71	*	7.97	*	7.69	*	7.10	*
Criminology	7.61	7.66	7.06	7.22	6.75	6.97	6.51	6.62	7.18	7.44	6.33	6.30	6.87	7.04
Criminology and Criminal Policy	7.59	7.99	6.66	7.33	6.15	6.92	5.98	7.02	7.14	7.30	6.57	7.07	6.64	7.30
Ancient Culture and Language	9.08	*	8.71	*	8.75	*	8.67	*	8.78	*	8.74	*	8.83	*
Sport Business Management	8.22	6.39	7.72	5.62	7.33	5.42	7.19	5.60	7.93	6.03	7.18	5.88	7.70	5.77
Documentation	7.36	7.90	7.07	7.45	6.37	7.05	6.38	7.02	7.14	7.65	6.20	6.66	6.70	7.39
Law	8.48	8.24	8.11	7.74	8.00	7.60	7.80	7.54	8.38	7.96	7.52	7.48	8.27	7.86
Economy	7.70	7.81	7.25	7.40	6.88	7.05	6.93	7.15	7.38	7.50	6.95	7.09	7.27	7.39
Social Education	7.61	7.64	7.37	7.27	6.91	6.56	6.80	6.72	7.31	7.31	6.82	6.92	7.10	7.00
Materials Engineering	7.96	*	7.35	*	6.26	*	6.34	*	7.36	*	6.56	*	7.00	*
Electronic Engineering	7.70	7.38	7.34	6.84	7.02	6.48	6.90	6.45	7.68	7.27	6.83	6.69	7.36	6.85
Geological Engineering	6.91	6.62	6.06	5.77	5.48	5.42	5.43	5.59	6.40	5.83	5.70	5.74	6.07	5.87
Chemical Engineering	7.13	7.43	6.65	6.91	5.87	6.11	6.18	6.65	6.59	6.64	6.44	6.87	6.37	6.75
Technical Engineering Degree in Computer Systems	7.42	7.32	6.67	6.71	6.49	6.37	6.45	6.12	7.08	6.81	6.39	6.45	6.92	6.63
Statistics	7.75	8.46	7.25	8.04	6.77	7.86	7.05	7.72	7.37	8.14	7.28	7.81	7.17	8.05
Expert in Spanish as a Foreign Language in Professional Environments	8.19	*	7.80	*	7.11	*	7.25	*	7.51	*	7.55	*	7.39	*
Pharmacy	7.46	7.81	6.90	7.38	6.22	6.97	6.50	7.02	6.83	7.41	6.39	6.77	6.68	7.38
German	8.33	8.05	7.81	7.57	7.5	7.18	7.45	7.21	8.27	8.12	7.65	7.40	7.77	7.57
English	8.25	7.95	7.94	7.67	7.69	7.28	7.54	7.15	8.17	7.92	7.48	7.29	7.95	7.53
Arabic	8.08	7.91	7.69	7.64	7.13	7.06	7.30	7.27	8.04	7.61	7.47	7.11	7.45	7.58
Catalan	8.12	8.37	7.67	7.77	7.21	7.54	7.52	7.51	7.89	7.95	7.27	7.29	7.60	7.75
Classics	8.39	8.59	7.63	7.96	7.42	7.74	7.47	7.75	7.84	8.28	7.32	7.92	7.75	8.07
Slavic Studies	8.80	8.93	8.31	8.36	8.29	8.50	8.20	8.47	8.66	8.80	8.42	8.41	8.45	8.78
French	8.61	8.06	8.23	7.68	8.23	7.52	7.96	7.37	8.69	8.16	7.91	7.45	8.45	7.77
Hebrew	9.14	8.80	8.76	7.73	9.05	7.99	8.80	7.44	9.28	8.58	8.18	7.76	9.20	8.14
Spanish	8.34	8.39	7.94	7.94	7.76	7.73	7.70	7.60	8.25	8.10	7.68	7.53	8.04	7.97
Italian	8.43	8.20	7.81	7.67	7.36	7.54	7.64	7.85	8.20	8.45	7.60	7.85	8.00	8.01
Romance Languages	8.44	8.44	8.03	7.88	7.66	7.69	7.68	7.66	8.41	8.04	7.77	7.74	8.05	7.92
Philosophy	8.20	8.27	7.59	7.83	7.63	7.72	7.57	7.70	7.97	8.02	7.67	7.78	7.84	7.94
Physics	7.73	7.53	7.15	6.97	6.53	6.43	6.72	6.60	7.32	7.03	6.78	6.72	7.03	6.85

Geography	7.45	7.57	7.11	7.21	6.50	6.67	6.61	6.82	7.16	7.27	6.86	6.94	6.88	6.99
Geology	7.44	7.72	6.58	6.84	6.19	6.69	6.37	6.67	6.92	7.32	6.45	6.51	6.67	6.99
Public Management and Administration	7.43	7.71	6.84	7.29	6.34	6.90	6.55	6.90	6.80	7.28	6.50	6.97	6.59	7.11
History	7.83	7.88	7.41	7.45	7.04	7.10	7.17	7.18	7.51	7.56	7.13	7.24	7.30	7.32
History of Art	8.00	8.16	7.44	7.63	7.22	7.38	7.32	7.36	7.65	7.64	7.08	7.18	7.43	7.49
Nursing	8.16	8.30	7.58	7.81	7.35	7.64	7.39	7.56	7.79	7.94	7.17	7.24	7.68	7.95
Market Research and Techniques	7.58	7.91	7.20	7.63	6.89	7.32	6.80	7.37	7.45	7.97	6.94	7.48	7.16	7.76
Private Investigation	8.06	8.05	7.02	7.25	7.30	6.93	6.92	6.99	7.54	7.27	7.19	7.30	7.48	7.28
Lexis and Communication	8.37	*	8.09	*	7.78	*	7.75	*	8.56	*	8.05	*	8.38	*
Linguistics	8.04	8.08	7.50	7.77	6.85	7.17	7.10	7.27	7.79	7.88	7.45	7.66	7.35	7.70
Applied Linguistics and Language Acquisition in Multilingual Contexts	9.03	*	8.45	*	8.46	*	8.45	*	8.88	*	8.35	*	8.81	*
Mathematics	7.71	7.46	7.02	6.82	6.49	6.20	6.58	6.13	7.21	7.00	6.69	6.38	7.02	6.74
Medicine	8.34	8.28	7.68	7.78	7.67	7.57	7.50	7.58	7.84	7.94	7.22	7.34	7.77	7.80
Special Needs Education	8.15	7.56	7.66	6.95	7.47	6.43	7.49	6.64	7.98	6.96	7.33	6.63	7.64	6.56
Physical Education	7.54	7.87	7.17	7.44	6.79	7.00	6.91	7.14	7.32	7.49	6.97	7.16	7.09	7.26
Preschool Education	7.72	7.94	7.29	7.32	6.93	6.87	7.03	7.06	7.45	7.33	6.97	7.07	7.14	7.11
Education in Music	7.77	7.75	7.50	7.24	7.11	6.73	7.16	6.91	7.60	7.27	7.32	6.99	7.36	6.95
Primary Education	7.66	7.39	7.20	6.96	6.70	6.37	6.82	6.57	7.44	7.00	7.09	6.87	7.00	6.64
Foreign Language Learning	8.12	8.17	7.59	7.69	7.39	7.34	7.27	7.29	7.78	7.87	7.30	7.07	7.52	7.61
Human Nutrition and Dietetics	8.20	7.58	7.55	6.96	7.52	6.50	7.19	7.02	7.90	6.83	7.21	6.83	7.73	6.92
Dentistry	7.90	7.81	7.19	7.11	6.78	7.04	6.91	7.03	7.33	7.36	6.98	6.87	7.27	7.25
Education	7.43	7.56	7.00	7.27	6.43	6.84	6.58	6.88	6.95	7.44	6.76	7.06	6.86	7.24
Podiatry	8.22	8.05	7.75	7.39	7.54	7.31	7.51	7.12	7.72	7.62	7.19	7.03	7.64	7.57
Psychology	7.94	7.88	7.42	7.40	7.04	7.01	6.99	7.03	7.59	7.45	6.69	6.79	7.31	7.26
Education Psychology	7.62	7.98	7.11	7.58	6.72	6.94	6.76	7.12	7.22	7.68	6.75	6.82	6.90	7.30
Chemistry	7.88	7.85	7.26	7.32	6.73	6.82	6.91	6.92	7.37	7.35	6.82	6.95	7.27	7.27
Labour Relations	7.28	7.70	6.61	7.23	6.19	6.90	6.19	6.89	6.42	7.31	6.32	6.97	6.39	7.19
Sociology	7.75	7.48	7.30	7.28	6.99	6.69	6.91	6.86	7.61	7.47	6.84	6.85	7.44	7.00
Literary Theory and Comparative Literature	8.61	7.95	7.96	7.53	7.75	7.24	7.80	7.29	8.39	7.83	7.93	7.49	8.07	7.43
Social Work	7.64	7.65	7.02	7.18	6.72	6.73	6.78	6.99	7.58	7.41	6.83	6.82	7.18	7.08

* The aggregate report by course for this survey of students' opinions of teaching staff performance was only compiled when a minimum of five lecturers were assessed who had taught the course for one semester in academic year 2008-2009. It was considered essential to establish this minimum, given the structure of teaching staff in UB departments.

The Virtual Campus

The UB Virtual Campus is an online learning environment that supports face-to-face and blended formats, as well as study. It is focussed on the learning process.

The Virtual Campus is organized into virtual classrooms in which students can find out about the contents of subjects, send assignments, contact teaching staff or classmates, and even check their grades.

The tutorial action plan

In the European Higher Education Area, tutorship is recognized as part of the task of teaching. Lecturers/tutors at UB schools and faculties are responsible for transmitting knowledge and providing personalized assistance to students so that they can adapt to university life, benefit from the University's resources, improve their academic performance, select the most appropriate subjects and prepare for entry into the labour market.

National mobility

Spanish universities have created systems to boost student mobility by promoting the development of exchange programs that improve the quality of education.

To establish mobility between Spanish faculties and schools, Spanish university rectors signed a framework agreement to create a mobility program. This program, which was inspired by the European Union's Erasmus program, is regulated by the "Exchange System between Spanish universities" or SICUE.

The University of Barcelona encourages student mobility, as it enriches university education on a personal and academic level. The University has signed around 50 bilateral agreements that give the UB students the opportunity to participate in the SICUE mobility program.

Through the SICUE mobility program, students can take part of their course (from a minimum of 3 months to a maximum of 9) in any of the other Spanish universities with which their school or faculty has established an agreement. The agreement guarantees academic recognition and recognition of progress, as well as suitability in terms of the participant's educational background.

Students who obtain a place on the SICUE mobility program and who meet specific requirements can apply for a Sèneca grant, which provides financial support to the mobility program.

Practicals, placements and work

The University of Barcelona undertakes a series of activities aimed at preparing its students and graduates for a smooth transition between the university and the labour market.

This is the mission of the Feina UB program, which works in two main areas: vocational integration and careers guidance. To carry out these tasks, the UB has a team of careers guidance counsellors and provides opportunities for work placements and a job bank.

Work placements are the first contact that many students have with the world of work. They may be recognized and

evaluated within the syllabus.

A strictly academic, rather than an employment, relationship is formed between the student and the company. There are two types of placement:

- Placements that are included in the syllabus and recognized academically.
- Placements that are not specifically included in the syllabus (education cooperation agreements), which enable students to extend the course's practical training, under the supervision of the UB school or faculty.

The Feina UB program also offers services and activities to facilitate the transition between the university and the labour market:

Mediation services for employment and work placements

- Job banks
- Placements in companies and in national and international institutions
- Leonardo Grants for international mobility

Professional careers services

- Careers days
- Training courses, workshops and seminars on skills and competences
- Online course in job search techniques
- Club de Feina (Job Club): a space that includes resources and specialized advice for vocational integration
- Careers guidance interviews

Participation of companies and institutions in the UB

- UB Employment Forum
- Participation in job fairs
- Company presentations

Integration programs

The University of Barcelona offers welfare services to students with special, temporary or cross-cultural needs.

The aim is to ensure fair treatment and equal opportunities for students in academic university life, and to raise awareness among other members of the university community and society in general.

The following programs are undertaken by the administrative unit Integration Programs:

- *Fem Via Program.* This program is responsible for meeting the special requirements of students with any kind of disability. The aim is to promote equal opportunities and to fully include disabled students in academic life.
- *Temporary support program.* This program provides temporary support to students who, as a result of personal or family events, need additional assistance to continue with their courses.
- *Diversity support program.* This program aims to facilitate the incorporation and social and educational inclusion of all students, to foster a climate of co-existence and respect.

University dining halls

Most of the faculties and university schools have reasonably priced restaurants and cafeterias. There is also a main university dining hall near the Faculty of Fine Arts, which offers a fixed price set menu and a self-service restaurant.

The university dining hall is open from 12.45 am to 3.00 pm.

Until 11 February 2009, the price of the set menu was €3.05 for members of the UB Group and €4.90 for external groups. In the academic year 2008-2009, a total of 68,209 set menus were served, i.e. an average of 369 a day.



Halls of residence

The halls of residence provide accommodation for university students and encourage students to develop the social skills involved in sharing a living space.

In academic year 2008-2009 a total of 1,509 students were housed in halls of residence: 910 in UB centres and 599 in UB-affiliated institutions.

University of Barcelona halls of residence:

- Penyafort-Montserrat-Llull Halls of Residence
- Sant Jordi Hall of Residence

UB-affiliated halls of residence:

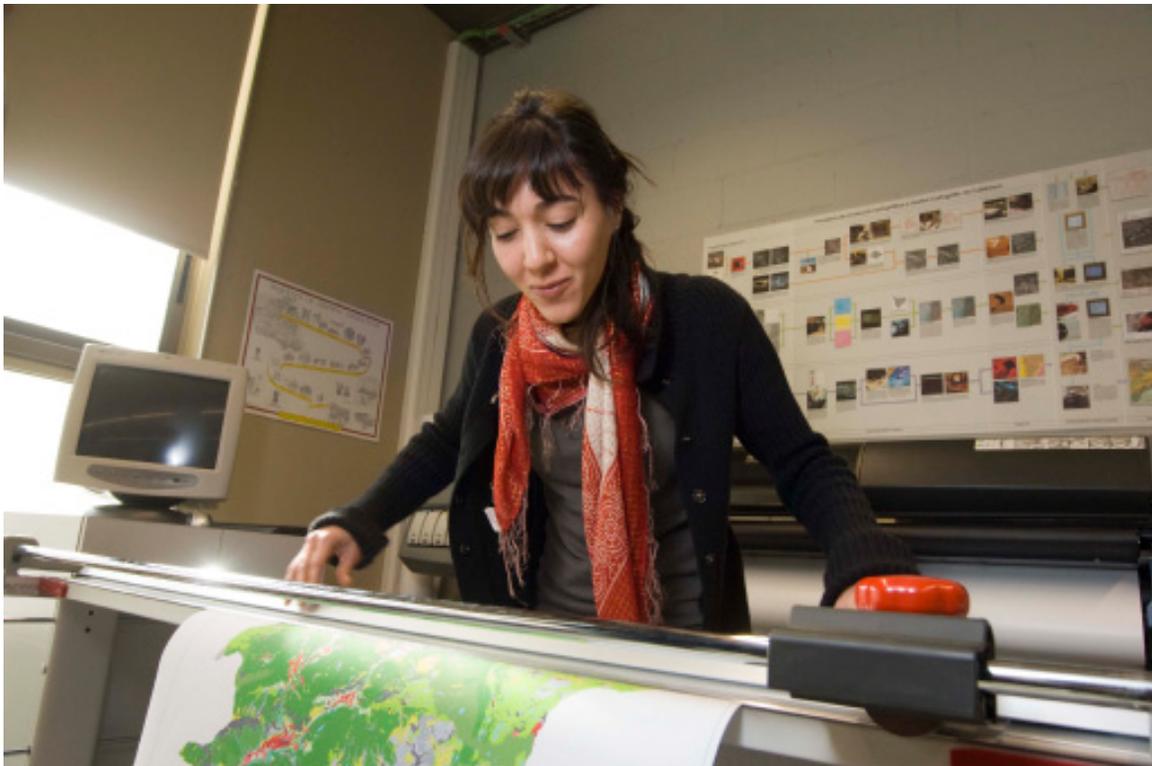
- Àgora BCN
- Bonaigua Hall of Residence
- La Salle Hall of Residence
- Lestonnac Hall of Residence
- Mater Salvatoris Hall of Residence
- Monterols Hall of Residence
- Pedralbes Hall of Residence

Gender equality¹²

The objective of the University of Barcelona is to ensure genuine equality of opportunity to the women and men who make up our university community.

The UB's Gender Equality Plan sets out a series of actions that aim to incorporate the gender perspective into all University activities, fundamentally in UB teaching and research, but also in academic advancement, in the composition of our governing and management bodies and in the pursuit of work-life balance.

It is our firm belief that ensuring equality of opportunity to all members of the university community brings the University of Barcelona nearer its goal of excellence in teaching and research.



¹² See: www.ub.edu/web/ub/en/universitat/coneix_la_ub/La_ub_compromes_amb/la_ub_compromes_amb.html

Culture

Culture is strongly promoted by the University of Barcelona, particularly by the Vice-Rector for Arts, Culture and Heritage (www.ub.edu/act/). Culture is essential to the development of individuals and society. Consequently, the UB considers that it should be present throughout the university community. The cultural activities that are carried out clearly show the efforts that the University makes to achieve this.

Musical groups (www.ub.edu/act/grups.htm)

University of Barcelona Orchestra (www.oub.cat)

The University of Barcelona Orchestra is open to students, former students, lecturers, administrative and service staff and any other music lovers. It aims to be an example of musical life both within and outside the UB.

Choir of the University of Barcelona. Choir Director: Jordi-Lluís Rigol (www.corub.net/)

The Choir was formed in 1989 to play a cultural and creative role and reach a high standard in the field of choral music, and to perform within and outside the university environment.

Schola Cantorum choral group. Director: Carles Gumí (www.scholacantorumub.org)

Schola Cantorum Universitaria Barcinonensis was formed in 1942 by the maestro Antoni Pérez Moya. It is a chamber choir that is dedicated to early and sacred music.

Other musical groups

Cor Argentum of the Faculty of Chemistry

Dir. Victor Frigola
Phone: (+34) 934 021 281 and (+34) 934 021 271

Coro Universitario Galego

Dir. César del Caño
Phone: (+34) 934 428 758 - Fax: (+34) 934 035 596

Choir of the Faculty of Pharmacy

Dir. Albert Santiago
Phone: (+34) 934 035 868
web www.corfarmacia.blogspot.com

Choir of the Faculty of Biology

Dir. Miquel Garcia
Phone: (+34) 937 342 232

Choir of University Extension Courses for Senior Citizens

Dir. Ricard Martí
Phone: (+34) 934 516 040

Choir of the Faculty of Psychology

Dir. Jose Ma. Soler
Phone: (+34) 933 125 810

Choir of the Faculty of Physics

Dir. Eva Villena
Fax: (+34) 934 029 008

Choir of the Faculty of Mathematics

Dir. Raimon Roman
Phone: (+34) 934 493 211 / Fax: (+34) 934 021 601

Choir of the Faculty of Medicine OPEN CHOIR

Dir. Neus Elias i Carbonell

Other musical groups



Chamber Orchestra of the Faculty of Medicine

Phone: (+34) 934 035 258

Chamber Orchestra of the Faculty of Law

Phone: (+34) 933 223 536

Tunas (university musical groups)

Tuna of the University School of Business Studies

Phone: (+34) 934 542 950

Tuna of the Faculty of Pharmacy

Phone: (+34) 934 395 710

Tuna of the Faculty of Teacher Training

Phone: (+34) 934 038 153

Tuna of the Faculty of Medicine

Phone: (+34) 934 035 258

Tuna of Sciences

Web: www.tunabarcelona.com

Phone: (+34) 687 234 222

Season of music at the University

(www.ub.edu/act/concerts.htm)

The University of Barcelona organizes a series of fifteen concerts throughout the academic year, called “The Season of Music at the University”. These events are open to the entire university community, including teaching staff, students and administrative and service staff, and to the general public. All

of the concerts are held in the Paranymp Hall, which is in the Historic Building on the Humanities Campus. This venue seats 500 to 600 people and entrance is free. Over the years, performances have been given by prestigious musicians and by new performers who have gone on to form part of the musical elite.



Theatre (www.ub.edu/act/teatre.htm)

One important aspect of the promotion of cultural activity at the UB are the plays performed by various groups of students and teaching staff, which are associated with research and experimentation in theatre:

- Association for Research and Experimentation in Theatre (AIET). UB Faculty of Geography and History, Department of the History of Art
www.aiet.cat/

- University School of Business Studies Theatre Group
Av. Diagonal 696, email: tratrempe@xae.ub.es
- Faculty of Medicine Theatre Group
- Psychology Theatre Group
Edifici Ponent – Mundet Campus
teatrepsi@xae.ub.es
- Medicine, Nursing and Dentistry Theatre Group
Bellvitge – www.gtcb.blogspot.com



Courses for senior citizens (www.ub.edu/act/aules.htm)

In accordance with the Vice-Rector for Arts, Culture and Heritage, the UB coordinates the following university extension courses for senior citizens. These courses are affiliated with the University of Barcelona:

www.ub.edu/act/aulesub

- UB University Extension Courses for Senior Citizens
- Les Corts Oest University Extension Courses for Senior Citizens
- Berga Cultural Education Courses for Senior Citizens
- “Endavant Sant Martí” Association for Senior Citizen Courses
- Vilafranca del Penedès University Extension Courses for Senior Citizens

Exhibitions (www.ub.edu/act/expo.htm)

During the academic year, exhibitions are generally held in the lobby of the Historic Building on the Humanities Campus. The aim is to help to disseminate the University’s cultural wealth and heritage.



Chairs (www.ub.edu/act/catedres.htm)



Lluís Companys Chair

This Chair was established in 1990 to study people in society, with a particular emphasis on human rights. The Chair organizes conferences, participates in studies and disseminates knowledge.
Director: Jordi Casassas

Facultat de Geografia i Història, Departament d'Història Contemporània, Cinquena planta, Cúpules Torre-B
c. Baldri Reixac, s/n, 08028 Barcelona
Phone (+34) 93 333 34 66. Fax (+34) 93 449 85 10



José M. Valverde Chair

This Chair was founded in 1997 to find ways to build positive relationships between the developed and developing world by deepening knowledge of different cultures.
Director: Agustín González

Facultat de Filosofia, Edifici Cúpules
c. Baldri i Reixac, s/n, 08028 Barcelona
Phone (+34) 93 440 92 00. Fax (+34) 93 449 85 10

Sent Sovi Chair / Catalan Institute of Cuisine Foundation (FICC)

The aims of this chair are to research and disseminate knowledge about all areas of the food sector (contemporary, historical, anthropological, gastronomic and leisure aspects, among others). The Chair has begun to teach university extension and postgraduate diploma courses. It also plans to publish specialized and reference works and create a library and documentation centre.

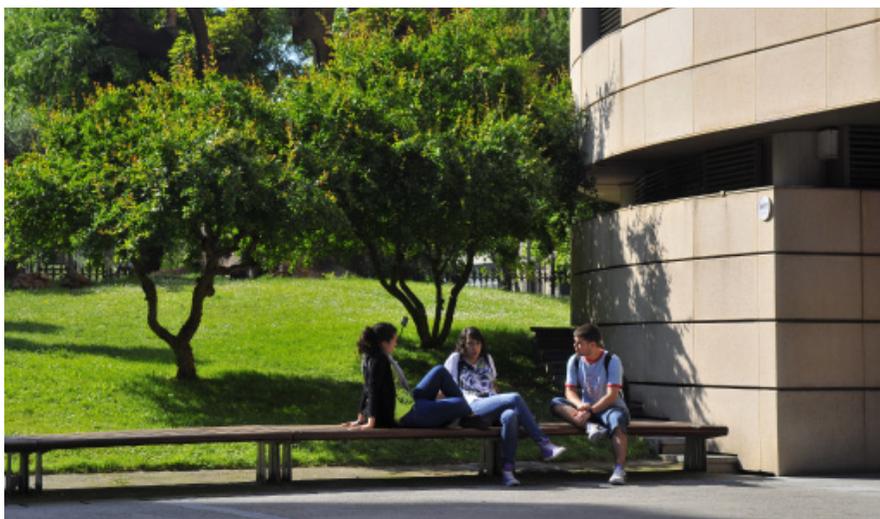


Fundació Institut Català de la Cuina
c. Muntaner, 179, 08036 Barcelona
Phone (+34) 93 405 33 34
Email: ficc@mediterrani.org

Events organized in the Historic Building

Events organized in the Historic Building	
Month	Events
September	<ul style="list-style-type: none"> 5 to 7 September, Aula Magna and Paranymp Hall: 1st World Forum of Sociology. Organized by the International Sociological Association (ISA). 10 September, Aula Magna: Presentation of a young people's card as part of the campaign <i>Llegir ens fa més grans</i>. Organized by the Catalan Government's Ministry of Culture and the Media.
	<ul style="list-style-type: none"> 14 October, Aula Magna: lecture entitled <i>Memòria dels vençuts: l'impacte internacional sobre la derrota de la Guerra Civil</i>. Organized by Memorial Democràtic. 18 October, Aula Magna and the university gardens: <i>Tardor Solidària UB</i>. Organized by the UB Solidarity Foundation.
October	<ul style="list-style-type: none"> 22 to 24 October, Aula Magna: Fifth Roundtable of the Society for Nineteenth-Century Spanish Literature. Organized by the Department of Spanish at the Faculty of Philology. 23 to 25 October, Aula Magna and Paranymp Hall: Moodle Moot Congress Spain 2008. Organized by the UB Area for Technology. 28 October, Aula Magna: Presentation of the study on the incompleteness of university studies at the UB. Organized by the Vice-Rector for Academic Policy.
	<ul style="list-style-type: none"> 6, 7 and 8 November, Meeting Room: Catalan Institution for Research and Advanced Studies (ICREA) /SCH Exploratory Workshop: Late Roman Fine Wares. Organized by ICREA. 7 and 8 November, Aula Magna: International Meeting on Mathematical Fuzzy Logic and Soft Computing. Organized by the Department of Probability, Logic and Statistics at the Faculty of Mathematics. 12 and 19 November, Aula Magna: Talks and workshops. Organized by the Faculty of Mathematics. 17 November, Aula Magna: CLUB-16 Roundtable. Organized by the Department of Catalan. 24 and 25 November, Paranymp Hall, Aula Magna and Ramón y Cajal lecture room: National meeting of the Erasmus program. Organized by the Vice-Rector for International Policy and Mobility.
November	<ul style="list-style-type: none"> 4 and 5 December, Ramón y Cajal lecture room: the symposium <i>l'Idíl·li als segles XIX-XX Literatura, Música and Arts Plàstiques</i>. Organized by the Department of Greek. 10 December, Aula Magna: Normal School prizes awarded by the Generalitat in recognition of innovative activity in the initial stages of teacher training. Organized by the Faculty of Teacher Training. 19 December, Ramón y Cajal lecture room: XII International Seminar of the Program North-South Dialogues. Organized by the Department of Sociological Theory, Philosophy of Law and Methodology of the Social Sciences.
	<ul style="list-style-type: none"> 14 January, Aula Magna: The tutorial in postgraduate degree courses and its practice. Organized by the Institute of Education Sciences (ICE). 28 January, Aula Magna: Workshop and talks. Organized by the Faculty of Mathematics. 30 January, Ramón y Cajal lecture room: Study day on Professional Guidance in the new European Education Area. Organized by the RUNAE Subgroup of Work and Professional Orientation. Coordinating universities: Barcelona, Granada, and Murcia.
January	<ul style="list-style-type: none"> 4 February, Aula Magna: Talks and workshops. Organized by the Faculty of Mathematics. 6 February, Aula Magna: Study day on 'Identitat and Exili (1939-2009)'. Organized by the UB School of Social Work. 12 February, Ramón y Cajal lecture room: Workshop on continuous assessment of learning. Organized by the Institute of Education Sciences (ICE). 12 February, Aula Magna: Debate Barcelona-Metrópolis. Organized by Barcelona Metrópolis. 12 February, Aula Magna: Presentation of the book <i>Homenatge al Dr. Gabriel Oliver</i>. Organized by the Faculty of Philology. 17 February, Aula Magna: Talk by the writer Vila-Matas. Organized by the Faculty of Philology. 18 February, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 19 February, Aula Magna: Talk for secondary school students. Organized by the Departament of Greek and Department of Latin.
	<ul style="list-style-type: none"> 20 February, Aula Magna: Induction session for international students, second semester, 2008-2009. Organized by the Faculty of Philology. 23 February, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 25, 26 and 27 February, Aula Magna: University Debating League. Organized by the Vice-Rector for Students and Language Policy. 25 February, Paranymp Hall: Inauguration of the 7th Symposium for Young Researchers. Organized by the Federation of Young Researchers. 25 February, Aula Magna: Cinema and Debate. Organized by the Vice-Rector for Arts, Culture and Heritage. 26 February, Aula Magna: The Doireann MacDermott Lecture, tenth edition, talk delivered by Shirley Walker. Organized by the Centre for Australian Studies. 27 February, Ramón y Cajal lecture room: Meeting of Parents with Children with Epilepsy. Organized by the Department of Methodology of the Behavioural Sciences, Faculty of Psychology.
February	<ul style="list-style-type: none"> 3 March, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 4 March, Aula Magna: Homage to the writer Casavella. Organized by the Department of Spanish. 5 March, Aula Magna: Round table <i>Fomar per la Lluita</i>. Organized by the Fundació Solidaritat and Intervida. 6 March, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 9 March, Ramón y Cajal lecture room: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 9 March, Aula Magna: Presentation of the web site <i>Els sons del català</i>. Organized by the Department of Catalan. 10 March, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 12, 13 and 14 March, Ramón y Cajal lecture room: Study day on <i>Homo Romanus Graeca Horatione. s. II al s. IV: 300 años de cultura ariosa en el imperio romano</i>. Organized by the Department of Greek.
	<ul style="list-style-type: none"> 10 March, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 12, 13 and 14 March, Ramón y Cajal lecture room: Study day on <i>Homo Romanus Graeca Horatione. s. II al s. IV: 300 años de cultura ariosa en el imperio romano</i>. Organized by the Department of Greek.
March	<ul style="list-style-type: none"> 10 March, Aula Magna: Talks entitled <i>Apropa't a la UB</i>. Organized by Student Support (SAE). 12, 13 and 14 March, Ramón y Cajal lecture room: Study day on <i>Homo Romanus Graeca Horatione. s. II al s. IV: 300 años de cultura ariosa en el imperio romano</i>. Organized by the Department of Greek.

April	• From 1 to 3 April, Aula Magna: IX Congress SAAS. Organized by the Department of English and German.	
	• 15 April, Aula Magna: Presentation of the documentary film <i>La moneda telemática, un instrument per la pau</i> . Organized by Joan Bardina Studies Centre.	
	• 20 April, Aula Magna: Talks entitled <i>Apropa't a la UB</i> . Organized by Student Support (SAE).	
	• 21 April, Paranymp Hall: Annual presentation of the program for Predoctoral grants and Financial Aid and the AGAUR doctoral sessions. Organized by the Vice-Rector for Research and AGAUR.	
	• 21 April, Ramón y Cajal lecture room: Talk delivered by Fernando Checa: <i>Las ilustraciones de Pablo Picasso a las Metamorfosis de Ovidio</i> . Organized by the Department of Greek.	
	• 22 April, Ramón y Cajal lecture room: Talks entitled <i>Apropa't a la UB</i> . Organized by Student Support (SAE).	
	• 23 April, Aula Magna: Prize-giving ceremony for the competition <i>Carpetas UB 2009</i> . Organized by the Vice-Rector for Students and Language Policy.	
	• 27 April, Aula Magna: Talks entitled <i>Apropa't a la UB</i> . Organized by Student Support (SAE).	
	• 29 Aula Magna: Matefest-Infofest. Organized by the Faculty of Mathematics.	
	• 29 April, Aula Magna: Cinema and Debate. Organized by the Vice-Rector for Arts, Culture and Heritage.	
May	• 5 May, Aula Magna: Informative meeting on the tests for students over 25 years of age. Organized by the Vice-Rector for Students and Language Policy.	
	• 6 May, Aula Magna: Round table <i>Impacte de la crisi and sortides innovadores</i> . Organized by the Vice-Rector for Science Policy.	
	• 7 May, Aula Magna: Meeting on the UB's EHEA bachelor's degree courses. Organized by the Vice-Rector for Teaching and European Convergence.	
	• 8 May, Aula Magna: Talk on language dynamics in Asia delivered by J. Enwall and M. Prosser. Organized by the Department of Linguistics at the Faculty of Philology.	
	• 8 May, Ramón y Cajal lecture room: Press conference on the joint project conducted by the UB and Projecte Home. Organized by UB Communication.	
	• 8 May, Aula Magna: The course <i>Saber-ne més. Una mirada integradora de les drogodependències</i> . Organized by Student Support (SAE).	
	• 11 May, Aula Magna: Presentation of the new student's guide to the EHEA and the Spanish university entrance examination. Organized by the Vice-Rector for Students and Language Policy.	
	• 12 May, Aula Magna: Talk on the EHEA. Organized by Corporate Training.	
	• 13, 14 and 15 May, Ferran Soldevila Garden: University Classics Theatre Festival in the garden and homage to the lecturer Ricard Salvat. Organized by the Vice-Rector for Arts, Culture and Heritage.	
	• 19 May, Aula Magna: Talk on the EHEA. Organized by Corporate Training.	
	• 19 May, Aula Magna: Talk on <i>El crítico peregrino</i> delivered by Joaquín Marco. Organized by the Faculty of Philology.	
	• 21 May, Aula Magna and the university gardens: <i>XV Jornades de Poesia and Mestissatge</i> . Organized by Barcelona Aula de Poesia.	
	• 22 and 23 May, Aula Magna: CATAC Congress. Organized by CATAC.	
	• 27 May, Aula Magna: Cinema and Debate. Organized by the Vice-Rector for Arts, Culture and Heritage.	
	• 28 May, Paranymp Hall and the university gardens: Inauguration of the EURAPS Congress, Organized by EURAPS.	
	June	• 4 June, Aula Magna: Informative meeting with the presidents of the Spanish university entrance examinations board. Organized by the Vice-Rector for Students.
		• 11 June, Aula Magna: Mobility of students on the German exchange service, the Deutscher Akademischer Austausch Dients (DAAD). Organized by the Vice-Rector for International and Institutional Relations.
		• 15 to 19 June, Aula Magna: MEGA Congress. Organized by the Faculty of Mathematics.
• 22 June, Aula Magna: Presentation of the book by Carles M. Cuadras <i>El vino de Canadá</i> . Organized by the Vice-Rector for Science Policy.		
• 25 June, Aula Magna: Twentieth anniversary of the organization Education without Borders. Organized by Education without Borders.		
• 29 June, Ramón y Cajal lecture room: IV Workshop of the <i>Laboratorio Mediterraneo di mito e teatro del Progetto Amazzone</i> . Organized by the Department of Greek.		
July	• 30 June, Aula Magna: Barcelona Financial Engineering Summer School, Organized by the Centre of Research at the Faculty of Mathematics of the Universitat Autònoma de Barcelona (UAB).	
	• 1 July, Aula Magna: Study day on Free Software. Organized by the Institute of Mathematics (IMUB).	
	• 1 to 3 July, Aula Magna, Paranymp Hall and Ramón y Cajal lecture room: Sixteenth International Conference on Learning. Organized by the Department of Teaching and Learning and Educational Organization.	
	• 2 July, Aula Magna: Interview and talk with Bill Viola. Organized by the Vice-Rector for Arts, Culture and Heritage.	
	• 6 to 24 July, Aula Magna: Els Juliols for senior citizens. Organized by Institutional Projects.	
	• 7, 9, 14, 16, 21 and 23 July, Ferran Soldevila Garden: The music festival <i>Els Vespres d'Els Juliols</i> . Organized by Institutional Projects.	
	• 12 to 17 July, Ramón y Cajal lecture room: Oxford Symposium on School-Based Family Counselling. Organized by Oxford Symposium.	



Activities and projects organized by the Vice-Rector for Arts, Culture and Heritage

Season of science fiction films

Six films were shown in the season of science fiction films.

Above all, this season was popular with History of Art students. Spectators also included people from outside the University.

UB Virtual Museum

In academic year 2008-2009, a team worked hard to prepare the Virtual Museum project for January 2010. This Virtual Museum was created to make the great wealth of the University of Barcelona's collections more accessible. The collections are highly diverse and comprise works of art, science exhibits (including instruments of different kinds and origins, plant and mineral species and taxidermy specimens) and a series of remarkable old books.

MNAC Museum

Representatives of the Vice-Rector for Arts, Culture and Heritage accompanied conservation experts from the National Art Museum of Catalonia (MNAC) in a preliminary survey of the works of art in the Rector's Office to assess their state of conservation.

Universitas et museum

On 28 March 2009 the Spanish newspaper El País published an interview with Lourdes Cirlot, the UB Vice-Rector for Arts, Culture and Heritage. The article was by José Ángel Montañés and titled "Universitas et museum". Lourdes Cirlot described how the University of Barcelona was going to exhibit its collections, which had been put together over six centuries.

Concert organized by the Faculty of Philology

On 22 April 2009, the lecturer Mònica Vidal performed various singer/songwriter's works in the Paranymp Hall. The Vice-Rector for Arts, Culture and Heritage helped with the logistics of the event.

Poetry day

The Barcelona Poesia Day was celebrated on 21 May 2009 in the Aula Magna.

La Caixa savings bank and Vallès Symphony Orchestra (OSV) in universities

On Thursday 18 June 2009, a chamber concert entitled "OXIMORON" took place at 8.00 pm in the Paranymp Hall.

This was part of the Music and the Environment Program, in which concerts are combined with the projection of nature-related images using plastic art techniques.

Opera at the University

The Vice-Rector for Arts, Culture and Heritage subsidized and collaborated in the production of the opera Rita by G. Donizetti, which was performed on 25 and 26 June 2009 in the Pati de Lletres, at 10.00 pm.

A tribute to “La Sardana”, the Catalan folk dance

On 29 June 2009 at 7.00 pm, there was a tribute to the Catalan folk dance “La Sardana” with the participation of the University of Barcelona Orchestra (OUB), the UB’s Schola Cantorum choral group and the Lluïsos de Gràcia dancers.

An interview and a talk with Bill Viola

An interview and a talk with Bill Viola, who presented his work, took place on 2 July 2009 in the Aula Magna. The artist was interviewed by the Vice-Rector for Arts, Culture and Heritage.

Works from the art collection “Patrim 08 de la UB”

As the result of a collaboration agreement between the UB and the Vila Casas Foundation, the exhibition “Patrim 08” was held at the Espai Volart on 7 July 2009. This exhibition is made up of a selection of works purchased by the Faculty of Fine Arts that form part of its art heritage.

Agreement with the Zona Franca Consortium of Barcelona

Before this agreement was signed, the Zona Franca Consortium and a large group of cultural producers had agreed to collaborate to develop an audiovisual park as part of the Zona Franca Cultural Platform.

Agreement between the Catalan Ministry of Culture and the Media, the Universitat Autònoma de Barcelona (UAB) and the UB

On 30 July 2009, the Catalan Minister of Culture and the Media, the rector of the UAB and the rector of the UB signed a collaboration agreement to disseminate information on scientific culture and communications to the Arts Santa Mònica (ASM) program. Those present at the signing



ceremony were Vicenç Altaió, the director of ASM; Josep Perelló, head of the science department at ASM; Enric Marín, head of the communications department at ASM; Manuel Guerrero, from the arts department at ASM, and the UB Vice-Rector for Arts, Culture and Heritage.

Fifth Eurostars Hotels Travel Writing Award for a piece about Mexico

On 18 September 2009, this award was given to the journalist Paco Nadal. The competition is organized by the Hotusa Group in collaboration with the publishing company RBA Libros and the UB.

Pilar Millan exhibition

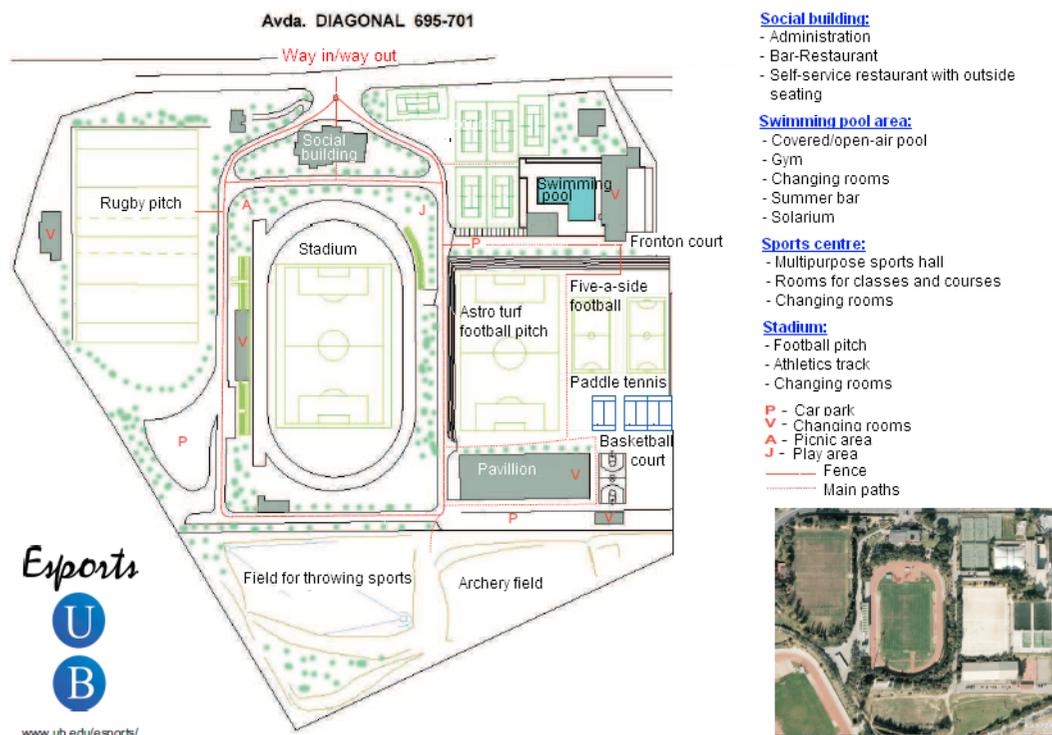
On 10 September 2009, the Vice-Rector for Arts, Culture and Heritage opened a Pilar Millan exhibition at the Santa Inés Convent, Seville. The title of the exhibition was: ÀFRICA (Femenino y Singular).

UB Sports

(UB Sports (www.ub.edu/esports/documents/EstadesAngles.pdf))

In the University of Barcelona Statutes, UB Sports is considered an integral part of the University's support services.

The main aim of UB Sports is to manage, promote and offer all kinds of sports activities at different levels to members of the UB community and to the general public. Another main objective is to strengthen the University's infrastructure of sports facilities.



Services provided

Information for the university community and the general public

UB sports manages all the processes of creating and updating information on physical activities and sports at the UB. It ensures that this information reaches people on an individual basis or via web-based, graphic and audiovisual channels of communication.

Membership card

The service is in charge of issuing UB Sports membership cards. Cardholders can access the various sports facilities and

participate in the sports activities that are organized in these locations.

Day tickets

UB Sports sells day tickets, which can be used to access the sports ground and use certain facilities or take part in some sports activities during normal opening hours.

Playing sports

The service manages the use of the sports facilities by individuals outside of the classes and courses and takes bookings for some of the facilities.

Classes and courses

UB Sports organizes and schedules physical activities related to fitness, physical education, sports and health. These classes and courses are taught and supervised by experts. The aim is to give everyone the opportunity to access the Sports UB program of physical activities, sports, health and leisure.

University competitions

The service is involved in organizing team and individual competitions within the university, region or state and ensures student participation.

Education / sports credits

UB students who take UB Sports classes and courses or are involved in university sports competitions may be awarded free elective credits for sports by the service.

Activities for children and young people

UB sports organizes specially designed activities for children and young people between the ages of 3 and 16 during the holidays (Summer Campus) and the school term (Sports Schools Program). These activities are taught and supervised by experts.

Grants and assistance for high-level university athletes

In conjunction with the Catalan Government's Secretariat for Sports, the Sant Cugat Centre of Sporting Excellence (CAR) and the National Sports Council (CSD), UB Sports offers an annual tutorship program and sports grants for high-level university athletes. The aim is to help make high-level sporting activities compatible with university studies.

Hiring the facilities

Members of the university community and the general public can book and rent sports facilities and material when this is not detrimental to the services provided by the centre. The public prices for hiring facilities are approved by the Financial Committee of the UB's Governing Council.



Institutional and cultural activities

UB sports boosts its presence in the fields of culture and sports by periodically organizing institutional competitions, forums, seminars, debates and events to bring both areas of knowledge closer together and to foster recognition of university sport and its most notable figures.

Additional services

Parking

There are several areas in the grounds of UB Sports for parking cars, motorbikes and bicycles. Parking is available to all members and users whilst they are engaged in a sport or physical activity.

Education, study and leisure

Sports UB has various meeting points, classrooms for lectures and study, and leisure and catering areas to promote social skills, education, and interpersonal relationships.

Medical attention

An external medical service is available to transport injured people to medical facilities and to provide first aid. This service is free to all users of UB Sports who have an accident in the University's sports facilities.

Solidarity

Development cooperation¹³

It is a universally acknowledged fact today that public and private institutions alike have an obligation to give back to the societies of which they form a part. They have a responsibility to establish avenues for interaction with society and contribute whatever they can to the betterment of society in all its aspects. Of course, what each institution gives back is dependent on the kind of institution it is and on the needs of society. These contributions are what we mean by solidarity.

The University of Barcelona is fully cognizant of this fact. The UB may well be one of the institutions that is most committed to giving back to society. Indeed, the logic and meaning of the University as an institution may well lie in the extent to which its contributions improve the society of which it is a member. While these contributions can take many forms, they have gradually come to occupy two well-defined areas in modern universities: international development cooperation and social action.

The University of Barcelona has stood out for its continual strong emphasis on work in solidarity in these two broad areas: development cooperation and social action. Indeed, more than 200 people in the UB community are currently working in 161 solidarity projects, initiatives, and actions aimed at deepening our relationships with the social agents involved.

UB Solidarity Foundation

The UB Solidarity Foundation was established in 1996 to promote values of solidarity, foster social participation and channel activities in the fields of development cooperation and the defence of human rights. Its board includes representatives from all of the groups in the university community (teaching staff, students, and administrative and service staff) and from the Món-3 Foundation, which is an NGO associated with the University.



The UB Solidarity Foundation focuses on development cooperation, the provision of advice and assessment services, and collaboration in specific projects that draw on the involvement of teaching and research staff.

In the area of building peace and protecting human rights, the UB Solidarity Observatory continued to promote the PAULA program in 2009, and hosted a program of autumn solidarity events entitled *Tardor Solidària*.

The activities carried out through the Foundation's different programs during 2009 are summarized below. Further information on the Foundation's work can be found on its web site: www.solidaritat.ub.edu/.

PAULA: Peace Education Portal (www.observatori.org/paula/)

The PAULA web site is an online educational resource centre, where school and university teachers can find a wide variety of materials to use in peace education classes.



As PAULA is an online centre, all of the resources can be accessed via the Internet and are immediately available worldwide. Resources that have been published by the PAULA team are periodically reviewed to ensure that they are always up-to-date.

¹³ See: http://www.ub.edu/web/ub/en/universitat/coneix_la_ub/La_ub_compromes_amb/la_ub_compromes_amb.html?

The educational resources are organized into subject areas that offer different perspectives to foster a culture of peace. These subject areas form part of standard curriculums. The resources can help all teachers to become more familiar with this approach to education.

The nine subject areas that are available on the web page were kept up-to-date throughout 2009. Each of these areas contains a wide range of educational resources for teaching staff.

Summary of the educational resources posted in 2009:

- Contents: 1 new article
- Cases: 2 new articles
- Glossary: 3 new terms
- In figures: 134 new items of data
- Maps: 5 new maps
- Calendar of events: 49 new dates
- Resources and links: 44 new sources of information
- Teaching resources: 135 new materials
- Press releases: 155 articles added
- 14 proposals for the classroom based on press articles
- Proposals for the classroom: 1 proposal for the classroom

The PAULA Portal promotes the Research for Peace Prize, which the UB awards annually to secondary school projects related to the culture of peace.



In 2009, the Fourth Research for Peace Prize was awarded and a call for entries for the fifth edition was announced. Entries for the fourth edition included 35 projects drawn up by secondary school students from 29 schools in 20 Catalan towns.

The panel of judges, which was made up of University of Barcelona teaching staff, decided that the 2009 prize should go to the project Rwanda: Del genocidi a la construcció de l'esperança (Rwanda: from genocide to building hope) by Pau Miquel i Diego and supervised by Carmen Gómez Cruz from the Antoni Martí i Franquès secondary school in Tarragona.

[Solidarity Observatory \(www.observatori.org\)](http://www.observatori.org)

The Solidarity Observatory is a UB Solidarity Foundation initiative.

The Solidarity Observatory gathers, describes, analyses and denounces situations around the world in which human rights are violated as a result of open or latent conflicts. It evaluates the interrelated aspects that almost always play a part in such conflicts: the fight to control resources, the centre-periphery model, and the prevailing model of globalization. The specific conflicts and situations are presented on a web site and the approach is mainly critical of the current situation of violence around the world.

The Solidarity Observatory project was designed on and for the Internet as a useful tool for all those interested in the international situation, peace, and human rights. The web site is of particular interest to journalists, development workers, educators and, in general, all those who work to provide information on situations of violence and infringements of human rights worldwide, in order to raise people's awareness.

In 2009, the Solidarity Observatory continued to work on its main objectives: maintaining, enriching and updating all of

the information on its web page; and raising awareness on peace building and human rights through courses, talks and publications.

In this year and in 2008, the Observatory not only continued with its usual line of work of many years, but also successfully consolidated numerous projects. Furthermore, it opened up new horizons and formed new partnerships that are very important for the future.

Notably, the Observatory published a book and presentation entitled Environment, Climate Change and International Conflicts: the Matter of Water and the guides La Concordia Civil argelina a través de la prensa española (Civil harmony in Algeria through the Spanish press), and Víctimas invisibles, conflicto armado y resistencia civil en Colombia (Invisible victims, armed conflict and civil resistance in Colombia).

In addition, the Observatory continued to collaborate with the following entities, among others: the Catalan Trade Union Confederation (CCOO Catalunya); the Món-3 master's degree in Globalization, Development and Cooperation; the Centre of Historic International Studies (CEIH); the Nexes organization; the University of Porto; the University of Florence; the Javeriana University in Cali; the University of Kinshasa; the University of Lubumbashi; Vietnam National

University; the Vives University Network; universities in the West of Algeria; and the Human Rights Institute of Catalonia (IDHC). These collaborations continue in 2010. It also participated in specialized journals and conferences.

Cooperation

Projects carried out in conjunction with the MÓN-3 Foundation (www.ub.edu/mon3/)

Collaboration between the University of Barcelona and the Món-3 Foundation, a university-based non-governmental organization that was established in 1986, has enabled lecturers and researchers to get involved in cooperation projects in the Maghreb. Projects have addressed essential issues such as: water resources management, waste management, environmental protection, economic promotion in relation to each region's resources, sustainable agriculture, specialized training in these areas and the provision of research infrastructure. The UB Solidarity Foundation is the common area through which these collaborations have been coordinated. Once again, this demonstrates that collaboration between the different agents involved in cooperation is the best way to optimize the resources that are available for sustainable development projects.



Renovation of the municipal hostel



Campaign to raise water awareness in schools



Monitoring a dump



Apiculture – women's activities

The following projects were undertaken in this area in 2009:

Country	Local partner	Total cost	Sponsors	Duration
Design of sustainable tourism plan to revitalize the economy of Figuig as a local development strategy				
Morocco	Figuig Town Hall	€108,667	• AECID: €73,397 • MMAMB: €10,575.47	June 2007 – February 2009
Support for the development of sustainable tourism as an activity to boost the economy of the Figuig oasis				
Morocco	Figuig Town Hall	€231,090	ACCD: €120,000	December 2007 – February 2009
Improve the living conditions of women in the Figuig oasis				
Morocco	TIZIZOI women's beekeeping cooperative	€33,380	Fons Menorquí de Cooperació: €18,913.04	March 2009 – May 2010
Support for good governance of Figuig town to aid the implementation of its public policies on the socioeconomic revitalization of the Figuig oasis				
Morocco	Figuig Town Hall	€833,794.58	ACCD: €630,000	November 2008 – October 2011
Creation of a space for training and dissemination, technical education and agro-silvo-pastoral research from the perspective of sustainable regional development				
Mauritania and Senegal	• Bogue-LFTP Institute of technical and professional education in Mauritania • Rural Community of Mbane, Senegal	€1,752,514.76	• ACCD: €750,000 • Barcelona City Council: €796,662	October 2007– October 2011

Promotion of a culture of peace and the protection of human rights

The following projects were carried out in this area in 2009:

- Colombia: Inter-university Cooperation Program of the Spanish Agency for International Development Cooperation (PCI-AECID).

This project was carried out in 2009 by the UB Solidarity Foundation, the Solidarity Observatory and the Javeriana University of Cali to work on three main areas:

- women's peace actions in the face of the armed conflict in Colombia;
- rights of indigenous people and defence of their human rights;
- a new section of the Observatory with information on the conflict in Colombia.

The AECID has funded a second year of this project, in which the objective is to create a documentation centre for

intercultural studies in Cali and for teaching and research staff in the two countries to carry out joint studies on women, indigenous people and African descendents.

FACULTAT DE DRET DE LA UB
SEMINARIO: "VÍCTIMAS INVISIBLES, CONFLICTO ARMADO Y RESISTENCIA CIVIL EN COLOMBIA"
 26 i 27 de novembre de 2009

Día 26 de noviembre
 "Memoria, víctimas invisibles y derechos humanos"
 Lugar: *Universitat de Barcelona, Facultat de Dret, Aula 30*
 17:00-17:20h: PRESENTACIÓN DEL SEMINARIO:
 - *Manuel Ramírez Muñoz*, Profesor de la Pontificia Universidad Javeriana de Cali.
 - *Zorib Arellano*, Profesor de la Universidad de Barcelona.
 - *Édgar Pacheco*, Consejero Mayor del Consejo Regional Indígena del Cauca (CRIC).
 17:30-18h: CONTEXTO SOCIO-CULTURAL DEL CONFLICTO ARMADO
 - *Manuel Ramírez Muñoz*, Profesor de la Pontificia Universidad Javeriana de Cali.
 18:00-18:30h: EL OBSERVATORIO DEL CONFLICTO: UNA FORMA DE CONSERVAR LA MEMORIA DE LAS VÍCTIMAS INVISIBLES.
 - *Tina Jiménez López*, Coordinadora del Observatorio de Conflictos y Derechos Humanos de la UB.
 18:45-19h: Pausa
 19:00-19:45h: ARTE, MEMORIA Y VÍCTIMAS INVISIBLES
 - *José Adolfo López Velázquez*, Profesora de la Pontificia Universidad Javeriana de Cali.
 19:45-20:20h: EL ROSTRO DE LOS INVISIBLES: VÍCTIMAS Y SU DERECHO A LA VERDAD, JUSTICIA, REPARACIÓN Y NO REPETICIÓN
 - *Josana Landolt Díaz*, Profesora de la Pontificia Universidad Javeriana de Cali.

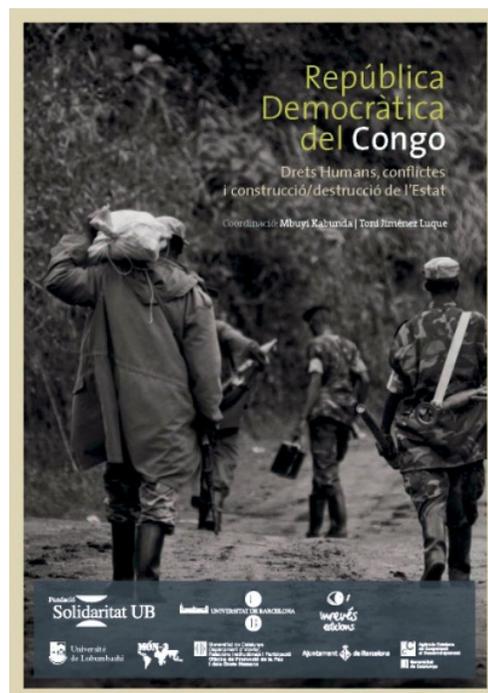
Día 27 de noviembre
 "Minga Indígena, Derecho Propio y Derecho Internacional"
 Lugar: *Universitat de Barcelona, Facultat de Dret, Sala de Graus*
 17:00-18h: AL PRINCIPIO LA PALABRA, COLOMBIA
 - *David Lagarto Fernández*, comunicador, integrador y activista.
 18:00-18:45h: LA MINGA INDÍGENA Y POPULAR: RESISTENCIA Y DIGNIDAD ANTE LA INVISIBILIDAD Y LA NEGACIÓN
 - *Manuel Ramírez Muñoz*, Profesor de la Pontificia Universidad Javeriana de Cali.
 18:45-19h: Pausa
 19:00-19:45h: DE LO GLOBAL A LO LOCAL O DE LO LOCAL A LO GLOBAL: CONVERGENCIAS Y DIVERGENCIAS ENTRE EL DERECHO INTERNACIONAL PÚBLICO Y EL DERECHO PROPIO INDÍGENA. Especial referencia a las comunidades indígenas colombianas.
 - *David Brandt García*, Profesor de la Universidad de Barcelona.
 19:45-20:15h: Presentación del libro: "VÍCTIMAS INVISIBLES, CONFLICTO ARMADO Y RESISTENCIA CIVIL EN COLOMBIA" (Hoyos Editorial, Barcelona 2009).
 A cargo de: *Xavier López* (Fundació Solidaritat UB)
Manuel Ramírez Muñoz (Pontificia Universidad Javeriana de Cali)
David Brandt García (Profesor de la Universidad de Barcelona)
 20:15-20:20h: Clausura del seminario
 *No participes en ningún grado del libro o No presses per obtenir el teu volum.

Organizam: Solidaritat UB, Pontificia Universidad Javeriana de Cali, UB
En col·laboració amb: Pontificia Universidad Javeriana de Cali, UB, HAYOS EDITORIAL, AECID, FONS MENORQUÍ DE COOPERACIÓ, ACCD, UB

- Democratic Republic of the Congo: a seminar on human rights and democracy at the University of Lubumbashi (DR Congo).

To coincide with Human Rights Day in December, a seminar was held at the University of Lubumbashi. Lecturers and human rights activists from the two countries attended to analyse the situation in the east of DR Congo.

This seminar was part of a project that the Observatory has been carrying out for a long time with this Congolese university. In 2010, the project will conclude with a publication funded by the Catalan Agency for Development Cooperation (ACCD) entitled: República Democràtica del Congo: drets humans, conflictes i construcció/destrucció de l'Estat (The Democratic Republic of the Congo: human rights, conflicts and the construction/deconstruction of the State).



- Vietnam: seminar on waste water, the environment and climate change (Vietnam National University).

The seminar 'Aigües residuals, medi ambient i canvi climàtic' (Waste water, the environment and climate change) was held in November. Papers were presented on the environmental problems in Vietnam that are caused by climate change and by the industrialization process in this Asiatic country.

The seminar was part of a five-day working visit to the Vietnam National University in Hanoi. During this visit, an agreement was made to start a joint project in which two pilot plans would be developed for the treatment of industrial waste waters in two towns close to Hanoi.



Local and regional advice and technical support services for development cooperation

Institution	Support provided
Barcelona Provincial Council	Monitoring and assessment of development cooperation projects.
Barcelona City Council	Assessment of a call for applications for the <i>Barcelona Solidària</i> program of subsidies for development cooperation and awareness raising. Assessment of the monitoring reports for multiannual programs subsidized by the <i>Barcelona Solidària</i> 2008 call for applications.
Sant Just Desvern	Monitoring and advice on the twinning of Sant Just Desvern and the town of Camoapa in Nicaragua. Assessment of Sant Just Desvern's call for applications for development cooperation funding.
Metropolitan Environment Entity (EMMA)	Implementation of a waste management project for the Saharan camps of Tindouf.
Rubi Town Council	Assessment of a call for applications for development cooperation funding.
University of Barcelona	Assessment of projects in the UB request for applications for development cooperation activities carried out by the UB university community.
Sant Feliu de Llobregat Town Council	Advice and support in the following programs: <ul style="list-style-type: none"> • Language support for recently arrived children and adults. • Prevention of intercultural conflicts in schools. • Social mediation with immigrants. • Education in the values of solidarity. • Participation processes and social and regional cohesion.
Manresa City Council	Assessment of a call for applications for development cooperation funding. Organization of a training course on the project cycle given by an entity from Manresa on behalf of the City Council.
L'Hospitalet de Llobregat City Council	Assessment of a call for applications for development cooperation funding.
Sabadell City Council	Assessment of a call for applications for development cooperation funding.

Education

This includes courses and seminars on the state of the world and ways of working to change it, including cooperation, voluntary work, etc. In general, all of the training activities except for the master's degree, which has more specifically defined objectives, have the following objectives:

- Reflect on the realities that surround us and reconsider the different opportunities for action.
- Involve the university community in the problems and conflicts that affect society.
- Promote collective action as a form of effective democratic participation in social development.
- Provide guidance on the meaning of voluntary social action and different ways and areas of participation.

The courses are carried out in collaboration with the Món-3 Foundation, which is a member of the Solidarity Foundation's board. These kinds of training activities have been carried out by Món-3 since 1989. Therefore, they represent a contribution by one of the board members to the daily activity of the Foundation. In addition, they are organized in collaboration with other UB bodies: various departments, the Centre of Historic International Studies (CEHI), the Institute for Li-

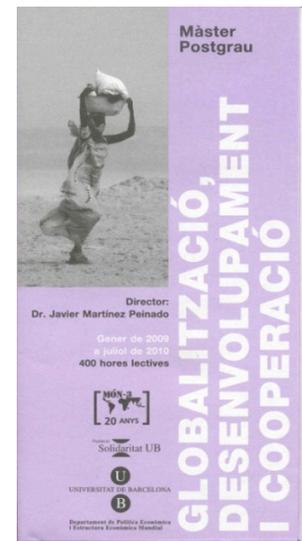
felong Learning (IL3) and Juliols Summer Courses, among others.

In terms of the method, the aim is to foster contact with associations through practicals, the participation of NGOs in course sessions and student visits to entities.

The following training activities were carried out in 2009:

- Master's degree in Globalization, Development and Cooperation: this is a groundbreaking course in Spain and recognized as one of the most prestigious in the State.
- Courses:
 - o Orientalism, balkanism and constructing negative images of others
 - o Pregnancy, birth and child rearing in different parts of the world
 - o Ethical finances and social transformation
 - o Postliberalism: an analysis of 25 years of globalization
 - o Conflicts and convergence in the current world: after the neocons
 - o Environment, climate change and international conflicts: the matter of water
 - o Islam unveiled

- o Theatre of the oppressed: a socio-educational tool
- o Food Inc. What are the alternatives?
- o Another world is possible after the global economic crisis: a new political scenario
- o Online solidarity with IL3
- o Algeria, the Lebanon and Palestine: geopolitics and human rights on the southern coast of the Mediterranean
- o Globalization and the environment
- o Iran, Iraq, Afghanistan and Pakistan: a key region for global stability
- o Microcredits: a tool for development?
- o How the world is explained. Communication, migration and development
- o The role of the veil and its symbolism in Islam
- o Immigration on the waterline
- o Women in the Islamic world
- o NGOs under discussion



values among the prison inmates and the students.

- Organization in collaboration with the AVEF of a proposal for volunteering to accompany at risk children.

Other activities in 2009

• From 23 to 27 February 2009 in the Faculty of Biology: a group of environmental science students called *Skamot Verd* organized a new edition of Fòrum Ambiental (**Environmental Forum**) on the topic of food sovereignty. The Solidarity Foundation supported and collaborated on this project.

• Human rights course in collaboration with the Human Rights Institute of Catalonia.

• Talk in the Historic Building on 5 March 2009: *Formar per la lluita. La sensibilització i l'associacionisme com a eines de lluita contra la violència de gènere*. Organized in collaboration with the NGO Intervida this talk was given to celebrate International Women's Day.

• Round table: *La situació dels drets humans al Congo*. This formed part of the opening of the exhibition *Congo, la guerra eterna* by Alfons Rodríguez, which was held in the lobby of the UB's Faculty of Law. The exhibition opened on 16 June 2009.

• The UB Solidarity Foundation supported the social and sports meetings between prison inmates and students from the Faculty of Teacher Training and the Faculty of Education. The aim of the meetings was to promote the coexistence of these two groups to boost self-esteem, solidarity and other



- Campaign to collect toys: this took place in all faculties from 14 to 16 November and was organized by the UB Rector's Delegate Commissioner for Society and Ageing and the Red Cross.



- *Tardor solidària* (autumn solidarity events) from 22 September to 19 December 2009.



- A series of events, including exhibitions, talks and film projections, to provide the university community with information about the situations of exclusion, inequality and injustice that exist in our world, and to promote the values of solidarity, cooperation and voluntary work.

Information about all of these activities was posted on the UB events page. In addition, news items about the most notable activities were written and posted on the UB web page, in collaboration with the UB's press office.

- Exhibitions:

o *Canvi climàtic i drets humans*: 1 to 15 October 2009 in the Faculty of Chemistry.

o *Congo, la guerra eterna*, exhibition of photographs by Alfons Rodríguez: 1 to 14 October in the Faculty of Geography, History and Philosophy.



o *Figuig, memòria d'un oasi*: 14 to 23 October in the Faculty of Fine Arts.

o *Vuit propostes per fer un altre món*: 15 to 30 October on the Mundet Campus.

o *Deute ecològic*: 19 to 23 October in the Faculty of Biology and 16 to 30 November in the Faculty of Physics.

o *Medi Ambient, canvi climàtic i conflictes internacionals: la qüestió de l'aigua*: 20 October to 13 November 2009 in the Historic Building.

o *La nostra moda té tela*: 2 to 13 November in the Faculty of Library and Information Science.

o *Els bancs passen factura*: 2 to 13 November 2009 in the Faculty of Economics and Business.

o *Pobres per desastres*: 9 to 13 November in the Faculties of Physics and Chemistry.

o *Canvi climàtic, agroindústria i agrocombustibles: impactes socials i ambientals al Sud*: 9 to 13 November in the Faculty of Geology.

o *La Salut, un dret universal*: 1 to 18 December in the Faculty of Pharmacy.

o *Les malalties de la pobresa*: 10 to 21 December 2009 in the Faculty of Medicine.

- Films:

o *Lo último en moda* by the director Arturo Sampson: 6 November in the Faculty of Library and Information Science.



o *The 11th hour* by the directors Leila Connors Petersen and Nadia Connors: 11 November in the Faculty of Geology.



• Talks and round tables:

o *Medi ambient, canvi climàtic i conflictes internacionals: la qüestió de l'aigua*: 26 October in the Historic Building.

o *La concòrdia civil algeriana a través de la premsa espanyola*: 3 November in the Faculty of Law.

o *Riscos naturals, lluita o convivència?*: 12 November in the Faculty of Physics.

o Seminar on *Víctimas invisibles, conflicto armado y resistencia civil en Colombia*: 26 and 27 November in the Faculty of Law.

o Round table *La Salut en el món*: 2 December 2009 in the University School of Nursing.



Social actions

Culture

Person in charge	<ul style="list-style-type: none"> Alicia Vela Cisneros Lecturer in the Department of Painting
Action	<ul style="list-style-type: none"> Presentation and discussion of five projects from the master's degree in Artistic Productions and Research (PAR) at Caixa Fòrum in Barcelona. Close of the "Expanded Printing Symposium" at the Hangar Visual Arts Production Centre.
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> The activity at the Caixa Fòrum is the result of collaboration agreements and is held every year, whilst the presentation at Hangar was a one-off. These activities help to increase the public visibility of the best projects carried out by master's degree students. At the International Symposium, information was provided about UB research.

Person in charge	<ul style="list-style-type: none"> Joan Carles Melgarejo i Draper Lecturer in the Department of Crystallography, Mineralogy and Mineral Deposits
Action	<ul style="list-style-type: none"> Preparation of an exhibition of minerals at the Bellmunt del Priorat Lead Mine and Museum.
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> J. C. Melgarejo acquired the mineral specimens in this exhibition over time (as part of a private collection that he has funded) and has also researched samples from local mines. In the future, the material will serve as the basis for a systematic collection of minerals, with a particular emphasis on local specimens, and for educational material to illustrate the role of the mining industry in several districts of Catalonia and in the history of the region.

Person in charge	<ul style="list-style-type: none"> Xavier Ballestin Navarro Lecturer in the Department of Medieval History, Paleography and Diplomatics
Action	<ul style="list-style-type: none"> He has given lectures as part of the UB University Extension Courses for Senior Citizens since 2001.
Scope	<ul style="list-style-type: none"> Local

Person in charge	<ul style="list-style-type: none"> José Aviñoa Pérez Professor of the Department of History of Art
Action	<ul style="list-style-type: none"> Open Opera Project Internet transmission of six operatic productions via Internet2, with 5.1 high definition image and sound. live from the <i>Gran Teatre del Liceu</i> in Barcelona and the <i>Teatro Real de Madrid</i>.
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> Contribution of the UB to the Open Opera project, which is a Gran Teatre del Liceu initiative that has been running for the last five academic years and aims to foster students' interest in opera. With the support of its Institutional Projects unit, the UB organizes this activity for all UB students and anyone who is interested from outside the University, on the condition that they enrol in the activity and follow it. To date there have been six transmissions, five from the <i>Gran Teatre del Liceu</i> and one from the <i>Teatro Real de Madrid</i>. They are preceded by a talk and participants can subsequently carry out a piece of work on the opera.

Person in charge	<ul style="list-style-type: none"> Tessa Calders Artis Lecturer in the Department of Semitic Languages
Action	<ul style="list-style-type: none"> With the support of the UB, the Món Juic Institute established the Cum Laude Prize to promote, standardize and increase the recognition of the use of Catalan in the academic world. The prize of €6,000 is awarded annually to the best humanities thesis that is defended in any of the universities in the Vives University Network. "Although I am aware that promoting the Catalan language is considered an academic merit, I have devoted a lot of energy to this cause since my student days, even though it doesn't help me to attain officially approved research periods or to embellish my CV. However, as the Vice-Rector for Teaching Staff has asked us what we dedicate ourselves to, I've taken advantage of the opportunity to describe this activity, which I consider to be very important."
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> The aim of this €6,000 cash prize is to publish the best thesis written in Catalan, present its impact and distribute it to the universities and research institutes worldwide that have an interest in the topic. The publication, presentation and distribution takes place the year after the thesis defence. The two previous editions have shown that Catalan is a perfectly exportable language if what it describes is of excellent quality.



Person in charge	<ul style="list-style-type: none"> • Josep Monserrat Molas Lecturer in the Department of Theoretical and Practical Philosophy
Action	<ul style="list-style-type: none"> • Coordination of the Area of Thought in the Catalan Summer University (UCE), which is held in Prada de Conflent.
Scope	<ul style="list-style-type: none"> • International

Person in charge	<ul style="list-style-type: none"> • Josep Puig Rovira Professor of the Department of Theory and History of Education
Action	<ul style="list-style-type: none"> • <i>Amics i amigues de la lectura</i> (Friends of Reading), Faculty of Education and the Barcelona Education Consortium (CEB).
Scope	<ul style="list-style-type: none"> • Local
Description	<ul style="list-style-type: none"> • <i>Amics i amigues de la lectura</i> is a learning experience in which students of the UB's Faculty of Education help to improve the reading skills of pupils from different schools and to encourage them to enjoy reading. The UB students support the pupils and provide learning assistance. This project is carried out in close collaboration with the Barcelona Education Consortium's <i>Exit</i> Program on success in school education. UB students spend a couple of hours a week providing reading assistance and consider issues related to the subjects in their degree courses. Students from different faculties have the opportunity to participate in this project to attain three main goals: to link academic knowledge to practical experience, to give students the opportunity to experience the role of educator first-hand and, finally, to contribute to the citizenship education of future professionals.

Person in charge	<ul style="list-style-type: none"> • Joan Vallès Xirau University professor of Botany
Action	<ul style="list-style-type: none"> • Returning ethnobotanical knowledge to the society from which it came.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • One of our team's lines of research (www.etnobioc.cat) is ethnobotany, which addresses the relationships between people and plants. As well as publishing scientific articles in specialized journals, we consider that we should, and we do, publish books for a wider audience, give talks to the general public, work in primary and secondary schools and carry out similar activities to ensure the continuity of this corpus of popular knowledge of plants, which is currently disappearing in industrialized societies. We have gathered this knowledge from wise senior citizens who have generously passed it on to us. Hence, we consider that this treasure, which links nature and culture, should be given back to the society from which it came.

Person in charge	<ul style="list-style-type: none"> • Mariano Lambea Castro (CSIC) – Dolors Josa Fernández (UB) Codirectors of the music collection
Action	<ul style="list-style-type: none"> • The creation of a collection of early music, entitled <i>Música Poètica</i>, to bring to society unknown and unpublished works from the Spanish poetic and musical heritage of the sixteenth, seventeenth and eighteenth centuries. The collection is based on an interdisciplinary scientific proposal that gives equal consideration to contributions from musicology and philology. <i>Música Poètica</i> recreates this poetic and musical heritage rigorously, using music from the era and a scientific method that respects content and expressivity. In addition, the project involves the transfer of knowledge to society, to commemorate, revitalize and update.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • With each of the CDs in this collection we have received national and international recognition, awards and prizes (two Orphées d'Or from the Acadèmia del Disc Líric de París in 2007 and 2009; the Record Label of the Year from the Prelude Classical Music Awards 2007 in Holland, the Exceptional CD Award from the Scherzo magazine, etc.).

Person in charge	<ul style="list-style-type: none"> • Octavi Piulats Riu Tenured lecturer of Philosophy
Action	<ul style="list-style-type: none"> • Cultural excursions to disseminate philosophical and aesthetic thought.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • At the end of the academic year, UB students and people from outside the university who are interested in the topic, go on trips to cultural sites in Catalonia (Montserrat, Parc Güell, Monestir de Poblet and Claustre de l'Estany, among others).



Person in charge	<ul style="list-style-type: none"> • Marc Ribó Gomis Ramón y Cajal Researcher
Action	<ul style="list-style-type: none"> • Organization of activities to disseminate knowledge about astronomy as part of the International Year of Astronomy 2009. Numerous activities were organized by the UB, including a series of talks, a season of astronomical films, the publication of guides on observation, and observations of the universe. Further information can be found at: www.astronomia2009.cat, a web page that is managed by the UB.
Scope	<ul style="list-style-type: none"> • Catalonia

Person in charge	<ul style="list-style-type: none"> • Marta Guinau Lecturer in the Department of Geodynamics and Geophysics
Action	<ul style="list-style-type: none"> • Participation in the activity <i>El científic a l'abast</i> (Scientists within reach) for School Science Day.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • This activity is part of Science Week. It involves scientists giving talks in schools to explain their scientific activity, their results, and the applications of their research. The aim is to awaken and boost the youngest people's interest in science and technology.

Person in charge	<ul style="list-style-type: none"> • Octavi Piulats Riu Tenured lecturer of Philosophy
Action	<ul style="list-style-type: none"> • Participation in radio programs, including <i>Catalunya Ràdio</i> and others, on philosophical topics and lifestyle choices.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • Participation in the program <i>L'ofici de viure</i> on Catalunya Ràdio. Participation in the program <i>Catalunya misteriosa</i> on Rac1.

Person in charge	<ul style="list-style-type: none"> • Maria Casado Director of the Observatory on Bioethics and Law, holder of the UNESCO Chair in Bioethics UB and tenured lecturer of Philosophy in Law and Moral and Political Philosophy, Faculty of Law, UB
Action	<ul style="list-style-type: none"> • Documents published by the opinion group of the Observatory on Bioethics and Law, Barcelona Science Park, University of Barcelona to participate in the university-society dialogue. These documents communicate scientific and technical knowledge and the arguments needed to contribute to an informed social debate on new technologies; conflictive relationships between biomedical practices, legislation and the requirements of the population; and all the ethical, social and legal problems that arise and require solid arguments.
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • The Observatory on Bioethics and Law was created to analyse ethical, social and legal aspects of biotechnologies and medicine from a scientific, multidisciplinary perspective. The Observatory's opinion group was formed in 1996. Since 2000, it has drawn up various documents on current problems and issues in which there is no unanimous opinion either in society or among the various scientific communities that are involved. Therefore, the problems need to be identified, the arguments established and consensus recommendations proposed. All the documents are available in pdf format in Catalan, Spanish and English on the following web page: www.bioeticayderecho.ub.es/documentos. Recently, the new Spanish legislation on assisted reproduction and embryo research included almost all of the recommendations made by the opinion group. This is also true in the area of abortion and the new Spanish abortion law of 2010.

Person in charge	<ul style="list-style-type: none"> • Marisa Royo Gómez Head of Corporate Training
Action	<ul style="list-style-type: none"> • We train UB administrative and service staff. Our courses are on occupational risk prevention, the environment and occupational health. Two specific courses have been taught on the environment and four on occupational health.
Scope	<ul style="list-style-type: none"> • University of Barcelona



Person in charge	<ul style="list-style-type: none"> • Joan Blasi Cabús Professor of the Department of Pathology and Experimental Therapy
Action	<ul style="list-style-type: none"> • Information session and visit for secondary students (from the <i>Institut Zafra</i> secondary school) to the laboratory and research and teaching facilities at the Bellvitge Campus.
Scope	<ul style="list-style-type: none"> • Local
Description	<ul style="list-style-type: none"> • The aim of this activity was to provide information on biomedical research and teaching and to try to boost potential aptitude and interest in this field. The information session included a summary of the various UB campuses, the university faculties and schools and the courses that are taught in each of them.

Person in charge	<ul style="list-style-type: none"> • María Casado Holder of the UNESCO Chair in Bioethics UB, Director of the Observatory on Bioethics and Law, PCB UB and tenured lecturer of Philosophy in Law and Moral and Political Philosophy, Faculty of Law, UB
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Action	<ul style="list-style-type: none"> • Exhibition entitled <i>Dret i Ciència: Més petit que petit, la nanotecnologia a debat</i> (Law and Science: smaller and smaller, nanotechnology on debate). This exhibition was organized by the Observatory on Bioethics and Law, the UNESCO Chair in Bioethics UB and the Barcelona Science Park's Communication Area, with the collaboration of the Institute for Bioengineering of Catalonia (IBEC). The aim was to provide information and stimulate public debate on nanotechnology and its applications in daily life.
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • The initiative is linked to the European Nanodialogue project, which the EU started up as part of the Sixth Framework Program to create a space for reflection on scientific, technical, ethical, social, economic, political and legal aspects that arise as a result of progress in the field of nanotechnology, and to facilitate the transfer of this knowledge to the general public. This is a travelling exhibition that has been shown at various locations in Barcelona, including the University of Barcelona's Faculties of Physics and Chemistry and the cloisters of the Institute of Catalan Studies (IEC). It has been visited by over a thousand people from different countries. The exhibition includes scientific information and a range of opinions from different fields. In addition, the opinions and concerns of the general public can be gathered. The Observatory on Bioethics and Law is currently working on the Nanobiology research project, which is promoted by the Ministry of Science and Innovation. The objective of this project is to facilitate dialogue and contribute to improving relations between the expert systems involved (science, ethics and law) and the interests of the general public, so that progress in nanotechnology and nanotechnology applications takes into account the principles of safety and responsibility. In addition to helping with the organization of the exhibition, the Observatory has adapted some of its contents to provide legal information. The following topics of debate are dealt with in this exhibition: assessing the risks and benefits of nanotechnology use; the gap between rich and poor countries in terms of investment in this field; the legal framework that regulates the production and marketing of such products; and the policies that need to be drawn up or that are already implemented on research and investments in this new scientific area. The exhibition has its own web page: www.bioeticayderecho.ub.es/exponano.

Person in charge	<ul style="list-style-type: none"> • José Luis Rodríguez Illera Director of the Observatory on Digital Education
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Action	<ul style="list-style-type: none"> • EDULAB and the <i>Relats Digitals</i> project
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • Collaboration agreement between the UB Observatory on Digital Education and Citilab in Cornellà de Llobregat. This action is included in the Catalan Government's summary of experts and successful experiences in the social area.

Person in charge	<ul style="list-style-type: none"> • María Josepa Estanyol Fuentes Lecturer in the Department of Semitic Languages
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Action	<ul style="list-style-type: none"> • Classes for the UB Extension Courses for Senior Citizens. Classes for university extension courses at the Endavant Sant Martí civic centre. Classes at the Les Corts civic centre for senior citizens. Classes at the Sants civic centre for senior citizens. Classes at the Hostafrancs civic centre for senior citizens.
Scope	<ul style="list-style-type: none"> • Local
Description	<ul style="list-style-type: none"> • Classes on Judaism and the history of the Jews.



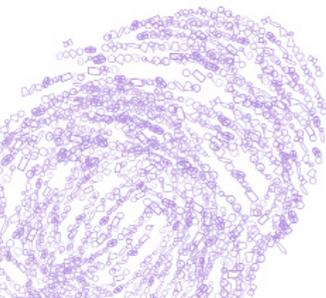
Person in charge	<ul style="list-style-type: none"> • Josep Monserrat Molas Lecturer in the Department of Theoretical and Practical Philosophy
Action	<ul style="list-style-type: none"> • Direction of the scientific journal <i>Anuari de la Societat Catalana de Filosofia</i>.
Scope	<ul style="list-style-type: none"> • Catalonia

Person in charge	<ul style="list-style-type: none"> • Carme Jordi i Nebot and Jorge Torra Tenured lecturer / professor of the Department of Astronomy and Meteorology
Action	<ul style="list-style-type: none"> • Dissemination activities on astronomy carried out by the University of Barcelona's Department of Astronomy and Meteorology. The aim of these activities is to transfer knowledge of astronomy and astrophysics to society in general. Some specific activities are for secondary students.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • As the University of Barcelona's Department of Astronomy and Meteorology is aware of the important role of science in current society, in the last few years it has stepped up its work to disseminate knowledge of science in general and astronomy in particular. The considerable experience accumulated over these years has led to a notable increase in the impact and range of these activities. Our aim is to transfer knowledge internationally to a wide audience via an Internet astronomy information service (serviastro.am.ub.es), as well as to directly address smaller population groups that are particularly receptive to dissemination, by means of visits to secondary schools, classes for senior citizens and talks for associations of astronomy enthusiasts.

Person in charge	<ul style="list-style-type: none"> • Gemma Orobitg Director of the Department of Social and Cultural Anthropology
Action	<ul style="list-style-type: none"> • University extension course on Contemporary Social Anthropology.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • This course provides a general overview of social and cultural anthropology to bring the discipline to a wide audience (students from other courses, people who have not taken a university degree, etc.), to demonstrate how anthropological tools and methods can be applied to the analysis of contemporary social processes, and to describe the role of anthropologists in general by presenting research that tackles current problems in society.

Person in charge	<ul style="list-style-type: none"> • Ma Antònia March Pujol General coordinator of supervised practical placements
Action	<ul style="list-style-type: none"> • Pharmaceutical education for the general public. Students on supervised practical placements work in groups of three to draw up a project on education in the use of medications, to be exhibited in a civic centre, school, etc.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • The sustainability of this action could be maximized if it was supported by town councils or the savings banks' social work departments.

Person in charge	<ul style="list-style-type: none"> • Ignacio Vázquez Dieguez Lecturer in the Department of Romance Languages
Action	<ul style="list-style-type: none"> • Scientific dissemination of the promotion of culture by the University. Talks by specialists and writers who work in Portuguese or Galician. CELGA courses (training in the Galician language). Workshop on translation and transferring research results to society. Collaboration in seminars and conferences with the Women and Literature research group. Romance Languages, phonetics laboratory. Collaboration with the Camões Institute, the Centre for Brazilian Studies (CEB), the Consulate General of Portugal and the Consulate General of Brazil in Barcelona.
Scope	<ul style="list-style-type: none"> • International



Person in charge	<ul style="list-style-type: none"> Roser Pi Noya and Pili Mateo Institutional Activities and Protocol
Action	<ul style="list-style-type: none"> Guided visits of the Historic Building for different groups.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> The aim of these visits is to strengthen the ties between society and the University, demonstrate the heritage value of the institution, and boost society's interest in the University as a cultural product. The visits are carried out throughout the year, either on request or on specific days, depending on the type of visit.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> Lectures on biomedicine and on aspects of contamination for senior citizens courses at the UB and at the <i>Universitat Politècnica de Terrassa</i>.
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> This activity has been carried out for eighteen years, to the full satisfaction of both parties. I think these classes provide a good service to society.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> Committee of the <i>Exponatura</i> exhibition at the Faculty of Biology for 25 years.
Scope	<ul style="list-style-type: none"> University of Barcelona
Description	<ul style="list-style-type: none"> This Exponatura exhibition is made up of photo reports of trips of naturalistic and anthropological interest. Exhibitors include students, biology graduates, teaching staff and administrative and service staff. The first Exponatura was held in the Meeting Room corridor in the Rector's Office (when Badia i Margarit was in office). The exhibition has always been well-received and the quality of the images is excellent.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> Talks in institutes and halls of residences on topical subjects in biology.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> This has been a very inspiring task, in which aspects of biology have been described and its interdisciplinary interest has been stressed. Cross-disciplinary aspects have been a constant feature of these talks.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> Scientific dissemination through written works, translations of methodological texts, publication of works for university teaching.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> This publishing activity has been highly developed for many years. Sometimes it involves my own unpublished works, at other times a group of lecturers from the Department of Cell Biology have worked together to translate an important work in this field.

Person in charge	<ul style="list-style-type: none"> Gemma Fonrodona Baldajos Vice-Rector for Students and Language Policy
Action	<ul style="list-style-type: none"> Competition: <i>Els Enigmes Congelats</i> (Frozen enigmas). In this competition, creative ideas are proposed to find answers to the science problems that contemporary science has not yet solved. The competition is for young people and secondary school students.
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> The activity is coordinated by Scientific Culture and Innovation, which is part of the UB office Digital Communication and Promotion.



Person in charge	<ul style="list-style-type: none"> • Montserrat Papaceit Vidal Lecturer in the Department of Genetics, Faculty of Biology
Action	<ul style="list-style-type: none"> • Puppet show for children entitled <i>L'origen de la vida a la Terra i l'evolució dels éssers vius</i> (The origins of life on earth and the evolution of living beings). This activity was one of the children's events organized to mark the Year of Darwin.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • The activity was coordinated by Scientific Culture and Innovation, which is part of the UB office Digital Communication and Promotion. New performances have been programmed, due to an agreement signed with the puppet theatre company.

Person in charge	<ul style="list-style-type: none"> • Montserrat Papaceit Vidal Lecturer in the Department of Genetics, Faculty of Biology
Action	<ul style="list-style-type: none"> • Guided and dramatized visits to show the exhibition panels <i>Passat i present de la teoria de l'evolució</i> (Past and present of the theory of evolution). This activity was for secondary students and was one of the events organized to mark the Year of Darwin.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • The activity was coordinated by Scientific Culture and Innovation, which is part of the UB office Digital Communication and Promotion.

Person in charge	<ul style="list-style-type: none"> • Miguel Ángel Torralba Secretary of the DEMC Prize
Action	<ul style="list-style-type: none"> • <i>Valors en l'Esport Paralímpic</i> (Values in Paralympic Sport) Prize.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • The <i>Valors en l'Esport Paralímpic</i> Prize is an initiative of the Faculty of Teacher Training's Department of Teacher Training in Education in Music and Physical Theatre. The aim is to recognize the career of a sports person and that of a promoter of an adapted sport who has made a notable contribution to the field. Thus, the Prize highlights a sports and/or a professional career. In addition, the long-term objective is to stress the role of the adapted sport and recognize its value in different social spheres.

Person in charge	<ul style="list-style-type: none"> • Anna Caballé Masforroll Tenured lecturer in Spanish Literature
Action	<ul style="list-style-type: none"> • Conference: <i>L'excel·lència literària, a debat</i> (Under debate: literary excellence).
Scope	<ul style="list-style-type: none"> • Local
Description	<ul style="list-style-type: none"> • This three-day conference was attended by intellectuals, writers, critics and academics and was held in the <i>Ateneu Barcelonès</i> on Carrer Canuda in February 2009.

Person in charge	<ul style="list-style-type: none"> • Elena Losada Soler Coordinator of <i>Lletra de Dona</i> (Women's Writings)
Action	<ul style="list-style-type: none"> • Women and Literature research group: <i>Lletra de Dona</i> The <i>Lletra de Dona</i> project is a tool for learning about literary criticism in virtual environments. The project was established to assess students, although it is open to anyone who is interested in the topic, whether or not they are linked to the university. The result is a digital anthology titled <i>Lletra de Dona</i>, which constitutes a sizable online source of reviews of women's writing. To date, around one hundred and fifty reviews have been published, and this number is increasing constantly. The aim of this project is to encourage participants to write reviews in Catalan or Spanish of works by women in any language, and to involve students in the creation of a public access anthology. This learning tool has a positive impact on the development of skills and specific abilities in the area of literary studies. In addition, it helps to raise students' awareness of their social responsibility to transfer academic knowledge to society through public dissemination. The project has been designed for the Internet since its outset in 2004. As a result, the dissemination is very effective and the reviews can be easily accessed by a large public. The project's social impact is illustrated by the following examples. The Association of Catalan Language Writers (AELC) and the Open University of Catalonia (UOC) have recommended the review of <i>Mirall trencat</i>; the author of the review <i>Nada</i> was asked to lead a reading group at Barcelona City Library; and the author of the review <i>Bonjour tristesse</i> was invited to an interview on <i>Catalunya Ràdio</i> to mark the death of the writer Françoise Sagan.
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • The <i>Lletra de Dona</i> anthology can be accessed on the main web page of the Women and Literature research group (www.ub.edu/cdona/).



Person in charge	<ul style="list-style-type: none"> Álvaro Colomer Writer and journalist
Action	<ul style="list-style-type: none"> Lecture entitled <i>Literatura y periodismo: una intersección cultural</i> (Literature and journalism: a cultural intersection), which was given in November 2008.
Scope	<ul style="list-style-type: none"> Local

Person in charge	<ul style="list-style-type: none"> Emma Martinell Gifré University professor of the Department of Spanish
Action	<ul style="list-style-type: none"> University extension course: <i>Perspectives Culturals en el Discurs Textual i Audiovisual Espanyol i Llatinoamericà</i> (Cultural perspectives in the Spanish and Latin American Textual and Audiovisual Discourse).
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> Cinema and literature course that has been well-received by the general public and the university community.

Person in charge	<ul style="list-style-type: none"> Cristina Alzina Rísquez Coordinator of the <i>Cicle d'Espectores</i>
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Action	<ul style="list-style-type: none"> Women and Literature research group <i>Cicle d'Espectores</i> (Women Writers' Cycle of Conferences) The aim of the <i>Cicle d'Espectores</i> is to bring students from the University of Barcelona and other Catalan universities into contact with women writers from around the world. The events are also open to anyone else with an interest in the field. The cycle includes talks and round tables, which is an enriching and dynamic format that, above all, enables guest writers and participants to interact. The <i>Cicle d'Espectores</i> has two main aims. On the one hand, one of the social functions of the Women and Literature research group is to help the general public to develop a critical appreciation of the most contemporary literature written by women. On the other hand, this cycle not only involves the University's promotion of literary culture, but has also become a cultural platform for presenting and linking literature by women at national and international level. The talks and round tables are frequently jointly organized or carried out in collaboration with other public institutions or publishing companies. An example is one of the main activities in the cycle: the poets' round table, which takes place every year as part of the program of the International Poetry Festival <i>Barcelona Poesia</i>. This event is held in May at the Francesca Bonnemaison Women's Cultural Centre. Four poets are invited; each one writes in a different language (Catalan, Galician, Basque and Spanish respectively). They reflect on literary creation in modern times and describe the path of their own careers. The following talks and round tables took place in 2009: Talk entitled <i>As orixes da literatura infantil en galego: Xohana Torre, Galaxia e Galera</i>, given by Montse Pena Presas. Organized by the Women and Literature research group, the UB's Galician and Portuguese sections and the Autonomous University of Barcelona's (UAB) Assistantship in Galician (UAB) in December 2009. Young poets' round table: <i>Sóc la foradada vertiginosa que escup aigua en un salt magnífic</i>. Participants included Martina Escoda, Glòria Julià, Blanca Ripoll and Blanca Llum Vidal. Organized by the Women and Literature research group, November 2009. Talk entitled <i>Escrita da certeza</i>, given by María Xosé Queizán. Organized by the Women and Literature research centre and the UB's Galician and Portuguese sections, November 2009. Poets' round table: <i>Microscòpics fils daurats en els xips de sílici</i>. Participants included Leire Bilbao, Vinyet Panyella, Chus Pato and Miriam Reyes. Organized by the Women and Literature research group with the collaboration of the UB's Basque section and the Francesca Bonnemaison Women's Cultural Centre as part of the <i>Barcelona Poesia</i> program in May 2009. Talk entitled <i>Horizon/s du récit et de la voix</i>, given by Nicole Brossard. Organized by the Women and Literature research group in May 2009. Talk given by Louise Erdrich entitled <i>The Language of Water</i>. Organized by the Women and Literature research group, the Spanish Association for American Studies (SAAS) and the US Ambassador in April 2009.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> To ensure good publicity and promote the events outside of the university community so that they reach as many people and cultural platforms as possible, a short article is written about each round table or talk, accompanied by a poster designed specifically for the occasion and based on a work of art by a woman (further information is available at: www.ub.edu/cdona/).



Person in charge	<ul style="list-style-type: none"> Xus Martín García Tenured university lecturer
Action	<ul style="list-style-type: none"> Service learning experience <i>Amics i amigues de la lectura</i>. This is carried out by students of subjects linked to Education Theory in the first years of Education and Teacher Training degree courses.
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> <i>Amics i amigues de la lectura</i> is a voluntary service learning experience for which credits are awarded. Students from the Faculty of Education help to improve the reading skills of primary and secondary school pupils and encourage them to enjoy reading, thus fulfilling a social need that is difficult to meet. This support is beneficial to the schoolchildren. In addition, the provision of this service enriches the university students' learning from a civic, social, educational and personal perspective. The experience has many facets. For example, a positive personal relationship needs to be built between the university students and the pupils. This kind of relationship is the basis of all educational and social work. Furthermore, the experience involves participation in an activity that goes beyond school hours, that helps to develop an understanding of the social realities in our schools and neighbourhoods and that, in short, illustrates the collaboration between educational and social tasks that our complex society now requires. In June 2009, the Agency for Administration of University and Research Grants (AGAUR) awarded a two-year grant (2009-2011) to a team of teachers from the Department of Theory and History of Education to study ways to introduce service learning methods into classes.

Person in charge	<ul style="list-style-type: none"> Rodrigo Andrés Coordinator of the cycle <i>Gènere i Crítica de la Cultura</i> (Gender and Cultural Criticism)
Action	<ul style="list-style-type: none"> Women and Literature research group: <i>Gènere i Crítica de la Cultura</i> cycle In the <i>Gènere i Crítica de la Cultura</i> cycle, specialists in women's and gender studies from around the world are invited to give talks to an audience made up mainly of university students, although members of the general public can also attend. This cycle is of great importance as it enables networks to be created, boosts the exchange of scientific knowledge in Spain and internationally, and promotes collaboration with other research groups. Thus, it helps to strengthen interdisciplinary and interinstitutional spaces for reflecting on the same lines of work from many different perspectives. Furthermore, it provides students with additional training. The cycle brings students into contact with theoreticians and academics, particularly those from international universities. This may encourage them to think about mobility in their own academic careers. A cycle of this nature helps to demonstrate that the humanities are a key cultural asset. Hence, knowledge transfer through projects such as this one is essential. The following talks, round tables and debates took place in 2009: Round table <i>Més enllà del discurs: figuracions de l'escriptura en l'obra de quatre artistes contemporànies</i>. Participants included Mar Arza, Blanca Casas, Alexandra Grant and Tanja Smit. Organized by the Women and Literature research group in November 2009. Talk entitled <i>Les fins de la diferència sexual</i>, given by Anne-Emmanuelle Berger. Organized by the Women and Literature research group in September 2009. Talk entitled <i>Foucault and the end of Sexuality</i>, given by David Halperin. Organized by the Women and Literature research group in May 2009. Talk entitled <i>Rêve de bouche. Une lecture d'Un ver à soie de Jacques Derrida</i>, given by Ginette Michaud. Organized by the Women and Literature research group and the UNESCO Chair in Women's Studies, Development and Culture in March 2009. Talk entitled <i>La francophonie au Moyen-Orient: oralité et gestualité dans des romans d'homme et de femmes</i>, given by Carmen Boustani. Organized by the Women and Literature research group and the UNESCO Chair in Women's Studies, Development and Culture in March 2009. Talk entitled <i>Toni Morrison's new Shulamites and Feminist Readings of the Song of Songs</i> given by Ilana Paredes. Organized by the Women and Literature research group and the UNESCO Chair in Women's Studies, Development and Culture in March 2009. Talk entitled <i>Las cicatrices femeninas en los milagros marianos de la Edad Media</i> given by Jean Dangler. Organized by the Women and Literature research group and the UNESCO Chair in Women's Studies, Development and Culture in March 2009. Discussion to present the book <i>La masculinidad a debate</i>, with the participation of Àngels Carabi, Cristina Alsina, Rodrigo Andrés and Bill Phillips. Organized by Barcelona Provincial Council's Equality and Citizenship Department and the Women and Literature research group in February 2009. Talk entitled <i>On Wonder and Sexual Difference</i> given by Catherine Malabou. Organized by the Women and Literature research group in February 2009.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> To ensure good publicity and promote the events outside of the university community so that they reach as many people and cultural platforms as possible, a short article is written about each round table or talk, accompanied by a poster designed specifically for the occasion and based on a work of art by a woman (further information is available at: www.ub.edu/cdona/).



Person in charge	<ul style="list-style-type: none"> • Núria Fagella Rabionet Coordinator of the Liaison Committee
Action	<ul style="list-style-type: none"> • Talks and workshops at the Faculty of Mathematics. Seminars to promote mathematics for groups of secondary school students.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • The participants (720 secondary students from all around Catalonia every semester) listen to a talk and take part in a related workshop. The aim is for young Catalans to meet researchers in mathematics and to find out for the topics they work on and the applications. Thus, we hope to increase society's knowledge of this area to the level of that of better known scientific professions.

Person in charge	<ul style="list-style-type: none"> • Students of the subject Twentieth Century Literature and Thought, supervised by the lecturer Anna Caballé
Action	<ul style="list-style-type: none"> • A stage production of <i>La velada en Benicarló</i> by Manuel Azaña.
Scope	<ul style="list-style-type: none"> • Local
Description	<ul style="list-style-type: none"> • A leisure and culture activity for the general public, which also immersed the students in the culture, history and literature of the twentieth century.

Person in charge	<ul style="list-style-type: none"> • Carme Jordi Nebot Tenured lecturer in the Department of Astronomy and Meteorology
Action	<ul style="list-style-type: none"> • UB dissemination activities on astronomy.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • As the University of Barcelona's Department of Astronomy and Meteorology is aware of the important role of science in current society, in the last few years it has stepped up its work to disseminate knowledge of science in general and astronomy in particular. The considerable experience accumulated over these years has led to a notable increase in the impact and range of these activities. Our aim is to transfer knowledge internationally to a wide audience via an Internet astronomy information service (serviastro.am.ub.es), as well as to directly address smaller population groups that are particularly receptive to dissemination, by means of visits to secondary schools, classes for senior citizens and talks for associations of astronomy enthusiasts.

Person in charge	<ul style="list-style-type: none"> • Oscar Ruiz Head of studies in Electronic Engineering
Action	<ul style="list-style-type: none"> • Workshops to explain the role of electronic engineering in society.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • Workshop for secondary school students in which they carry out activities related to electronics and ICT. In addition to highlighting the role of electronics in technological development, the workshop touches on aspects of sustainable development, energy saving and the use of renewable energies.



Person in charge	<ul style="list-style-type: none"> • David Bueno Torrens (www.ub.edu/geneticaclass/davidbueno) • Dean's Office team at the Faculty of Physics <p>Lecturer and researcher in Genetics at the University of Barcelona and promoter of science</p>
Action	<ul style="list-style-type: none"> • Publications in various media to disseminate information about science and scientific opinions: <ul style="list-style-type: none"> — 18 articles in the <i>Avui</i> newspaper (in the <i>Diàleg</i> section). — 21 reviews of popular science books (in the <i>Suplement de Cultura</i> of the newspaper <i>Avui</i>). — 15 articles in other publications, including <i>La Vanguardia</i>, <i>El Mundo</i>, <i>El Periódico</i>, <i>Nat</i> and <i>Omniscellula</i>. — Publication of 3 text books for secondary school students (Editorial Text-La Gelara i Teide). — Collaboration on <i>L'Anuari 2008</i> (Enciclopèdia Catalana, a piece entitled <i>Biologia i Genètica</i>). — Publication of a popular science book called <i>Convivent amb transgènics</i> (Edicions UB / Omniscellula).
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • To bring pre-university students into contact with physics, the UB's Faculty of Physics organized the second edition of its summer school program for secondary school students, held during the week beginning 15 June 2009. The summer school consists of talks and practical experiments in the Faculty's laboratories. The scheduled activities covered a range of topical subjects such as meteorology and climatology, astrophysics and cosmology, elementary particles, lasers, nanoscience, new materials, superconductivity, information technologies and renewable energies.



Social work

Person in charge	<ul style="list-style-type: none"> • Josep M. Cortés Martí Lecturer in the Department of Sociology and Organizational Analysis
Action	<ul style="list-style-type: none"> • Active participation in the town of Santa de Coloma de Gramenet through the available civil society institutions. Member of the City Council, deputy chairman of the board of the Esperit Sant Foundation (Esperit Sant Hospital) and secretary of the Parish Church of Santa Coloma, which is the main church in the town.
Scope	<ul style="list-style-type: none"> • Local

Person in charge	<ul style="list-style-type: none"> • José María Romero Baró Head of Studies of the degree course in Philosophy
Action	<ul style="list-style-type: none"> • Tutorial action plan for philosophy: support for people with disabilities.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Description	<ul style="list-style-type: none"> • Among the new students who enrol on the degree course in Philosophy every year, there are a certain number of people who have a medically certified disability. These students have the right to a reduction in the enrolment fee and the tutorial coordination team endeavours to meet their specific, varied needs. Students with impaired vision are given amplified versions of papers for written tests and alternatives to written exams are sought for students with limited arm mobility. In another case, a student was helped to gain basic learning techniques. In addition, the Faculty Library has been equipped with two special mice and a special keyboard for students with muscular dystrophy or cerebral palsy.

Person in charge	<ul style="list-style-type: none"> • Javier de la Fuente Tenured lecturer in the Department of Basic Psychology
Action	<ul style="list-style-type: none"> • Supervision of Barcelona's Penal Advice Team (EATP).
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • This role involves advising and supervising the Penal Advice Team (EATP) of the Catalan Government's Ministry of Justice by analysing and making decisions on the most problematic psychology-related cases that are addressed by the team.

Person in charge	<ul style="list-style-type: none"> • Maria del Pilar Fernández Viader Professor of the Department of Developmental and Educational Psychology
Action	<ul style="list-style-type: none"> • Advice to families of people with disabilities.
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • Families of people with disabilities ask to participate in activities organized for them or ask for advice to help their children with disabilities.

Person in charge	<ul style="list-style-type: none"> • J. Balasch Codina Lecturer and director of the unit
Action	<ul style="list-style-type: none"> • Assisted reproduction: Hospital Clínic de Barcelona.
Scope	<ul style="list-style-type: none"> • Spain
Description	<ul style="list-style-type: none"> • Assisted reproduction involves supporting couples with fertility complications to help them to overcome the problem. In this area, it is essential to have up-to-date knowledge of techniques such as freezing ovarian tissue and/or sperm samples in cases of cancer. In this way, once the disease has been successfully treated, fertility techniques can be applied using the previously frozen biological material.



Person in charge	<ul style="list-style-type: none"> Antonio Madrid Pérez Secretary of the Faculty of Law
Action	<ul style="list-style-type: none"> Right to rights project (prison rights, human rights, women's rights, rights and gender, children's rights, immigration, social rights, communication and radio). We organize various activities, including practicals, symposiums, publications, courses and workshops. Objectives: to ensure that the most vulnerable groups have access to their rights and to improve the training of students. This is an institutional Faculty of Law project, governed by regulations that have been approved by the board. Participants include over 40 social entities, more than 20 lecturers and upwards of 40 students per course. Teaching Innovation Group (GID).
Scope	<ul style="list-style-type: none"> Local
Description	<ul style="list-style-type: none"> To my knowledge, this social and legal project is the largest in all Catalan universities. Due to the high number of participating entities and lecturers, it is an unusual undertaking in the university and social spheres. The last few events in the Faculty of Law that I was involved in were an international symposium on dwellings and the International Congress on Gender Identity and Human Rights. Editorial UB has just published the first work on right to rights (rights of people who are deprived of freedom). The right to rights initiative is categorized as a service learning project.
Person in charge	<ul style="list-style-type: none"> Maria del Pilar Fernández Viader Lecturer in the Department of Developmental and Educational Psychology
Action	<ul style="list-style-type: none"> Advice for NGOs and associations of the deaf and/or deaf and blind.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> Advice is given to various associations of the deaf and/or the deaf and blind on social actions and policies that can help to increase their members' visibility and lead to the development of projects in which their needs are heard.
Person in charge	<ul style="list-style-type: none"> Maria del Pilar Fernández Viader Lecturer in the Department of Developmental and Educational Psychology
Action	<ul style="list-style-type: none"> Coordination of voluntary activities to aid the development of children with sensory disabilities and multiple disabilities.
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> The activities are carried out every week outside of class hours in play situations to optimize the communication and development of deaf children and/or children with multiple disabilities.
Person in charge	<ul style="list-style-type: none"> Àngels Alegre Head of Student Support
Action	<ul style="list-style-type: none"> The course <i>Una mirada integradora de les drogodependències</i> (A comprehensive view of drug addictions) was held in the Aula Magna of the Historic Building on 8 May 2009, with various round tables chaired by professionals.
Scope	<ul style="list-style-type: none"> University of Barcelona
Description	<ul style="list-style-type: none"> This course was the result of collaboration between the University of Barcelona and the <i>Projecte Home</i> NGO. It was aimed at UB students and anyone interested in the topic and the objective was to describe actions and preventive measures in drug addiction. Student Support was in charge of providing course information, enrolment and any logistic activities that were needed. A total of 171 students enrolled on the course.
Action	<ul style="list-style-type: none"> The <i>Viure i conviure</i> program is the result of an agreement between the University of Barcelona and the <i>Caixa de Catalunya</i> savings bank. The aim is to promote solidarity between students and senior citizens.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> The <i>Viure i Conviure</i> home share program brings together university students who are looking for accommodation and senior citizens who want company. Students are selected by specialized psychologists and through individual interviews with the <i>Caixa de Catalunya</i> savings bank. In academic year 2008-2009, fifty-four UB students were accepted on the program. Thirty-six of these were new students and eighteen were from previous academic years.
Person in charge	<ul style="list-style-type: none"> Jordi Puig Batalla Head of Building Works and Maintenance
Action	<ul style="list-style-type: none"> Agreement with the <i>Casal dels infants del Raval</i> to provide work placements for students from the institution.
Scope	<ul style="list-style-type: none"> University of Barcelona
Description	<ul style="list-style-type: none"> The UB participated in the <i>Casal dels infants del Raval's</i> training activities through a collaboration agreement for work placements, i.e. practical training in workplaces. In 2009, the placements were in maintenance and installation companies (electricity, plumbing, heating and air conditioning, among others).



Development cooperation

Person in charge	<ul style="list-style-type: none"> • Ferran Sabaté Casellas Lecturer in the Department of Public Health
Action	<ul style="list-style-type: none"> • Health cooperation in healthcare and prevention with the town of Arbâa Saheel, in Tiznit province, Morocco.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • The action involves supporting (through the provision of healthcare products) and strengthening (by means of medical consultations) the rural healthcare network in this semidesert region of southern Morocco. Healthcare in this region suffers from a lack of human resources and materials. The cooperation activities are programmed in conjunction with local authorities. Local agents are trained in community health.

Person in charge	<ul style="list-style-type: none"> • José Luis Luzón Benedicto Tenured lecturer of Geography
Action	<ul style="list-style-type: none"> • Maintenance of the web page MEDAMERICA (www.ub.edu/medame/) with information about the group's activities: agreements, publications and support materials for researchers who study Latin America. This up-to-date platform provides access to research centres, universities and institutes that work in the fields of statistics, geology and climate, among others, and are classified by country.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • The MEDAMERICA web is visited twenty times a day on average, mainly by people in Spain and Latin America. This web site is an inexpensive and very useful tool that can be used to organize geographic studies on Latin American countries.

Person in charge	<ul style="list-style-type: none"> • José Manuel Aja and Ma Antònia Pujol Lecturers in the Faculty of Teacher Training
Action	<ul style="list-style-type: none"> • Education and social commitment. This was first created as a seminar, and subsequently accepted as a free elective subject. The aim is to boost the social conscience of university students through involvement in social and educational projects in Bolivia and El Salvador. The duration of each working visit is one or two months.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • We have been working in this area since 1991. An increasing number of students wish to participate every year. Groups are sometimes as large as 100 students. Students consider that the experience is amazing for their professional and personal life. Over one thousand students have taken part to date.

Person in charge	<ul style="list-style-type: none"> • Joan Carles Melgarejo Draper Lecturer in the Department of Crystallography, Mineralogy and Mineral Deposits
Action	<ul style="list-style-type: none"> • Multilingual guides on the creation of microcompanies in developing countries to sell minerals for collections.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • A brief treatise has been published in Catalan, Spanish and English (so far). This document is for members of small communities in developing countries. It explains the criteria that should be considered in the creation of microcompanies to sell minerals for collections. The project arose as part of a workshop on the small-scale mining industry in Latin America that was organized in Cuba by the UB (Dr. J. Proenza). In the future, this material will be translated into Portuguese, French and all possible languages, particularly those of indigenous people of Latin America and Africa. Further information can be found at: http://boletinsgm.igeolcu.unam.mx/igl/index.php?option=com_content&view=article&id=391:6102&catid=149:epoca4&Itemid=74.



Person in charge	<ul style="list-style-type: none"> • Maria Casado Holder of the UNESCO Chair in Bioethics UB, Director of the Observatory on Bioethics and Law, PCB UB and tenured lecturer of Philosophy in Law and Moral and Political Philosophy, Faculty of Law, UB
Action	<ul style="list-style-type: none"> • The UNESCO Chair in Bioethics UB contributes to transferring to developing countries the experience acquired in the heart of the UB Observatory on Bioethics and Law in the areas of research, teaching and dissemination. Methods and training activities are transferred.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • Interdisciplinary reflection on ethical, legal and social aspects of biotechnology and biomedicine is of key importance, given that bioethics involves analysing the impact of biotechnologies on humans and on the environment. This kind of reflection is a priority in all national, regional and international programs. A conception of bioethics such as the one we defend, which is interdisciplinary, plural and flexible, contributes an essential added value to development. It promotes the existence of informed public opinion, involves the general public in the debate, and helps in the adoption of transparent, democratic public policies that concern us all. Therefore, we need to collaborate in knowledge transfer in this field by training professionals who can then act as educators in developing countries that may not have these biotechnologies, but could be affected by them.

Person in charge	<ul style="list-style-type: none"> • Ma Àngels Marin Director of the Department of Methods of Research and Diagnosis in Education
Action	<ul style="list-style-type: none"> • Assessment of a teacher training project and the introduction of the gender perspective in primary schools in the Dominican Republic.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • This project was funded by the Spanish Agency for Development Cooperation (AECID) and implemented by the NGO <i>Intered</i> in collaboration with <i>Centro Poveda</i>, its counterpart in the Dominican Republic. We assessed the results of the three-year project.

Person in charge	<ul style="list-style-type: none"> • Gabriela Dalla Corte Tenured lecturer of the History of America
Action	<ul style="list-style-type: none"> • An interfaculty group was set up in 2007 to work on a social responsibility project. The group is led by the Faculty of Geography and History and members include the Faculties of Law and Education. The project prioritizes research and the UB's commitment to society at local and international level. It is a multiannual project devised by various UB lecturers and the Education Services of the Parliament of Catalonia. The development cooperation actions that have been implemented have enjoyed the collaboration of Latin American university and political institutions. Latin American countries have a significant presence in Catalonia, both in terms of population and associations. To date, intensive study days have been organized on education and citizenship, including topics such as models for disseminating values, and the construction of the State and democratic institutions. These have been held in the Faculty of Geography and History and in the Parliament of Catalonia. Participants included members of each of the political parties that are represented in parliament.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • We aimed to raise the visibility of research carried out by academics in Latin American countries and academics at the UB. The objective was to promote: the culture of Catalonia and of the countries under analysis; the operation of democratic institutions at local scale; and solidarity and cooperation, in particular. The study days were for students who were awarded free-elective credits. However, they were also aimed at immigrant communities in Catalonia, the respective consulates and the most notable Catalan associations. Thus, we foster relationships among the UB, society (including new arrivals) and local and international institutions.

Person in charge	<ul style="list-style-type: none"> • Carme Sans Mazón Secretary of the Department of Chemical Engineering
Action	<ul style="list-style-type: none"> • Development cooperation project.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • The general objective of this project was to reduce the adverse effects on health and the environment of the incorrect use of pesticides in productive areas of Bolivia. In the two years of the project, pesticide levels were analysed in water, soil and tomatoes in the productive area of Omereque (Cochabamba, Bolivia). We found high levels and toxicity of the pesticides that reached the population and the environment. In addition, we designed and built three laboratory-scale facilities for treating pesticide-contaminated water in the Water and Sanitation Centre and we began to train staff from the environmental engineering department of UMSS university in the treatment and management of pesticides.



Person in charge	<ul style="list-style-type: none"> Esther Zaccagnini Technical teaching advisor for the Spanish Ministry of Education, Social Policy and Sports, Deputy-Directorate General for International Cooperation.
Action	<ul style="list-style-type: none"> Training day: <i>Presentació del portal redELE i dels programes del MEPSYD per a professors</i> (Presentation of the redELE portal and MEPSYD programs for lecturers).
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> Activity to present IT tools that can be used to teach and learn Spanish as a foreign language in Catalonia and the rest of the world.

Person in charge	<ul style="list-style-type: none"> Rosina Gironés Professor of Microbiology
Action	<ul style="list-style-type: none"> Within the area of development cooperation, we have collaborated with <i>Intermón Oxfam</i> by funding and carrying out research and consultancy activities as part of an agreement with this NGO, FBG 301043.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> Within the area of development cooperation, we have collaborated with <i>Intermón Oxfam</i> by funding and carrying out studies of viruses that are transmitted by contaminated water. The objective was to prevent outbreaks of the hepatitis E virus in refugee camps in Chad. This study forms part of an agreement with <i>Intermón Oxfam</i>, which will continue in the future. Our participation involved forming a team of volunteers and designing and carrying out a study to analyse different human viruses in samples from water sources, humans and animals collected in different areas of the two refugee camps in Chad.

Research

Person in charge	<ul style="list-style-type: none"> Rafel Artuch and Rafael Jiménez Adjunct lecturer in Biochemistry; Professor of Pediatrics
Action	<ul style="list-style-type: none"> Study, diagnosis and monitoring of metabolic diseases: Sant Joan de Déu d'Esplugues (Barcelona).
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> Development of new technologies to diagnose metabolic diseases and the application of techniques that are now commonly used to monitor pediatric patients.

Others

Person in charge	<ul style="list-style-type: none"> Glòria Novel Martí Director of the UB Observatory on Mediation
Action	<ul style="list-style-type: none"> Health mediation project: Creation of "Third Way" organizations.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> This innovative project has been carried out from 2005 to the present day by the UB Observatory on Mediation in conjunction with the Catalan Government's Ministry of Health. It is now fully established with agreements. The aim is to improve healthcare organizations through mediation to create spaces of peace. This improves the satisfaction of employees and users, and reduces the costs associated with organizational conflicts. The project was the first to be established institutionally, and therefore constitutes an international benchmark in health mediation at this time.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> Methodological courses for Biology graduates who are secondary school teachers
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> These courses are for biology teachers. Participants learn basic techniques for making histological preparations. They create a representative collection that will be of use in their schools.



Environmental actionsRaising awareness and education

Person in charge	<ul style="list-style-type: none"> Julia Peinado Onsurbe Lecturer and researcher in the Department of Biochemistry and Molecular Biology (Biology)
Action	<ul style="list-style-type: none"> First unofficially and then officially, I have been responsible for safety in all areas of the Department of Biochemistry (Biology) since 1988. Not everyone recognizes the effort that this involves.
Scope	<ul style="list-style-type: none"> University of Barcelona
Description	<ul style="list-style-type: none"> Surprisingly, it is hardest to raise the youngest people's awareness of the need to implement for safety measures. Competitiveness is more important to this group than safety.

Person in charge	<ul style="list-style-type: none"> Octavi Piulats Riu Tenured lecturer in Philosophy
Action	<ul style="list-style-type: none"> "Ecology and Philosophy" symposium on ecological thought. The objective was to relate philosophical models of current ecological thought to the social and environmental debate on industrial society.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> Videos and films were shown on the environment and the controversy over the model of growth in advanced industrial societies. In addition, debates and round tables were held with national and international figures and experts in sustainability.

Person in charge	<ul style="list-style-type: none"> Victor Manuel Pinto Miguel Lecturer in the Department of Geochemistry, Petrology and Geological Prospecting
Action	<ul style="list-style-type: none"> Project manager for the <i>Fundación Altarriba Amigos de los Animales</i> (Altarriba Friends of Animals Foundation).
Scope	<ul style="list-style-type: none"> Spain

Person in charge	<ul style="list-style-type: none"> Olegario López Head of UB Audiovisuals
Action	<ul style="list-style-type: none"> Scientific Video Festival 2010 "Biodiversity".
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> We have already begun work on the program for the Scientific Video Festival 2010, on the topic of biodiversity. The Faculty of Biology (approx. 15 /11/ 2010) UB Audiovisuals has organized the Scientific Video Festival for many years. This event provides the opportunity within the university – i.e. in a totally different context to the usual one – to view social and scientific productions of proven quality. The videos examine a wide range of topics in depth. In some cases the aim is clearly educational, in others it is essentially related to dissemination. The aim is to bring future scientists, teachers, humanists and artists into contact with the new technologies and new tendencies in their fields. This is also another way to open the UB's doors to working teachers and lecturers, to the rest of the education system and to the general public, which is one of the University's strategic objectives.

Person in charge	<ul style="list-style-type: none"> Octavi Piulats Riu Tenured lecturer of Philosophy
Action	<ul style="list-style-type: none"> Sustainability Group for the subject "Ecological Thought", which is part of the master's degree in Citizenship and Human Rights.
Scope	<ul style="list-style-type: none"> Catalonia
Description	<ul style="list-style-type: none"> This group of master's degree and doctoral students work on environmental sustainability topics from the perspective of ecological culture.



Person in charge	<ul style="list-style-type: none"> Joan Valle Head of project
Action	<ul style="list-style-type: none"> Teaching innovation project to raise awareness and educate on issues of safety, quality and the environment for students, teaching staff and technicians in the Faculty of Fine Arts. The aim of this project is to improve practical teaching by designing a quality management system that incorporates environmental and safety aspects. This will ensure that workshops and laboratories are managed in an appropriate and sustainable way and that these concepts form part of students' training, which will be of use when they subsequently join the labour market.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> The first stage consisted in drawing up, managing and implementing the use of specific standard work procedures for the various activities that are carried out in teaching workshops in three Spanish universities. A book is being written on this project and the conclusions that have been obtained.

Person in charge	<ul style="list-style-type: none"> Mercè Durfort Coll Professor of the Department of Cell Biology
Action	<ul style="list-style-type: none"> As a member of an aquaculture network, she has taught courses on the reproductive biology of bivalve molluscs.
Scope	<ul style="list-style-type: none"> Spain
Description	<ul style="list-style-type: none"> The participants have been very varied, although the course has always been aimed at people whose work is related to aquaculture. Participation in summer courses and in master's degree courses in various Spanish universities.

Person in charge	<ul style="list-style-type: none"> Maria del Carme Llasat Botija Tenured lecturer in the Department of Astronomy and Meteorology
Action	<ul style="list-style-type: none"> EDRINA and FLASH portals. A teaching file on floods. Educational and informative video on climate risks and hydrometeorological prediction. Tools to raise awareness of natural hazards.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> These activities are associated with social and environmental fields. Firstly, they are related to the social area as they involve disseminating the knowledge that we obtain in our research projects via portals and social networks (under preparation) and the talks that we give. Secondly, they are associated with the environmental field, which is inseparably linked to the social field, as they involve training, raising awareness and the creation of tools for understanding, adapting to and mitigating climate change and natural hazards.



Resource management optimization

Person in charge	<ul style="list-style-type: none"> • Pere Rius Lecturer in the Department of Teaching and Learning and Educational Organization
Action	<ul style="list-style-type: none"> • I personally check that the lights are turned off in classrooms when they are not in use. I also ensure that the classroom is neat and tidy, for example I throw waste paper away and make students aware of these tasks.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Description	<ul style="list-style-type: none"> • I believe in little things and personal testimony, trying to increase efficiency without making a fuss.

Person in charge	<ul style="list-style-type: none"> • Marisa Royo Gómez Head of Corporate Training
Action	<ul style="list-style-type: none"> • We save paper in the Corporate Training administrative unit: we use recycled paper, we print on both sides and we use black and white ink. We recycle toners, cardboard, paper and plastic. We try to avoid sending documents by post. We use email and post training plans and training course materials for AdSS on the web page, so that they can be accessed by anyone who is interested.
Scope	<ul style="list-style-type: none"> • University of Barcelona

Person in charge	<ul style="list-style-type: none"> • Teaching Laboratories, Faculty of Pharmacy
Action	<ul style="list-style-type: none"> • Creation and implementation of a standard work procedure to reduce the waste generated in practical classes.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Description	<ul style="list-style-type: none"> • As part of the Faculty of Pharmacy's Waste Management Plan, the administrative unit Teaching Laboratories, which manages the practical laboratories, has carried out various activities to reduce the waste generated in practical classes.

Person in charge	<ul style="list-style-type: none"> • Pilar Vaquero Manager of the Faculty of Pharmacy
Action	<ul style="list-style-type: none"> • Application of energy control measures in the Faculty of Pharmacy.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Description	<ul style="list-style-type: none"> • Due to the actions of the Administration of the Centre, we have begun to install flowmeters in some of the departments' toilets and in the student toilets (Building B). We have also replaced the WC cisterns with adjustable systems (Deganat) and installed timers in the department toilets (Building A). Future actions include the installation of timed flow taps in the department toilets, a study of critical points in corridors and lobbies in which to install time switches, and the completion of actions that have been started, but only partially completed. One initiative that is being implemented is to make a daily record of incidents that occur at night or during the weekends in terms of lights, computers and taps being left on. This information will then be passed on to the departments in which repeated incidents occur.

Research

Person in charge	<ul style="list-style-type: none"> • Miquel Esteban Professor of the Department of Analytical Chemistry
Action	<ul style="list-style-type: none"> • Preparation of an environmental research project with the National University of San Agustín (UNSA), in Arequipa, Peru. In addition to the preparatory meetings, Miquel Esteban and Cristina have taken a couple of courses on topics related to analytical chemistry.
Scope	<ul style="list-style-type: none"> • International



Economic actions**Resource management optimization**

Person in charge	<ul style="list-style-type: none"> • Marisa Royo Gómez Head of Corporate Training
Action	<ul style="list-style-type: none"> • Transparency. We report all the information on training expenditure to the AdSS Training Committee, which is a joint committee comprised of the general manager's office, Corporate Training and social representatives. In addition, we post a report on the UB's web page.
Scope	<ul style="list-style-type: none"> • University of Barcelona

Person in charge	<ul style="list-style-type: none"> • Coloma Barbé Rocabert Lecturer in the Department of Pharmacy and Pharmaceutical Technology
Action	<ul style="list-style-type: none"> • Member of the Quality Assurance in the Manufacture of Medicaments Advisory Committee, which is attached to the Catalan Government's Deputy-Directorate General for Pharmacy and Health Products.
Scope	<ul style="list-style-type: none"> • Catalonia

Person in charge	<ul style="list-style-type: none"> • Coloma Barbé Rocabert Lecturer in the Department of Pharmacy and Pharmaceutical Technology
Action	<ul style="list-style-type: none"> • Member of the Cosmetic Products Advisory Committee, which is attached to the Catalan Government's Deputy-Directorate General for Pharmacy and Health Products.
Scope	<ul style="list-style-type: none"> • Catalonia



Person in charge	<ul style="list-style-type: none"> Pere J. Quetglas and Josep A. Plana Vice-Rector for Information and Communication / Rector's Delegate Commissioner for the UB Group, Foundations and Information Technology
Action	<ul style="list-style-type: none"> Report entitled: <i>Actuacions transversals de racionalització econòmica i organitzativa vinculades al web</i> (Cross-cutting actions to streamline the organization of the web site and reduce spending) drawn up for the "Report on the Academic Year 2008-2009". In academic year 2008-2009, the Vice-Rector for Information and Communication and the Rector's Delegate Commissioner for the UB Group, Foundations and Information Technology promoted and jointly coordinated an initiative that is in line with the Communication Plan, technological changes, and the image of the institutional web site. The specific aim was to optimize the use of resources for the UB web page and improve its management throughout the university. In academic year 2008-2009, work centred on linguistic normalization and multilingualism in UB schools and faculties. This project only began once the academic coordinators of the web pages had agreed on the standardization criteria required to obtain common objectives. The objectives were to improve organizational aspects of the web pages that have a clear financial impact and to find a model for managing multilingualism that is financially sustainable and can be applied to the UB's various web pages. Project participants included the Academic, Technology and Communication areas, as well as the CRAI, and the costs were met by the normal budgets of the units with no charge to the schools and faculties. Particularly notable contributions were made by the Communication unit, which was in charge of web production, and the Language Services administrative unit, which was responsible for language quality criteria, corrections and translations. The following faculties were involved in academic year 2008-2009: Fine Arts, Biology, Law, Pharmacy, Physics, Geology, Mathematics and Chemistry. Regarding the project objectives, the following results have been obtained: — A considerable reduction in the human and technical resources required to maintain the basic multilingual web pages (the basic packet of institutional contents in Catalan, Spanish and English for people outside the university community). — A reduction in the cost of translations, measured in the number of pages of text, by reusing contents that have already been translated for the institutional web page and combining them with a limited number of specific contents, which are selected and written by the school or faculty itself. According to this model, the contents will increase as existing information is consolidated and agreements are made with schools and faculties so that new multilingual contents are incorporated effectively into the structure of the web (the average size of the translations is 15 pages of specific text for each school or faculty in each language). — Maintenance at no great cost of the language quality of specific contents created through collaboration. This is achieved using an experimental protocol of language supervision that currently covers multilingual contents, news items generated using the institutional application and all the Catalan texts on the home page (at the moment, there is no plan to translate news items). — Considerable reduction in institutional contents that are produced more than once, as a result of introducing experimental pages whose management is shared. These pages include cross-disciplinary contents and contents that are specific to the school or faculty. — Considerable reduction in the appearance of new web pages that are created independently by the schools and faculties with no plan to integrate them into the main structure. These may repeat institutional contents and there is no guarantee that they will be updated in the mid-term or even removed if necessary. — Stabilization of the web pages to ensure that the basic multilingual contents are kept when there are changes in the governing bodies of the schools or faculties, the academic coordinators of the web pages, or the web producers.
Scope	<ul style="list-style-type: none"> University of Barcelona
Description	<ul style="list-style-type: none"> To follow on from this report for the "Report on the Academic Year 2008-2009", another document has been drawn up with the same title to explain activities in the 2009-2010 period. This series, entitled <i>Actuacions transversals de racionalització econòmica i organitzativa vinculades al web</i>, covers many areas and will be continued in the future. The Vice-Rector for Information and Communication and the Rector's Delegate Commissioner for the UB Group, Foundations and Information Technology are jointly responsible for the document. For further information and comments, contact either of these entities or Ricard Boada from the Technologies unit.

Person in charge	<ul style="list-style-type: none"> Ma Rosa Vila and Marisa Sotelo Coordinators of postgraduate programmes in the Department of Spanish
Action	<ul style="list-style-type: none"> Contribution to attracting and gaining the loyalty of students for the two master's degree courses offered by the Department of Spanish. This is achieved through dedication to tutorials, which take place from February to September, and to the fact that emails are replied to personally at any time of the year. As a result, there are an average of 25 students on the courses each academic year.
Scope	<ul style="list-style-type: none"> International

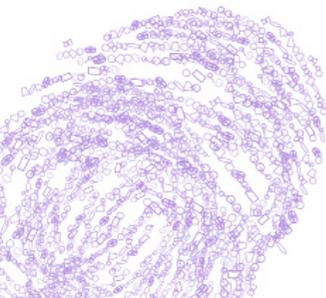


Person in charge	<ul style="list-style-type: none"> Department of Spanish
Action	<ul style="list-style-type: none"> Control of academic and research spending in the Department by purchasing a photocopier that is connected to a network of all its members. This cuts down on the number of individual copies that are made, which reduces the cost of printing/sheet, decreases spending on toner and thus controls expenditure on photocopies using an efficient, computerized control system. As less toner is used, this action also has environmental benefits.
Scope	<ul style="list-style-type: none"> University of Barcelona

Person in charge	<ul style="list-style-type: none"> Department of Spanish
Action	<ul style="list-style-type: none"> Purchase of a large capacity paper shredder, so that the Department's teaching staff (around 60 people) can shred all the paper waste that is generated by exams, photocopies that are not used and student papers (as the Department teaches arts degrees). As a result, all of the Department's waste paper is gathered in one place. Previously, it was thrown away with the general refuse.
Scope	<ul style="list-style-type: none"> University of Barcelona

Research

Person in charge	<ul style="list-style-type: none"> Nicole Mahy Tenured lecturer, Head of the Neurochemistry Research Group
Action	<ul style="list-style-type: none"> Collaboration in drawing up the doctoral thesis of Algerian university lecturers.
Scope	<ul style="list-style-type: none"> International
Description	<ul style="list-style-type: none"> I help future Algerian university lecturers to write their doctoral theses, by taking on the role of joint supervisor. I also ensure that funding is available from my group's research funds so that the individual can complete his/her thesis and study for a temporary period with my research group to complete experiments and prepare papers.



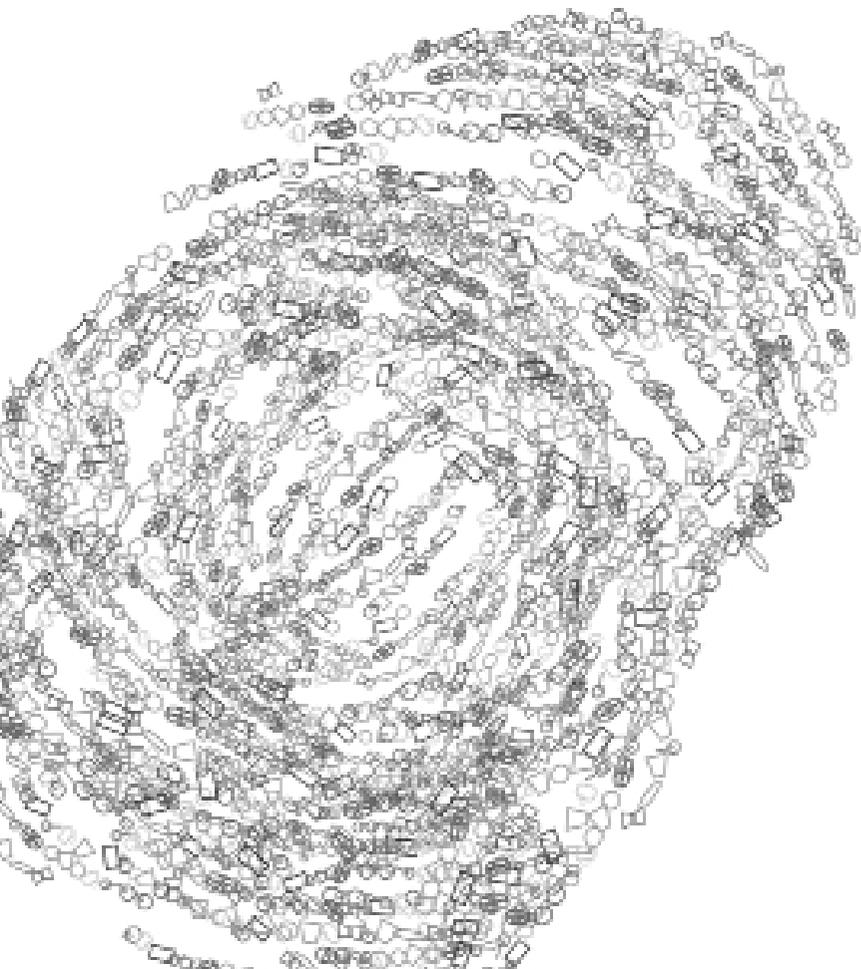
Others

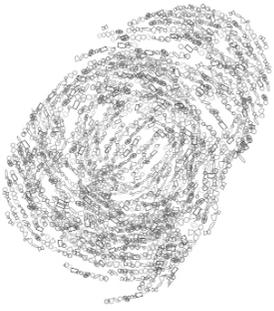
Person in charge	<ul style="list-style-type: none"> • Maite López Sánchez UB coordinator of the interuniversity master's degree course in Artificial Intelligence.
Action	<ul style="list-style-type: none"> • Strengthen the relationship between universities and businesses. Two activities are carried out. The first is repeated every year and is promoted by the University. It involves inviting companies to teach theoretical sessions as part of university degree studies. The second is promoted by the company (as a one-off event) and involves inviting the University to participate in a business conference. Two companies a year are invited to teach in the subject Neural Networks in Finance and Investing, which is part of the master's degree course in Artificial Intelligence. One company that works in the sector is invited to participate in the subject Expansion of Databases, which is part of the Technical Engineering Degree in Computer Systems. Regarding the second type of activity, representatives of the UB gave a talk at the event <i>Oficina CIO: Herramientas para la gestión de la calidad</i>.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Description	<ul style="list-style-type: none"> • The aim of these activities is to increase contact between the business sector and the university, to provide professional opportunities for the students, and to ensure that students have a more realistic view of companies. In the master's degree subject, the lecturer who invites the companies is Salvador Torra Porras (from the Faculty of Economics and Business): storra@ub.edu.
Person in charge	<ul style="list-style-type: none"> • Assumpta Camps Director of Translation and Multicultural Studies (CRET), a government-consolidated research group.
Action	<ul style="list-style-type: none"> • a) Financial: encourage financial transparency in the management of both research and the Department. • b) Social: promote knowledge transfer and scientific dissemination activities that are related to the consolidated research group's work, make research results more accessible to society, promote development cooperation activities with non-EU and developing countries, and increase the number of university extension activities and non-state regulated education activities. • c) Environmental: promote energy saving and recycling.
Scope	<ul style="list-style-type: none"> • Catalonia
Description	<ul style="list-style-type: none"> • The activities will cover three areas and are derived from CRET's Plan of Activities.
Person in charge	<ul style="list-style-type: none"> • Vicenç Molina Lecturer in the Department of Financial and Tax Law
Action	<ul style="list-style-type: none"> • Constantly raise awareness of the effects of our decisions on all areas of financial and business management and on our private lives (for example, consumer choices and our participation in the social fabric and in associations). • Reduce the use of paper in assessments. • Boost oral commentary and the exchange of ideas.
Scope	<ul style="list-style-type: none"> • University of Barcelona
Person in charge	<ul style="list-style-type: none"> • Isabel Vidal President of the Research Centre on Economic and Social Affairs (CIES)
Action	<ul style="list-style-type: none"> • 1. Master's degree course entitled Corporate Social Responsibility. Social Accounting and Auditing (MRS), ninth edition, taught by the University of Barcelona. • 2. A CIES Chair in Corporate Social Responsibility has been created, which approves master's degree final projects and talks for seminars. • 3. Symposium entitled <i>Responsabilitat Social Corporativa i Eficiència Energètica. Claus per a la gestió eficient dels recursos energètics</i>, held in collaboration with the University of Barcelona. • 4. Symposium as part of the International Business Program entitled <i>Social Enterprise. An International Comparison</i>, held in collaboration with the Georgia State University, Atlanta, USA. • 5. Symposium as part of the International Business Program entitled <i>The Global Responsibility of Enterprises: Response to Climate Change</i>, held in collaboration with Georgia State University, Atlanta, USA. • 6. Study and application of <i>Cultura en la toma de decisiones. Prevenció de Riesgos Laborales y la Responsabilidad Social Corporativa</i>.
Scope	<ul style="list-style-type: none"> • International
Description	<ul style="list-style-type: none"> • The origins of the CIES can be traced to academic year 1980-1981, when the Seminar on Cooperative Studies was formed as part of the University of Barcelona's Faculty of Economic Sciences (UB). The entity is now a foundation. Over these past few years, and through its research, teaching and dissemination activities, the CIES has educated experts, government representatives, university lecturers and students from various fields, technicians, businesspeople, managers of movements and baseline entities and other professionals from the business sector. The CIES is focused on studying the relationship between financial interests and social cohesion. This is achieved through the following activities: increasing the reach of research and teaching in the socioeconomic field; carrying out socioeconomic studies to deepen knowledge and disseminating the results.



APPENDIX I: SOCIAL IMPACT OF THE UB

Summary of GRI indicators





Summary of GRI indicators

Characteristics of the report

Due to the creation of the European Higher Education Area (EHEA), European Universities are in a time of change and evolution. Corporate social responsibility plays an essential role in the new educational model that is emerging. The University of Barcelona has been committed to social responsibility since its early days, as can be seen in its Statutes, which state that, as a public university, it is committed to serve society and the Spain. This commitment has been strengthened by the compilation of this first Social Responsibility Report, which follows the recommendations and indications of the Global Reporting Initiative (GRI).

The Report is divided into ten points that are essential to accountability in the three main areas of social responsibility: economic, environmental and social. They are related to the indicators established by the GRI in its latest guidelines (G3). This first Report covers the University of Barcelona's activity in the last academic year (2008-2009). Specifically, the academic information corresponds to September 2008 to August 2009, whilst the financial data are from financial years 2008 and 2009.

As this is the first UB report of its nature, we have added indicators that correspond to previous academic years that have not changed during the period of this first report. However, to obtain an accurate comparison in subsequent reports, we consider that we should reference these data so that future reports can be reformulated. The report will be checked externally.

This Report is the first step. A second, third and subsequent reports will be needed until we achieve excellence in transparency and the rendering of accounts. We are already working on the next report, which will cover academic year 2009–2010.

GRI index

In accordance with the criteria in Version 3 of the GRI guidelines for 2006 on writing sustainability reports (that are widely understood to be corporate social responsibility reports), the following tables link the GRI indicators with the chapters of the University of Barcelona's Social Responsibility Report 2008/2009.



<i>PROFILE</i>		
1.	Strategy and analysis	Page of the report:
1.1	Statement from the most senior decision-maker of the organization.	7
1.2	Description of key impacts, risks, and opportunities.	15-16
2.	Organizational profile	Page of the report:
2.1	Name of the organization.	9
2.2	Primary brands, products, and/or services.	17-41
2.3	Operational structure of the organization, including main divisions, operating companies, subsidiaries, and joint ventures.	17-41
2.4	Location of organization's headquarters.	17-41
2.5	Number of countries where the organization operates, and names of countries with either major operations or that are specifically relevant to the sustainability issues covered in the report.	17-41
2.6	Nature of ownership and legal form.	17-41
2.7	Markets served (including geographic breakdown, sectors served, and types of customers/beneficiaries).	17-41
2.8	Scale of the reporting organization.	17-41
2.9	Significant changes during the reporting period regarding size, structure, or ownership.	17-41
2.10	Awards received in the reporting period.	17-41
3.	Report parameters	Page of the report:
3.1	Reporting period (e.g., fiscal/calendar year) for information provided.	201
3.2	Date of most recent previous report (if any).	201
3.3	Reporting cycle (annual, biennial, etc.)	201
3.4	Contact point for questions regarding the report or its contents.	10
3.5	Process for defining report content.	201
3.6	Boundary of the report (e.g., countries, divisions, subsidiaries, leased facilities, joint ventures, suppliers). See GRI Boundary Protocol for further guidance.	201
3.7	State any specific limitations on the scope or boundary of the report (see completeness principle for explanation of scope).	201
3.8	Basis for reporting on joint ventures, subsidiaries, leased facilities, outsourced operations, and other entities that can significantly affect comparability from period to period and/or between organizations.	201
3.9	Data measurement techniques and the bases of calculations, including assumptions and techniques underlying estimations applied to the compilation of the Indicators and other information in the report. Explain any decisions not to apply, or to substantially diverge from, the GRI Indicator Protocols.	201
3.10	Explanation of the effect of any re-statements of information provided in earlier reports, and the reasons for such re-statement (e.g., mergers/acquisitions, change of base years/periods, nature of business, measurement methods).	201
3.11	Significant changes from previous reporting periods in the scope, boundary, or measurement methods applied in the report.	201
3.12	Table identifying the location of the Standard Disclosures in the report.	202
3.13	Policy and current practice with regard to seeking external assurance for the report.	201
4.	Governance, commitments and engagement	Page of the report:
4.1	Governance structure of the organization, including committees under the highest governance body responsible for specific tasks, such as setting strategy or organizational oversight.	17-41
4.2	Indicate whether the Chair of the highest governance body is also an executive officer.	n.a.
4.3	For organizations that have a unitary board structure, state the number of members of the highest governance body that are independent and/or non-executive members.	n.a.
4.4	Mechanisms for shareholders and employees to provide recommendations or direction to the highest governance body.	17-41
4.5	Linkage between compensation for members of the highest governance body, senior managers, and executives (including departure arrangements), and the organization's performance (including social and environmental performance).	n.a.
4.6	Processes in place for the highest governance body to ensure conflicts of interest are avoided.	17-41
4.7	Process for determining the qualifications and expertise of the members of the highest governance body for guiding the organization's strategy on economic, environmental, and social topics.	17-41
4.8	Internally developed statements of mission or values, codes of conduct, and principles relevant to economic, environmental, and social performance and the status of their implementation.	9-10
4.9	Procedures of the highest governance body for overseeing the organization's identification and management of economic, environmental, and social performance, including relevant risks and opportunities, and adherence or compliance with internationally agreed standards, codes of conduct, and principles.	17-41
4.10	Processes for evaluating the highest governance body's own performance, particularly with respect to economic, environmental, and social performance.	17-41
4.11	Explanation of whether and how the precautionary approach or principle is addressed by the organization.	n.a.

4.12		Externally developed economic, environmental, and social charters, principles, or other initiatives to which the organization subscribes or endorses.	13-15
4.13		Memberships in associations (such as industry associations) and/or national/international advocacy organizations in which the organization: * Has positions in governance bodies; * Participates in projects or committees; * Provides substantive funding beyond routine membership dues; or * Views membership as strategic.	17-41
4.14		List of stakeholder groups engaged by the organization.	(*)
4.15		Basis for identification and selection of stakeholders with whom to engage.	(*)
4.16		Approaches to stakeholder engagement, including frequency of engagement by type and by stakeholder group.	(*)
4.17		Key topics and concerns that have been raised through stakeholder engagement, and how the organization has responded to those key topics and concerns, including through its reporting.	(*)
ECONOMIC INDICATORS			
ECONOMIC			
Aspect: economic performance			Page of the report:
PRIN	EC1	Direct economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings, and payments to capital providers and governments.	114-117
PRIN	EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change.	131
PRIN	EC3	Coverage of the organization's defined benefit plan obligations.	103-104/118
PRIN	EC4	Significant financial assistance received from government.	119
Aspect: market presence			Page of the report:
ADIC	EC5	Range of ratios of standard entry level wage compared to local minimum wage at significant locations of operation.	99-102
PRIN	EC6	Policy, practices, and proportion of spending on locally-based suppliers at significant locations of operation.	n.a.
PRIN	EC7	Procedures for local hiring and proportion of senior management hired from the local community at significant locations of operation.	102
Aspect: indirect economic impact			Page of the report:
PRIN	EC8	Development and impact of infrastructure investments and services provided primarily for public benefit through commercial, in-kind, or pro bono engagement.	141
ADIC	EC9	Understanding and describing significant indirect economic impacts, including the extent of impacts.	63/71
ENVIRONMENTAL INDICATORS			
ENVIRONMENTAL			
Aspect: materials			Page of the report:
PRIN	EN1	Materials used by weight or volume.	(*)
PRIN	EN2	Percentage of materials used that are recycled input materials.	(*)
Aspect: energy			Page of the report:
PRIN	EN3	Direct energy consumption by primary energy source.	124-126
PRIN	EN4	Indirect energy consumption by primary source.	124-126
ADIC	EN5	Energy saved due to conservation and efficiency improvements.	128-129
ADIC	EN6	Initiatives to provide energy-efficient or renewable energy based products and services, and reductions in energy requirements as a result of these initiatives.	(*)

ADIC	EN7	Initiatives to reduce indirect energy consumption and reductions achieved.	138-140
Aspect: water			Page of the report:
PRIN	EN8	Total water withdrawal by source.	n.a.
ADIC	EN9	Water sources significantly affected by withdrawal of water.	n.a.
ADIC	EN10	Percentage and total volume of water recycled and reused.	(*)
Aspect: biodiversity			Page of the report:
PRIN	EN11	Location and size of land owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas.	n.a.
PRIN	EN12	Description of significant impacts of activities, products, and services on biodiversity in protected areas and areas of high biodiversity value outside protected areas.	n.a.
ADIC	EN13	Habitats protected or restored.	n.a.
ADIC	EN14	Strategies, current actions, and future plans for managing impacts on biodiversity.	138-140
ADIC	EN15	Number of IUCN Red List species and national conservation list species with habitats in areas affected by operations, by level of extinction risk.	n.a.
Aspect: emissions, effluents and waste			Page of the report:
PRIN	EN16	Total direct and indirect greenhouse gas emissions by weight.	128
PRIN	EN17	Other relevant indirect greenhouse gas emissions by weight.	128
ADIC	EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved.	138-140
PRIN	EN19	Emissions of ozone-depleting substances by weight.	n.a.
PRIN	EN20	NOx, SOx, and other significant air emissions by type and weight.	n.a.
PRIN	EN21	Total water discharge by quality and destination.	n.a.
PRIN	EN22	Total weight of waste by type and disposal method.	134-137
PRIN	EN23	Total number and volume of significant spills.	n.a.
ADIC	EN24	Weight of transported, imported, exported, or treated waste deemed hazardous under the terms of the Basel Convention Annex I, II, III, and VIII, and percentage of transported waste shipped internationally.	n.a.
ADIC	EN25	Identity, size, protected status, and biodiversity value of water bodies and related habitats significantly affected by the reporting organization's discharges of water and runoff.	n.a.
Aspect: products and services			Page of the report:
PRIN	EN26	Initiatives to mitigate environmental impacts of products and services, and extent of impact mitigation.	138-140
PRIN	EN27	Percentage of products sold and their packaging materials that are reclaimed by category.	n.a.
Aspect: compliance			Page of the report:
PRIN	EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations.	n.a.
Aspect: transport			Page of the report:
ADIC	EN29	Significant environmental impacts of transporting products and other goods and materials used for the organization's operations, and transporting members of the workforce.	138

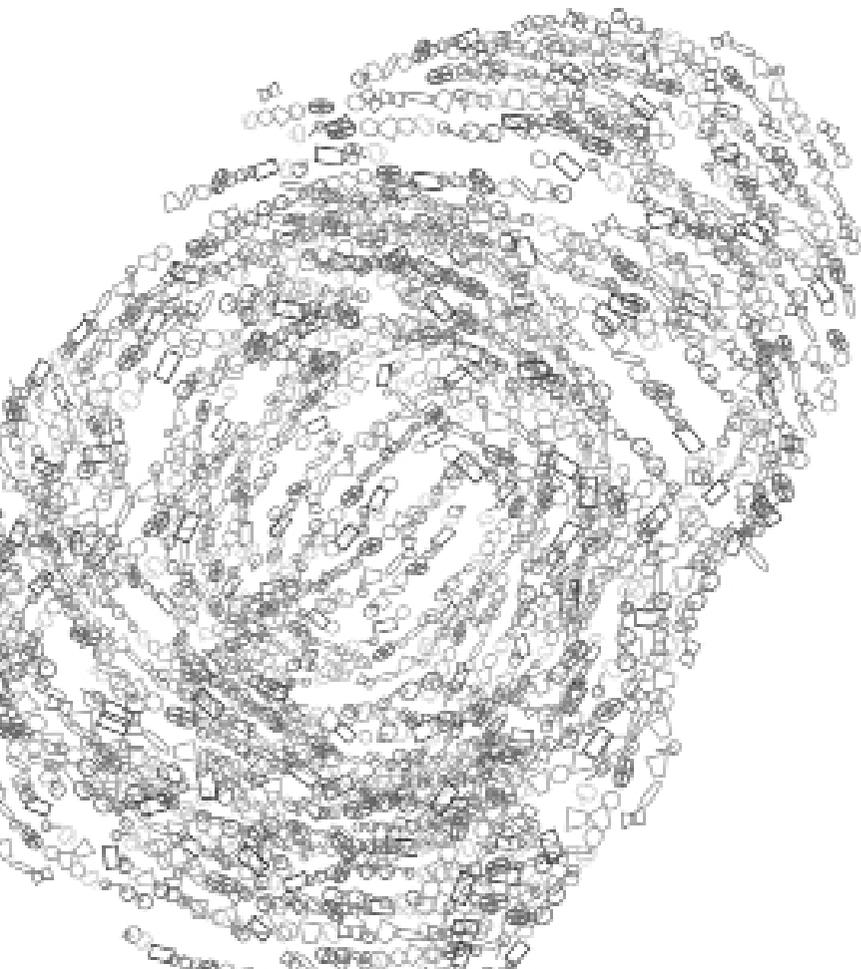
Aspect: overall			Page of the report:
ADIC	EN30	Total environmental protection expenditures and investments by type.	(*)
SOCIAL INDICATORS			
LABOUR PRACTICES AND DECENT WORK			
Aspect: employment			Page of the report:
PRIN	LA1	Total workforce by employment type, employment contract, and region.	99
PRIN	LA2	Total number and rate of employee turnover by age group, gender, and region.	100
ADIC	LA3	Benefits provided to full-time employees that are not provided to temporary or part-time employees, by major operations.	103
Aspect: labor/management relations			Page of the report:
PRIN	LA4	Percentage of employees covered by collective bargaining agreements.	100%
PRIN	LA5	Minimum notice period(s) regarding significant operational changes, including whether it is specified in collective agreements.	99-100
Aspect: occupational health and safety			Page of the report:
ADIC	LA6	Percentage of total workforce represented in formal joint management-worker health and safety committees that help monitor and advise on occupational health and safety programs.	108
PRIN	LA7	Rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities by region.	(*)
PRIN	LA8	Education, training, counseling, prevention, and risk-control programs in place to assist workforce members, their families, or community members regarding serious diseases.	105-108
ADIC	LA9	Health and safety topics covered in formal agreements with trade unions.	105-108
Aspect: training and education			Page of the report:
PRIN	LA10	Average hours of training per year per employee by employee category.	104
ADIC	LA11	Programs for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings.	104
ADIC	LA12	Percentage of employees receiving regular performance and career development reviews.	153-154 (1)
Aspect: diversity and equal opportunities			Page of the report:
PRIN	LA13	Composition of governance bodies and breakdown of employees per category according to gender, age group, minority group membership, and other indicators of diversity.	102
PRIN	LA14	Ratio of basic salary of men to women by employee category.	102/157
HUMAN RIGHTS			
Aspect: diversity and equal opportunity			Page of the report:
PRIN	HR1	Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights screening.	n.a.
PRIN	HR2	Percentage of significant suppliers and contractors that have undergone screening on human rights and actions taken.	n.a.
ADIC	HR3	Total hours of employee training on policies and procedures concerning aspects of human rights that are relevant to operations, including the percentage of employees trained.	n.a.
Aspect: non-discrimination			Page of the report:
PRIN	HR4	Total number of incidents of discrimination and actions taken.	110-111

Aspect: freedom of association and collective bargaining			Page of the report:
PRIN	HR5	Operations identified in which the right to exercise freedom of association and collective bargaining may be at significant risk, and actions taken to support these rights.	109
Aspect: child labour			Page of the report:
PRIN	HR6	Operations identified as having significant risk for incidents of child labor, and measures taken to contribute to the elimination of child labor.	n.a.
Aspect: forced and compulsory labor			Page of the report:
PRIN	HR7	Operations identified as having significant risk for incidents of forced or compulsory labor, and measures taken to contribute to the elimination of forced or compulsory labor.	n.a.
Aspect: security practices			Page of the report:
ADIC	HR8	Percentage of security personnel trained in the organization's policies or procedures concerning aspects of human rights that are relevant to operations.	n.a.
Aspect: indigenous rights			Page of the report:
ADIC	HR9	Total number of incidents of violations involving rights of indigenous people and actions taken.	n.a.
SOCIETY			
Aspect: community			Page of the report:
PRIN	SO1	Nature, scope, and effectiveness of any programs and practices that assess and manage the impacts of operations on communities, including entering, operating, and exiting.	141
Aspect: corruption			Page of the report:
PRIN	SO2	Percentage and total number of business units analyzed for risks related to corruption.	n.a.
PRIN	SO3	Percentage of employees trained in organization's anti-corruption policies and procedures.	n.a.
PRIN	SO4	Actions taken in response to incidents of corruption.	n.a.
Aspect: public policy			Page of the report:
PRIN	SO5	Public policy positions and participation in public policy development and lobbying.	n.a.
ADIC	SO6	Total value of financial and in-kind contributions to political parties, politicians, and related institutions by country.	n.a.
Aspect: anti-competitive behaviour			Page of the report:
ADIC	SO7	Total number of legal actions for anti-competitive behavior, anti-trust, and monopoly practices and their outcomes.	n.a.
Aspect: compliance			Page of the report:
PRIN	SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations.	We have received no sanctions
PRODUCT RESPONSIBILITY			
Aspect: customer health and safety			Page of the report:
PRIN	PR1	Life cycle stages in which health and safety impacts of products and services are assessed for improvement, and percentage of significant products and services categories subject to such procedures.	43-51
ADIC	PR2	Total number of incidents of non-compliance with regulations and voluntary codes concerning health and safety impacts of products and services during their life cycle, by type of outcomes.	There are no cases of failure to meet requirements
Aspect: product and service labelling			Page of the report:
PRIN	PR3	Type of product and service information required by procedures, and percentage of significant products and services subject to such information requirements.	www.ub.edu

ADIC	PR4	Total number of incidents of non-compliance with regulations and voluntary codes concerning product and service information and labeling, by type of outcomes.	There are no cases of failure to meet requirements
ADIC	PR5	Practices related to customer satisfaction, including results of surveys measuring customer satisfaction.	153-154
Aspect: marketing communications			Page of the report:
PRIN	PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship.	n.a.
ADIC	PR7	Total number of incidents of non-compliance with regulations and voluntary codes concerning marketing communications, including advertising, promotion, and sponsorship by type of outcomes.	n.a.
Aspect: customer privacy			Page of the report:
ADIC	PR8	Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data.	n.a.
Aspect: compliance			Page of the report:
PRIN	PR9	Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services.	n.a.
n.a. (*) (1)	Indicator not applicable Indicator not evaluated in this edition of the Report, but to be considered in future editions Only TRS		



**APPENDIX II:
LIST OF ACTIVITY MANAGERS**



APPENDIX II: LIST OF ACTIVITY MANAGERS

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