

# Report on Social Responsibility 2010-2011

The University of Barcelona



**B** Universitat de Barcelona

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# 1 Foreword from the Rector

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The year 2011 has not been an easy one. In the minds of a large part of the university community, budget cutbacks will doubtlessly be one of the predominant images of the past twelve months. These cutbacks have led to a reduction of almost 20% in the Catalan government's ordinary contribution to the UB's funding, in addition to tax hikes and the continued application of pay cuts approved by the central government in 2010. However, thanks to the efforts and commitment of everyone in building a culture of thrift, we have achieved modest progress against indicators and brought the budget deficit under control.

We remain firm in our obligation to work hard and with financial prudence as a public institution committed to the need to push toward transparency and sustainable management. This process has three dimensions: the economic, the environmental and the social.

In the economic dimension, our aim in 2011 has been to ensure that budget cuts do not have an irreversible impact on the quality of the UB. We have made the continuity and diligence of our staff a priority and have implemented SAP financial management software to improve our internal controls, without any serious disruption to university life.

Concerning the environment, the UB has continued work on programs to improve waste management and recycling, to optimize energy efficiency, to achieve sustainable mobility, and to bolster the university's role as a health-promoting institution by following the guidelines and recommendations of our Health, Safety and Environmental Issues Office (OSSMA). Thanks to these efforts, our indicators for environmental sustainability bear comparison with those of other large universities around the world that rank highly in this area.

Finally, in the social dimension, the UB has consolidated projects such as UB Alumni, the University of Experience, the Office for Conflict Resolution and Mediation and the Femcat program, as well as other activities undertaken with industry and business, and we have in-



creased activities in the area of international mobility. These efforts show that, despite the economic situation, we have not forgotten that we are a public institution with a social mission, that we maintain our commitment to disseminating knowledge and culture, and that we are mindful of the internal and external challenges facing us. In the area of human resources, our observance of agreements reached in 2010 regarding the official list of staff positions reinforces our confidence in the ability of UB staff to overcome the current adverse situation, preserving the quality and accessibility of the UB as a public service.

In spite of continued budget tightening, the hardship and frustration caused by losses in purchasing power and labour rights do not overshadow our determination to move forward, dedicating ourselves daily to the task of maintaining the UB as the leading university in Spain in scientific production and one of the highest ranked in the majority of its disciplines, areas and services. For this reason, my closing remark must be to underscore the continued commitment of the UB to our values as a university and to the principles of social responsibility.

Dídac Ramírez  
Rector of the University of Barcelona





# 2

## Summary of key figures

## 2 Summary of key figures

### Outputs

Graduates	Academic year			
	2007-08	2008-09	2009-10	2010-11
Non-EHEA bachelor's degrees	6,811	7,051	7,510	8,016
University master's degrees	821	1,326	2,136	2,115
Doctoral degrees	531	503	469	467
<b>Total</b>	<b>8,163</b>	<b>8,880</b>	<b>10,115</b>	<b>10,598</b>

Source: Planning and Analysis Service

Research – Knowledge and technology transfer	Year			
	2007	2008	2009	2010
Income generated by research and technology transfer ( <i>thousands of euros</i> )	76,643	90,258	108,680	81,206
Research projects* ( <i>thousands of euros</i> )	31,484	52,882	76,715	55,887
Research projects – FBG contracts ( <i>thousands of euros</i> )	14,729	13,663	15,129	9,642
Scientific publications (collated by the Institute for Scientific Information)	3,139	3,323	3,679	3,723
Patent applications	28	31	24	28

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

Source: Research





Ranking	Year			
	2009	2010	2011	2012
<b>Times Higher Education</b>				
Ranking position	186	171	142	201-225
Overall score	56.4	57.2	52.1	–
Position among Spanish universities	1	1	1	2-3
<b>Academic Ranking of World Universities</b>				
Ranking position	152-200	201-300	201-300	201-300
Position among European universities	59-79	75-123	–	–
Position among Spanish universities	1	1-4	1-4	1-3
<b>QS World University Rankings</b>				
Ranking position	171	148	176	187
Overall score	57.16	54.28	50.29	50.9
Position among Spanish universities	1	1	1	2

Source: Planning and Analysis Service

## Awards and honours

### Academic year 2010-11

- 11th International Congress on Obesity Prize for UB research
- MERLOT Classics Award
- DIXIT Award (DIXIT, Social Services Documentation Centre)
- Espasa Essay Prize
- International Water Association Prize
- Science in Action Prize for a UB children's puppet show
- World Health Summit and Pfizer Award
- Honorary Maria Award from the Sitges Film Festival
- Award for Financial Excellence in an Academic Career
- A European Research Council Starting Grant for a Research Project
- European "Estudi General" Award for Scientific Dissemination
- Joan Sardà Dexeus Prize
- Award from the 3rd International Symposium on Advances in Oral Cancer for research on prodigiosins by UB researchers
- Investiture in the Royal Academy of Pharmacy of Catalonia
- Giacomo Leopardi Prize
- Honorary doctorate, University of Girona
- Honorary doctorate, University of Buenos Aires
- Gaudí Award for best short film
- Goya Award for best sound
- Joan Oró Prize for the dissemination of scientific research
- Award for documentary Universo extremo, produced by a UB professor
- ICREA Academy Program
- The European Association for Cancer Research Award
- Sant Jordi Awards from the Institute for Catalan Studies
- Serra i Moret Prize
- Valdés-Salas Prize for Applied Biomedicine
- Appointment to the Royal Academy of Science and Arts of Barcelona
- Honorary doctorate, Ovidius University of Constanta (Romania)
- Bronze Medal for Merit in Policing
- Best Idea of the Year Award, from the journal Actualidad Económica
- Appointment as president of the International Neurotoxicology Association
- Third prize in the Marató competition "Disseminating Research"
- Fellow of the Institute for Catalan Studies
- American Peptide Society's Vincent du Vigneaud Award
- National Prize in Genetics
- Bronze Medal in the Laus Graphic Design and Visual Communications Awards for students
- Second prize in the 1st Rexona Women's Advertising Competition for two students at the School of Cinema and Audiovisual Studies of Catalonia
- Godó Award for Journalism
- Godó Award for Photojournalism
- Honorary Plaque of the Spanish Association of Scientists

Source: [http://www.ub.edu/web/ub/en/universitat/la\\_ub\\_avui/premis/premis.html?](http://www.ub.edu/web/ub/en/universitat/la_ub_avui/premis/premis.html?)



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### **Networks and associations of which the UB is a member**

European University Association (EUA)

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Spanish University Committee on International Relations (CEURI)

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Conference of Rectors of Spanish Universities (CRUE)

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Tordesillas Group

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Ibero-American University Association for Postgraduate Studies (AUIP)

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Coimbra Group

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International Forum of Public Universities (IFPU)

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International Research Universities Network (IRUN)

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### **International university networks that promote internationalization, exchange and collaboration in research**

Inter-university Centre for Development (CINDA)

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Euromed Permanent University Forum (EPUF)

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Peace Programme

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The Vives Network

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Agence Universitaire de la Francophonie (AUF)

---

Mediterranean Universities Union (UNIMED)

---

European University Continuing Education Network (EUCEN)

---

Network of Continuing Education in Latin America (RECLA)

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Virtual Educa

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EUROLIFE

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### **European networks that promote internationalization and collaborative research in life sciences**

Network of European Universities Life Sciences (EUROLIFE)

League of European Research Universities (LERU)

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### **Consortia of leading European research universities that share values and objectives of high quality on the international level**

Foundation of the Confucius Institution in Barcelona

RED-Intur University Network (Inter-university Network of Postgraduates in Tourism)

REDINED – Research

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Source: International Mobility and Programs (OMPI)

## Inputs

UB Infrastructure	Number/area	
	Academic year	
	2009-10	2010-11
Faculties and university schools	19	19
UB-affiliated centres	5	5
Departments	106	106
UB research institutions and centres	23	23
Research institutions and centres in which the UB participates	13	13
Inter-university institutes	2	2
Documentation centres	3	3
Research observatories	9	10
Libraries	18	18
Sports facilities	100,000 m <sup>2</sup>	100,000 m <sup>2</sup>

Source: Planning and Analysis Service

UB Staff	Year			
	2008	2009	2010	2011
Teaching and research staff (TRS)	4,715	4,853	4,995	5,247
Administrative and service staff (AdSS)	2,177	2,294	2,348	2,448

Source: Human Resources

Financial resources (euros)	Year				
	2008	2009	2010	2011	2011 excl. CM***
Net income*	430,939,280	443,909,598	457,649,182	423,285,304	397,526,941
Significant financial resources received from government**	328,971,487	337,828,438	341,356,731	284,617,167	284,617,167

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

\*\* Includes operating transfers and subsidies and capital subsidies received.

\*\*\* Net income excludes halls of residence (CM) to enable comparison between similar data. With CM, net income is 423,285,304, the actual figure from the final accounts for the financial year 2011.

Source: Economic Planning and Budgeting

## UB Group

UB Group members	Charitable teaching organizations
<a href="#">Bosch i Gimpera Foundation (FBG)</a>	<a href="#">Agustí Pedro Pons Foundation</a>
<a href="#">Innovative and Scientific Culture (CIC-UB)</a>	<a href="#">Guasch Coranty Foundation</a>
<a href="#">Barcelona Science Park Foundation (PCB)</a>	<a href="#">Montcelimar Foundation</a>
<a href="#">Institute for Lifelong Learning (IL3-UB)</a>	Amigó Cuyàs Foundation
<a href="#">Josep Finestres Foundation (FJF)</a>	
<a href="#">UB Solidarity Foundation</a>	

Source: Rector's Office





# 3

## Governance at the University of Barcelona



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## 3 Governance at the University of Barcelona

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The University of Barcelona is a public, not-for-profit institution governed by collective bodies that represent the four groups of stakeholders in the University: teaching and research staff (TRS), administrative and service staff (AdSS), the students, and Catalan society. The first three groups constitute the university community.

The UB Statutes drive the participation of the university community in shaping the framework of academic learning, teaching and study, in research, and in transferring university activities into society.

### Description of governing bodies<sup>1</sup>

#### Rector<sup>2</sup>

**Election:** the Rector is elected by the university community, through free, secret, direct universal suffrage, from the body of university professors active in service to the University of Barcelona.

**Renewal:** the Rector's mandate has a duration of four years, and is renewable for one additional term only.

**Functions:** the Rector is the highest academic authority of the University and its legal representative. As a one-person governing body, the Rector is responsible for the direction and management of the University.

1. A comprehensive description of the governing bodies is given in the 2010 report.

2. Articles 71-76 of the UB Statutes.



### Senate<sup>3</sup>

The University Senate is a collegial body and the highest representative body of the university community.

**Election:** the stakeholder groups that make up the university community elect their delegates to the University Senate.

#### Distribution of stakeholder group members in the University Senate (2011)

Stakeholder groups	%	Real number
Civil service postdoctoral TRS	52.31%	147
Non-postdoctoral or UB-contracted TRS	8.90%	25
Administrative and service staff	10.68%	Up to 30 members
Students	28.11%	79
<b>Total members</b>		<b>281</b>
Men	55.87%	157
Women	44.13%	124

Each of the Senate members has voting rights, under the one person, one vote policy.

**Renewal:** the University Senate is renewed every four years, and student representative members every two years.

3. Articles 54-59 of the UB Statutes.

**Functions:** the Senate's functions include drafting, modifying and, where appropriate, developing the UB Statutes, monitoring the management of posts and the University's governing bodies, approving the general guidelines for University activities and, in extraordinary circumstances, calling elections for a new Rector (in response to a motion by one third of the members and subsequent approval by two thirds).

### Governing Council<sup>4</sup>

The Governing Council is the collegial body for governance at the University of Barcelona. It meets at least once every two months and when requested by at least one fifth of its members.

#### Distribution of stakeholder group members in the Governing Council (2011)

Stakeholder groups	%	Real number
TRS	73.68%	42
AdSS	10.53%	6
UB	10.53%	6
Representatives of society	5.26%	3
<b>Total members</b>		<b>57</b>
Men	78.95%	45
Women	21.05%	12

**Functions:** the Governing Council is responsible for setting the University's strategic and programmatic approaches to operations, and establishing guidelines and procedures for applying these to the organization of learning and teaching, research, human resources, and finance and budgeting.

The Governing Council is also empowered to create area-specific committees.

The delegate committees of the Governing Council for 2011 were as follows:

- Academic Committee
- Libraries Committee
- Doctoral Committee
- Finance Committee
- AdSS Committee
- Science Policy Committee
- Language Policy Committee
- Teaching Committee
- Research Committee
- Regulations Committee
- Scientific-Technical Services Committee

4. Articles 60-63 of the UB Statutes.



Each of these delegate committees includes representation of the three stakeholder groups that make up the university community. All participating members have voting rights in accordance with the one person, one vote policy.

### Executive Council<sup>5</sup>

The Rector exercises his or her powers assisted by and presiding over the Executive Council, which is formed by the Vice-Rectors, the General Secretary and the General Manager. The Rector may appoint delegates for specific functions from all members of the university community.

Executive Council 2010 by stakeholder group:

Stakeholder groups	%	Real number
TRS	88.89%	16
AdSS	11.11%	2
<b>Total members</b>		<b>18</b>
Men	66.67%	12
Women	33.33%	6

5. Article 74 of the UB Statutes.

## Board of Trustees<sup>6</sup>

The Board of Trustees is the body through which civil society participates in the University and the University relates to Catalan society.

**Composition:** of the fifteen members representing diverse stakeholder groups, eight come from outside the UB, representing Catalan society (plus an additional guest representative without official member status) and seven representatives come from the UB community.

The table below shows the composition of the Board of Trustees in 2011:

Stakeholder groups	%	Real number
TRS	18.75%	3
AdSS	18.75%	3
Students	6.25%	1
Representatives of society	56.25%	8+1
<b>Total members</b>		<b>15 (+1)</b>
Men	81.25%	13
Women	18.75%	3

**Functions:** in line with current legislation the responsibilities of the Board of Trustees include overseeing the University's economic activities and the performance of its services, as well as fostering the collaboration of society in its financing.

## Faculty and university school boards<sup>7</sup>

### Composition of the faculty and university school boards

Stakeholder groups	%
Civil service teaching staff	51%
Other TRS members	9%
Students, including doctoral students	30%
Administrative and service staff	10%

## Academic councils

The academic councils ensure coherence and the interrelationship of the subjects of each course taught at the University, and that the teaching provided suits the teaching plan for each course.

6. Articles 67-70 of the UB Statutes.

7. Articles 13-25 of the UB Statutes.



## Composition of academic councils

Stakeholder groups	
TRS	At least one member of the teaching staff from each department involved in tuition for the course or group of courses; without voting rights.
AdSS	A member of administrative and service staff who holds a position associated with the academic management of the course(s).
Students	An enrolled student from each course or group of courses, equalling in number the representative teaching staff on the council.

## Committees delegated by faculty and university school boards

Faculty and university school regulations establish the organization and regulate the creation of bodies, committees and delegations necessary for the effective exercise of their duties.

These committees are:

- Academic Committee
- Permanent Academic Committee
- Teaching Committee
- Research Committee
- Doctoral Committee
- Library Committee





- 
- Culture Committee
  - Language Policy Committee
  - Teaching Development and Innovation Committee
  - AdSS Committee
  - Equality Committee
  - Postgraduate and Lifelong Learning Committee

### **Department councils<sup>8</sup>**

In 2011, the University of Barcelona had 106 departments.

### **Ombuds Office<sup>9</sup>**

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

### **Other mechanisms available to stakeholders for communicating recommendations and concerns to the University's highest governing body**

- Rector's page with blog.
- Basic Support for Cooperative Work (BSCW). A tool for collaborative online work, allowing interaction and information exchange without physical barriers or time constraints.
- The UB website.

8. Articles 26-36 of the UB Statutes.

9. Article 66 of the UB Statutes.



Throughout this report, various mechanisms of communication with stakeholder groups are described. With respect to students, for example, the aim is to create an observatory on students. For AdSS staff, satisfaction surveys are conducted.

### **Procedures carried out by the University's highest governing body**

#### **Procedure for determination of the composition, and legal capacitation of members of the University's highest governing body**

In accordance with the Statutes of the University of Barcelona, the appointment of members to the highest governing body is conducted democratically and the different stakeholder groups of the university community take part.

#### **Procedures carried out by the University's highest governing body by which the organization oversees identification and management of economic, environmental and social operations**

- The Corporate Social Responsibility Committee, with legitimacy over governing bodies.
- The Sustainability Committee.
- The Health, Safety and Environmental Issues Office (OSSMA), which issues mandatory control reports and warning notifications to ensure compliance with regulations and policies on sustainability.
- The governing bodies mentioned above.

#### **Procedures for evaluating the performance of the highest governing body, particularly with respect to economic, environmental and social indicators**

Legislation establishes the responsibilities of the highest governing body, which include overseeing the University's economic activities and extend to fostering collaboration with society through representation on the Board of Trustees. The Senate also exercises control functions in all areas.

## **Operational structure of the University of Barcelona**

The University of Barcelona has nineteen faculties and university schools, which are distributed over six campuses and five UB-affiliated centres.

### **Functions of the management team**

- Directing and managing University resources under the guidance of the Rector and following the guidelines established by the Governing Council and the Board of Trustees.
- Developing and applying operating standards to improve the function of the University administration.
- Overseeing the compliance of UB personnel with the University's safety, health and environmental regulations so as to facilitate and guarantee safe working conditions for all personnel in their professional activities.
- Assuming responsibility for the professional activity of the University's administrative and service staff, in meetings with the rector and before the Senate.

## Significant changes in the size, structure and property of the organization during the period 2008-11

- Change of Rector (elections held in November 2008).
- Merging of the University School of Business Studies and the Faculty of Economic and Business Sciences to create the new Faculty of Economics and Business (2009).
- Academic year 2010-11: two new bachelor's degree courses launched at the Torribera campus, affiliation with the Centre for Higher Studies in Nutrition and Dietetics (CESNID), and expansion in the form of a new campus area of 7000m<sup>2</sup>.
- Creation of the Internal Control, Risks and Corporate Social Responsibility Office. The UB is the first Catalan public university with an internal control body that carries out prior auditing of all activities with an economic element and subsequent financial evaluation.

### Objectives for 2012:

- Approval of the list of staff positions.
- Creation of the doctoral school, with a different relationship between faculty and teaching staff.
- Proposal to modify the operational structure of the University, with the introduction of the campus element and possible concentrations of faculties in order to increase management effectiveness and efficiency.

## Mission, vision and values

### Mission

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

[\[+\] Article 3 of the UB Statutes](#)

Our mission is to make the UB the first-choice university for prospective students and to build on our capabilities 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 supports the social environment.



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## Values

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

[\[+\] Article 4 of the UB Statutes](#)

We believe in these values and in a culture of responsibility that begins with university autonomy and embraces 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.

## Principal impacts, risks and opportunities

The existing context of falling government revenues has been aggravated over the current financial year. This decline has consolidated a policy of spending cuts, with consequent reductions in public-sector budgets, as well as tax increases and rising public-sector prices. The impact on the University of Barcelona is direct, because the University relies on transfers from the Catalan government.

Over the past financial year, uncertainty has risen sharply and budget decisions remain unpredictable. Additional cutbacks are possible at any moment, posing an additional difficulty to the already complex financial and economic management of our University.



Activity/assessment	Priority	Impact	Risk	Opportunity	Indicator
Teaching	Successful adaptation to the European Higher Education Area (EHEA)	Development in knowledge areas currently in demand by markets and society	Failure to meet initial goals as a result of economic shortfalls and legal changes	Increase in student employability and academic performance	Enrolment of incoming undergraduate students / places offered
Research	Be among the top 150 universities worldwide	Greater attraction of resources and talent, and of benefits to science as a result of being an intensive research university	Increase in personnel and infrastructure difficult to sustain financially	Greater scientific production and international reach	Position in the THE ranking
Transfers	Increase activities and results from transfer	Higher self-generated income and external valuations of the University's activities	Excessive market orientation of a public service (higher education)	Increased level of self-funding and autonomy in research and teaching	Income from patents and transfer
Management	A balanced budget	Improved solvency	Cessation of growth projects	Improving the financial situation	Budget results

Source: Economic Planning and Budgeting

## Financial information

Financial resources (euros)	Year			
	2008	2009	2010	2011
Net income*	430,939,280	443,909,598	457,649,182	423,285,304
Significant financial resources received from government**	328,971,487	337,828,438	341,356,731	284,617,167

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

\*\* Includes operating transfers and subsidies and capital subsidies received.

Source: Economic Planning and Budgeting

## Budget history 2008-11 (millions of euros)

Budget history	Year			
	2008	2009	2010	2011
<b>Statement of expenditure</b>				
Staff costs	274.504	287.153	285.289	282.568
• TRS	167.326	174.172	171.892	-
• ADSS	85.599	90.943	91.388	-
• Others	21.579	22.038	22.009	-
Current expenditure: goods and services	59.697	60.547	64.072	62.185
Financial costs	0.234	0.14	0.20	0.18
Current transfers	16.304	17.414	21.322	21.457
Real estate investments	54.454	54.7	58.427	46.382
Capital transfers	4.328	4.694	6.154	1.673
Financial assets	0.105	0.01	0.857	0.299
Financial liabilities	18.123	1.367	0.829	0.731
<b>Total</b>	<b>427.749</b>	<b>426.025</b>	<b>437.15</b>	<b>415.475</b>
<b>Statement of revenue</b>				
Taxes, public price fees and other income	92.834	94.546	100.984	104.706
Current transfers	270.182	298.095	301.066	248.287
Income from equity	2.790	2.652	2.193	21.235
Capital transfers	58.790	39.734	40.29	36.33
Financial assets	0	0	0	0.089
Financial liabilities	6.343	8.883	13.116	12.638
<b>Total</b>	<b>430.939</b>	<b>443.910</b>	<b>457.649</b>	<b>423.285</b>

Source: Economic Planning and Budgeting

Data in the table of statements of expenditure and revenue must, of course, be nuanced and rounded and include final income and costs, which, given normal differences in dates of admission and realization of associated expenses, cause a deviation in the budget results for each year that must be accounted for. As such, below are the financial year's budget results excluding the impact of final income and costs. For a more accurate picture of the budget history the accumulated deficit must also be considered.

Budget results by year as indicated (euros):

	Year			
	2008	2009	2010	2011
Budget outcome	-9,833,132.42	238,220.66	7,448,002.12	-5,751,320.94
Accumulated deficit at 31 December	-82,710,571.12	-81,934,157.49	-58,007,643.90	-66,126,451.68

Source: Economic Planning and Budgeting



# 4

Creating value  
for society



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## 4 Creating value for society

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### Quality training

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

#### Course offering (*number of courses*)

Course type	2008-09	2009-10	2010-11
Bachelor's degrees	–	49	64
Non-EHEA bachelor's degrees	76	20	6
University master's degrees	115	130	146
Doctoral programs	68	68	71
Doctoral programs receiving Excellence Awards	43	30	30
Postgraduate courses	326	338	440
University extension courses	56	71	56
Corporate lifelong learning courses and open courses (IL3)	487	728	566

Source: Planning and Analysis Service

**UB**

UB	2008-09	% women	2009-10	% women	2010-11	% women
<b>Non-EHEA bachelor's degrees</b>						
<b>Total</b>	<b>48,985</b>	<b>62.8</b>	<b>38,073</b>	<b>60.8</b>	<b>26,227</b>	<b>60.3</b>
FTE students	36,890	63.4	28,628	61.7	19,100	–
Incoming students	11,720	62.8	4,061	51.2	804	–
Postgraduate students	7,051	68.6	7,510	68.8	8,016	–
International students	2,297	–	1,909	–	1,232	–
<b>Bachelor's degrees</b>						
<b>Total</b>	<b>–</b>	<b>–</b>	<b>10,717</b>	<b>68.5</b>	<b>22,328</b>	<b>63.7</b>
FTE students	–	–	9,727.7	68.7	20,714	–
Incoming students	–	–	7,869	67.8	10,911	–
Postgraduate students	–	–	–	–	–	–
International students	–	–	783	–	1,482	–
<b>University master's degrees</b>						
<b>Total</b>	<b>3,905</b>	<b>64.7</b>	<b>4,993</b>	<b>65.0</b>	<b>5,235</b>	<b>64.0</b>
Incoming students	2,597	63.5	3,101	64.2	3,366	63.1
Postgraduate students	–	–	2,136	64.4	2,115	–
International students	1,227	–	1,525	–	1,434	–
<b>Doctoral students</b>						
Postgraduate courses	8,642	74.2	9,520	74.1	10,175	–
University extension courses	1,400	–	1,304	–	1,229	–
Lifelong learning – IL3	30,992	68.0	28,535	59.2	24,019	71.4
School of Modern Languages	4,297	62.8	4,204	65.0	4,315	64.4
Spanish language courses	2,516	65.0	2,544	65.8	2,471	67.6
Catalan language courses (UB Language Services)	3,032	67.0	3,471	66.9	3,027	68.9
Summer courses	2,275	67.8	2,234	66.2	1,624	61.1
Institute of Education Sciences	14,088	61.0	10,708	63.5	8,032	66.0
Courses for Senior Citizens	4,000	78.0	4,000	78.0	3,685	78.0

Source: Planning and Analysis Service

## Quality teaching

### WORKING to increase students' employability and academic performance

The University of Barcelona has continued to implement actions aimed at improving the academic performance and employability of its students. These actions include:

- implementing new teaching methodologies;
- implementing teaching management systems, including the use of smaller groups within highly populated courses;
- increasing the use of teaching materials available in electronic format through the UB Virtual Campus;
- further developing tutorial activities;
- launching courses designed to help new students make the transition from upper secondary education to university;
- increasing the number of courses taught in English.

Academic performance of students	Academic year				Objective
	2007-08	2008-09	2009-10	2010-11	
Standard credits completed / standard credits enrolled in	68.00%	70.00%	72.60%	75.20%	Improvement of 10% on 2008
% efficiency rate for graduates (credits passed / credits taken)	Officially recognized degrees:	79.1%	76.5%	80.8%	Improvement of 10% on 2008
	UB-specific degrees:	79.8%	83.7%	84.6%	
Withdrawals/enrolments	11.30%	12%	11.95%	11.24%	Improvement of 20% on 2008
	(5,557/49,197)	(5,802/48,431)	(5,650/47,283)	(5,291/47,063)	

Source: Rector's Office



The most positive trends in the table pertain to the increasing ratio of standard credits completed to credits enrolled in and to the declining level of withdrawals.

It is more difficult to draw conclusions about the efficiency rates for graduates, with either UB-specific degrees or officially recognized degrees, because both rates declined over the past year after rising in 2009-10.

**Comments on the objectives set for 2011:**

The target set in last year’s report was to achieve an increase of 5% in the ratio of credits passed to credits taken with respect to the previous year and to reduce the rate of withdrawals by 5% over the same period. For the ratio of credits passed to credits taken, a clear upward trend is visible, but the increase is slightly less than the objective of 5%. In the case of withdrawals, however, the objective has clearly been achieved.

**Objectives for 2012:**

The University is motivated by the challenge of continuing its work, and for 2012 is committed to taking actions that lead to:

- an increase of 10% in the ratio of credits passed to credits taken with respect to the data for the academic year 2008-09;
- an increase of 10% in the efficiency rate for graduates with respect to data for the academic year 2008-09, although it is not possible to ensure the achievement of this goal;
- a reduction of 20% in the rate of student withdrawals from studies with respect to data for the academic year 2008-09, although it is not possible to ensure the achievement of this goal.

**WORKING to increase the proportion of students in 1st- and 2nd-cycle university studies that complete professional practice as part of their training**

The University of Barcelona encourages students and graduates to take the all-important step from university into the workforce in the best way possible through a series of actions.

The Feina UB program is set up to do this and works in the two distinct areas of work placements and career guidance. It has a team of career guidance professionals and access to in-company work placement offerings and job listings.

Student employment	Academic year				Objective
	2007-08	2008-09	2009-10	2010-11	2011-12
Students in work placements	27.0%	23.5%	25.3%	22.8%	30%
	(1,840/6,811)	(1,660/7,051)	(1,898/7,510)	(1,831/8,016)	
Careers guidance courses (vocational and professional) (real number)	–	3,683	3,793	3,805	4,000

Source: Rector’s Office

For the academic year 2010-11:

- 3,805 career guidance courses were provided, 12 more than in the previous year.
- 1,831 students were employed in work placements, 67 fewer than in the previous year. This decline is the result of the growth of placements that are included in course syllabuses, which have grown dramatically (from less than 2,000 placements annually to more than 10,000).

#### **Comments on the objectives set for 2011:**

While our target for graduates taking up external work placements was 30% for 2011, the actual figure came in at 22.8%. Nonetheless, the cause for this shortfall points to effective action by the UB in the area of placements built into the syllabuses of optional or compulsory undergraduate subjects. In recent years, these placements have grown sharply and the consolidation of this approach to placements is the primary reason for the decline in professional work placements, which are not built into undergraduate syllabuses. The above table shows data only for professional work placements and this explains the fall apparent in the data. The overall number of UB students completing either type of placement, however, has risen.

In the case of career guidance courses, the target was to reach 4,000 by 2012. As a result, we will need to wait for next year's report to determine whether we meet the objective.

#### **Objectives for 2012:**

- Boost the number of students that go into professional work placements, with a target set at 30% of graduates for 2011-12. It should be mentioned that the report for 2009-2010 initially proposed a target of 40%, but this target has been revised to be more realistic after seeing the results for last year.
- Reach a target of 4,000 career guidance courses.

### **WORKING to lead improvements and innovation in teaching**

The University of Barcelona has striven to take advantage of opportunities provided by our obligation to adapt to the ongoing construction of the European Higher Education Area (EHEA). Our courses now fall into the three university qualification levels: EHEA bachelor's degrees, master's degrees and doctoral studies. This structure is in line with approaches taken by the vast majority of European universities, and satisfies EHEA agreements.

Since the academic year 2009-10, all UB faculties, schools, departments and academic councils have dealt with two curricular arrangements simultaneously: the pre-EHEA programs and the new degree curricula that conform to EHEA requirements. Consequent to the change is that the non-EHEA degree courses (Licenciatura degrees and diplomas) are being phased out, while EHEA bachelor's degrees and master's degrees are being newly implemented.

This effort to implement new studies alongside the existing courses is being done without any additional financial resources and thanks to the efforts of all personnel, TRS and AdSS, and everyone involved at every level.

The implementation of the EHEA has also resulted in two simultaneous kinds of master's degree courses on offer: university master's degree courses and UB-specific degrees. The



UB-specific master's degrees, which first appeared at the UB over twenty years ago, are more numerous, while the university master's degree courses started to be offered in the academic year 2007-08.

Implementation of the EHEA	Academic year				Objective
	2007-08	2008-09	2009-10	2010-11	2011-12
Bachelor's degrees	0	0	49	64	65
University master's degrees	88	115	130	146	130
Favourably assessed TRS / potential TRS in teaching assessment calls (standard calls)	63.6% (351/552)	50.9% (265/521)	65.3% (322/493)	73.0% (340/466)	75%
	2007 call	2008 call	2009 call	2010 call	

Source: Rector's Office

In 2010 the University of Barcelona first launched bachelor's degrees and UB-specific master's degrees adapted to the EHEA.

With our desire to lead improvement and innovation in teaching, we ask full-time teaching staff to take part voluntarily in teaching assessment programs to evaluate the services they are providing. In the academic year 2009-10, 73% of the University's teaching staff underwent assessments in this manner.

#### Objectives for 2012:

- Consolidate a stable offering of 60 bachelor's degrees.
- Consolidate a stable offering of 130 university master's degrees.
- Achieve an assessment rate of 75% of all full-time university teaching staff.





## WORKING to promote the use of Catalan as the UB's specific and official language

The University of Barcelona actively promotes the use of Catalan. The University holds the view that this promotion helps us to stand out, create involvement, improve our services and, ultimately, create value for all members of the university community.

**Actions:** Through the Catalan language promotion network XDL (*Xarxa de Dinamització Lingüística*), comprising team members from governing bodies of each of the UB's faculties and schools, activities and promotional initiatives are organized to achieve this goal.

Use of Catalan	Academic year			Objective
	2008-09	2009-10	2010-11	2011-12
Percentage of teaching in Catalan	64.30%	62.60%	70.20%	70%

Source: Rector's Office

**Trends in Catalan use for teaching at the UB:** from 2008-09 to 2009-10, a slight decline occurred. However, there was a significant improvement during 2010-11, bringing the percentage of teaching in Catalan to more than 70%.

**Challenge:** our main concern at present is to provide all members of the university community with what is referred to as linguistic security, i.e., that the guarantee that any person can express themselves both orally and in writing in the official language of his or her choice and that it will be understood by the intended recipient.



### Comments on the objectives set for 2011:

Our target was to ensure that 70% of teaching was provided in Catalan and the table shows that we have achieved this objective.

### Objectives for 2012:

- Take measures to maintain 70% of teaching in Catalan at the University of Barcelona.
- Incorporate the use of Catalan as a subject of Social Responsibility.

### WORKING to boost internationalization

The University of Barcelona has a large number of international students who are attracted by the high quality of the University's academic offering.

International students at the UB by course type	Academic year 2009-10		Academic year 2010-11	
	International students	% of total students	International students	% of total students
Non-EHEA bachelor's degrees	1,909	4.8	1,232	4.5
Bachelor's degrees	783	6.5	1,482	6.1
University master's degrees	1,525	29.5	1,434	26.5
Doctoral programs (EHEA doctorates and thesis supervision)	1,064	29.3	1,341	31.7
UB-specific master's degrees	1,203	23.2	1,257	23.1
Postgraduate courses	434	10	460	9.7
University extension courses	116	8.9	167	13.6
<b>Total</b>	<b>7,034</b>	<b>9.9</b>	<b>7,373</b>	<b>10.1</b>

Source: International Mobility and Programs

As the table above shows, the number of international students is particularly significant in doctoral programs and in the university master's degree courses. As an example of the University's rich diversity, these students represent 120 different nationalities.

Our growing internationalization is also reflected in the international agreements we have signed, the nationalities of teaching and research staff working at the University, and our academic offering (double degrees and Erasmus Mundus joint master's degree courses).

Internationalization	2010-11
Number of international agreements	1,630
Number of international students	9,202*
Number of international teaching staff	173

\* This number includes 7,373 regular UB students and 1,829 international students studying at the UB under exchange programs.

Source: International Mobility and Programs

International academic offer	Academic year			
	2008-09	2009-10	2010-11	2011-12
Double degrees	–	2	2	2
Joint university master's degrees: Erasmus Mundus programs	1	2	4	5

Source: International Mobility and Programs

Double degrees are undergraduate degrees that have curriculums agreed jointly by the UB and a foreign university. Graduating students receive an official degree from both participating universities.

The joint university master's degree courses of Erasmus Mundus are taught by two or more universities from two or more countries. Students receive part of their training in at least two of the participating universities (which must be in different countries). The offering of this type of master's degree course is clearly on the rise.

### Mobility

The University of Barcelona promotes exchanges with foreign universities for our teaching and research staff, our administrative and service staff and our students. Our belief is that these stays provide significant value added for the University and for the individuals who take part.

#### Student mobility

The Erasmus program is the key element for the mobility of full-time students between European universities. However, other programs also enable students to take part in exchanges in other universities around the world.

Mobility of students in all exchange programs	2007-08	2008-09	2009-10	2010-11
UB students on exchange programs outside Spain	725	790	894	1,070
Visiting students participating in exchange programs, Study Aboard or specific agreements with the US	1,808	1,748	1,599	1,829

Source: International Mobility and Programs

UB students enrolled on official bachelor's degrees and non-EHEA bachelor's degrees are increasingly opting to take up placements of at least one semester at another European university. However, it should be noted that the number of foreign students hosted by the University of Barcelona is greater than the number of students from the University of Barcelona who opt for an international exchange.

The table below shows the various destinations of UB students on exchange programs abroad, as well as the home countries of international students at the UB here on exchange programs. The table also includes students on programs such as Study Abroad and students taking part in specific agreements with the US. These students come to the UB for a short period to pursue specific studies. Because these programs are not strictly exchange programs, no UB student goes in the opposite direction.

Geographic area	2008-2009		2009-2010		2010-2011	
	UB students	International students	UB students	International students	UB students	International students
Europe - Erasmus	640	1,083	741	1,042	922	1,090
Europe (EU, non-Erasmus)	60	84	81	14	18	46
Europe (non-EU)	0	1	0	7	16	21
United States and Canada	37	263	16	301	34	312
Latin America	40	283	44	193	69	303
Mediterranean (including Arab countries) and Sub-Saharan Africa	0	20	0	19	0	25
Asia and Oceania	13	14	12	23	11	33
<b>Total</b>	<b>790</b>	<b>1,748</b>	<b>894</b>	<b>1,599</b>	<b>1,070</b>	<b>1,829</b>

Source: International Mobility and Programs

### *Mobility of UB employees*

UB employees also have the opportunity to pursue short stays abroad.

TRS mobility	2008-09	2009-10	2010-11
UB TRS on exchange programs	256	314	220
International TRS visiting the UB under exchange programs	185	138	137
UB TRS on Erasmus Mundus exchanges	–	–	4

Source: International Mobility and Programs.



The number of UB teaching and research staff who go abroad on short stays is much higher than the number of international teaching and research staff who come to the UB on short stays.

AdSS mobility	2008-09	2009-10	2010-11
UB AdSS on exchange programs	10	8	10
International AdSS visiting the UB under exchange programs	1	10	22

Source: International Mobility and Programs

Mobility is lower among AdSS staff than among TRS staff, largely because the number of available spaces is much lower.

Geographic area	2008-2009				2009-2010				2010-2011			
	UB		International		UB		International		UB		International	
	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS
Europe - Erasmus	55	10	1	1	67	8	0	10	66	10	0	22
Europe (EU, non-Erasmus)	0	0	0	0	0	0	3	0	0	0	1	0
Europe (non-EU)	0	0	0	0	0	0	0	0	0	0	0	0
United States and Canada	0	0	0	0	5	0	0	0	6	0	3	0
Latin America	147	0	133	0	203	0	100	0	105	0	99	0
Mediterranean (including Arab countries)	54	0	51	0	33	0	31	0	26	0	22	0
Sub-Saharan Africa	0	0	0	0	6	0	4	0	14	0	12	0
Asia and Oceania	0	0	0	0	0	0	0	0	3	0	0	0
<b>Total</b>	<b>256</b>	<b>10</b>	<b>185</b>	<b>1</b>	<b>314</b>	<b>8</b>	<b>138</b>	<b>10</b>	<b>220</b>	<b>10</b>	<b>137</b>	<b>22</b>

Source: International Mobility and Programs

In recent years, AdSS exchanges have been limited to European countries, both for UB employees going abroad and for international staff visiting the UB. By contrast, TRS exchanges more typically involve Latin America as destination or origin.

#### Comments on the objectives set for 2011:

The target set in last year's report was to manage five university master's degree courses within the framework of the Erasmus Mundus program. In the end, we achieved only four and therefore failed to meet our target. However, for the academic year 2011-12, we have successfully managed five.

#### Objective for 2012:

To continue networking with other European universities within the framework of the Erasmus Mundus program and to consolidate the UB's presence as a coordinating institution in Erasmus Mundus programs.



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## Participation, communication and support aimed at students

### **WORKING to provide better information and communication with students**

The role of students at the University is twofold. Firstly, each student is the beneficiary of training services provided by the University of Barcelona, as well as a range of additional services of all kinds (sports, accommodation, language school, libraries, financial aid, etc.) that complement and facilitate full-time study. Secondly, students have a crucial role to play in their own governance through participation in the University's governing bodies and in decision-making at the University through representation, as defined in the Statutes.

Student representation is channelled through biannual elections for associations or groups formed ad hoc to represent the student body in the various governing bodies, such as the Senate (30% representation), faculty and university school boards (30%), and academic councils (50%). Department councils are selected from among the students on the academic councils, and the delegate committees of the Governing Council and faculty and university school boards are selected from the Senate and the Advisory Board, but they do not have an additional electoral process.

The students elected to the Senate from the Student Council at the UB. Its operation is organized and governed by its own regulations, with the approval of the Governing Council. The University, through the vice-rectors responsible for the Student Support Service (SAE), organizes elections for representatives in the various governing bodies and oversees the process.

### **Participation and dialogue with students**

The Vice-Rector for Students and the directors and heads of studies are responsible for establishing and promoting the maximum participation of students in the governance of the University. For this reason, we have established various channels of communication with students, especially the elected student representatives.



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In 2011, the University hired a platform manager to work with the websites of any groups or associations that request assistance. This resource is highly necessary in the technological world in which we live, because it facilitates communication with other students.

In addition, two videos were produced, one on participation and the other on the recently approved Statutes of the University Student. They are accessible on the UB website and on the websites of the faculties and university schools. Student representatives received all the information on a USB memory stick in the academic year 2011-12.

Two relevant documents have also been produced: the UB Student Handbook and the Guide for Student Representatives, which are available for download on the Virtual Campus. The Handbook collates students' rights and obligations, as extracted from the UB Statutes and the Statutes of the University Student, and it presents a basic list of points relating to co-existence and consideration at the university. The Guide for Student Representatives provides a brief compilation of what is expected of an elected student representative in each of the governing bodies.

One of the key objectives of the University of Barcelona for 2012 is the implementation of the Observatory on Students.

The Observatory on Students is an ambitious project and the first of its kind in Spain. Its objective is to act as a tool aimed at students, analysing their sensibilities and sending this information to the governing bodies as input for the design of university policies.

The purpose is to conduct and publish studies on student university life, enabling the competent authorities to obtain sufficient information to improve policies that address students.

Organizationally, the Observatory on Students falls under the mandate of the Office of the Vice-Rector for Students and Language Policy, and it represents a genuine avenue for dialogue with students, one of the primary stakeholders in our university. Its implementation will mark a significant advance in the area of social responsibility.



## Key concerns, matters of interest and channels of communication

There are various forms of student participation in the University's governing bodies that enable the communication of key concerns and interests. Firstly, a level of participation is available in the nearest bodies, such as faculty and university school boards and the Academic Council. Further to that, greater involvement exists in bodies such as the Governing Council and the University Senate.

Many students are also actively involved in social and cultural groups and organize meetings, conferences, exhibitions, publications, etc. that are addressed at the student body.

### Comments on the objectives set for 2011:

Improve the management of dialogue with students from within the various governing bodies of the University. Given that the decision was taken during the academic year 2010-11 to set up the Observatory on Students, which is an initiative given ample description in this report, we hold the view that this objective has been met.

### Objectives for 2012:

- Creation of the Observatory on Students.
- One of our short-term goals is to analyse the effectiveness of the channels of communication and opportunities for participation available to students and work on improvements where necessary.

## Student Support Service (SAE)

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

The SAE is responsible for supporting teaching staff who coordinate tutorial action plans. As a result, the SAE provides student support in close collaboration with teaching and the overall educational process at the UB.

The SAE is housed in the Adolf Florensa building, where students can come for personal attention or to make use of a self-service room.

Among other activities, the SAE operates four integration programs:

- The *Fem Via* Program
- The Diversity Support Program
- The Temporary Support Program
- The *Viure i Conviure* Program

The ***Fem Via* Program**: this program is responsible for meeting the special requirements of students with any kind of disability (who currently number 420). The aim is to promote equal opportunities and to fully include disabled students in academic life, as well as to raise awareness among other members of the university community. The program provides personalized attention, personnel and technical support, assistance with accessibility and employment, awareness-raising and training.



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The **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, and to make the most of the advantages that cultural diversity brings to the University. This initiative is especially important because the number of newcomers to Catalonia is increasing at a considerable rate. The program provides personalized attention, personnel support, general information and awareness-raising.

The **Temporary Support Program**: this program provides temporary support to students experiencing personal difficulties that may affect their performance and prevent normal academic activity. It is designed to assist in each specific case as an active and inclusive element of the education process.

Launched in September 1997, the **Viure i Conviure Program** is the result of an agreement reached by several public and private institutions in Catalonia, including the University of Barcelona. The initiative, which is sponsored by the *Obra Social* arm of Catalunya Caixa, gives UB students (and students of other participating universities) the opportunity to lodge in the home of an elderly person, encouraging intergenerational contact and solidarity. The intention is twofold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

<http://www.ub.edu/sae/serveis/allotjament/en/index.html>

In addition, the UB is taking steps to tackle architectural barriers to accessibility, one of the typical issues facing the University because of the age of our facilities. In this respect, a program of visits is underway to evaluate the accessibility of all facilities and assess potential needs. The Catalan government organizes an annual grant program (UNIDISCAT) to assist in the financing of material, technical and personnel resources to ensure equal opportunities for disabled students.

## **Agreements**

In addition, the UB has signed two agreements that should be singled out:

### **Collaboration agreement between the UB, the Hospital Clínic de Barcelona and the Catalan Institute of Oncology**

Currently, these three institutions have an agreement aimed at helping UB students who, for medical reasons, are undergoing long-term hospitalization. The goal of the assistance is to enable students not to lose their ties to the University.

The agreement involves the provision of academic support and cultural seminars during hospitalization, minimizing the loss of contact between students and their university studies and ensuring their continued training.

Depending on the patients' studies and their interests, the seminars may be individualized. Each seminar will last thirty minutes in length and take place five days a week (or less, according to each patient's needs and interests). Efforts will also be made to provide online tutorial support.

All seminars and activities are taught by collaborators assigned by the program coordinator, Lola Josa. All participating collaborators will be graduates and current postgraduate or doctoral students at the University of Barcelona.

Participating collaborators will receive financial aid in return for their services. This aid does not entail any kind of labour relation. Nor does it entail any cost for the Catalan Institute of Oncology or the Hospital Clínic. For the first year of the program, the maximum amount of the contribution from the University of Barcelona will be six thousand euros.

A monitoring committee has been set up to design, plan, coordinate and evaluate the agreed actions.

### **Agreement with the NGO Projecte Home**

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

The workshop held in 2010-11, which was called "Joves i Societat" (Youth and Society, in English), attracted 135 participants. Although there is no statistical data on the assessment for this year, the fact that the number of enrolled students remains steady each year reflects the student interest generated by this initiative.

## **The UB Library**

Through the Learning and Research Resources Centre (CRAI), the University of Barcelona provides the university community with a network of nineteen libraries located on the various campuses and in the faculties and schools of the University. The UB Library's collection includes around two million books and specialized journals in print and/or electronic formats, and it is one of the leading libraries in Catalonia and Spain.

Online material available (CRAI)	Academic year				Objective
	2007-08	2008-09	2009-10	2010-11	2011-12
Books	7,245	11,864	20,683	21,803	Improvement of 10% on 2008
Journals and periodicals	15,019	16,520	21,502	20,702	
Databases	328	335	373	370	
<b>Total</b>	<b>22,592</b>	<b>28,719</b>	<b>42,558</b>	<b>42,875</b>	

Source: Rector's Office

### Objective for 2012:

Achieve a 10% improvement with respect to the academic year 2008-09 in three categories (books, journals and periodicals, and databases). This target also appears in the 2010 report, because it is a two-year target. As can be seen from the table, however, we expect to beat the target for books and databases comfortably and will probably do so for journals and periodicals as well.

### Virtual Campus

The UB Virtual Campus is an online learning environment that supports face-to-face and blended learning and study, focusing on the learning process.

The Virtual Campus is organized into virtual classrooms in which students can find out about the contents of subjects, submit assignments, contact teaching staff and classmates, and even check their grades.

### Grants and financial aid

For bachelor's degrees

[http://www.ub.edu/web/ub/en/estudis/suport\\_estudi/beques\\_ajuts/grau/beques\\_grau.html?](http://www.ub.edu/web/ub/en/estudis/suport_estudi/beques_ajuts/grau/beques_grau.html?)

For university master's degrees:

[http://www.ub.edu/web/ub/en/estudis/suport\\_estudi/beques\\_ajuts/master/beques\\_master.html?](http://www.ub.edu/web/ub/en/estudis/suport_estudi/beques_ajuts/master/beques_master.html?)

For UB-specific master's and postgraduate diplomas:

[http://www.ub.edu/web/ub/en/estudis/suport\\_estudi/beques\\_ajuts/propis/beques\\_propis.html?](http://www.ub.edu/web/ub/en/estudis/suport_estudi/beques_ajuts/propis/beques_propis.html?)

For doctoral programs:

[http://www.ub.edu/web/ub/en/estudis/suport\\_estudi/beques\\_ajuts/doctorat/beques\\_doctorat.html?](http://www.ub.edu/web/ub/en/estudis/suport_estudi/beques_ajuts/doctorat/beques_doctorat.html?)



**Applications for general and mobility grants for non-EHEA bachelor's degrees, for EHEA bachelor's degrees and for university master's degrees**

Grants and financial aid	2008-09	2009-10	2010-11
Applications	10,009	12,671	14,811
Grants awarded	6,469	6,983	8,463
% successful applications	64.63%	55.11%	57.14%

Source: Planning and Analysis Service

**Objectives for 2012:**

Implement tools to prevent any students from withdrawing from their studies for strictly economic reasons.

**The tutorial action plan**

All undergraduates are assigned a tutor to guide them and provide career advice. Tutors give personalized attention to each student from the beginning of their studies through their entry into the job market. They are responsible for helping students adapt to university life, benefit from the university's resources and improve their academic performance. The UB, through the Institute of Education Sciences, provides training to any tutor who requests it, while the Student Support Service (SAE) works closely with the tutorial action plan (PAT) to offer courses and workshops aimed at groups of students at the request of PAT coordinators.

## The University as a centre for research and knowledge and technology transfer

**WORKING to achieve high standards in research and innovation, promote excellence in all fields of science, and bring greater recognition to research activities in the fields of social sciences, arts and humanities**

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

### Research and knowledge and technology transfer

Income generated by research and technology transfer (thousands of euros)	Year			
	2007	2008	2009	2010
Research projects*	31,484	52,882	76,715	55,887
Research projects – FBG contracts	14,729	13,663	15,129	9,642
Infrastructure	2,164	1,549	1,605	–
Other grants	18,047	10,206	9,515	11,632
UB agreements	8,267	10,142	3,750	2,390
FBG agreements	1,952	1,816	1,966	1,655
<b>Total</b>	<b>76,643</b>	<b>90,258</b>	<b>108,680</b>	<b>81,206</b>

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

Source: Research





Research activity	2007	2008	2009	2010
Doctoral theses read	509	536	533	593
Scientific publications (collated by the Institute for Scientific Information)	3,139	3,323	3,679	3,723
Lecturers and professors participating in R&D	59%	54.3%	62.1%	69%
Research grantholders	979	972	979	989
Consolidated research groups (as recognized by the Catalan government)	229	229	243	243
Active research projects	647	639	625	657
Patent applications	28	31	24	28
UB research institutions and centres	26	24	23	23
Research institutions and centres in which the UB participates	9	13	13	13
Inter-university institutes	2	2	2	2
Documentation centres	3	3	3	3
Research observatories	8	9	9	10

Source: Research

UB research funding obtained from competitive sources (public calls for projects and aid managed by the UB or FBG)	2008		2009		2010	
	Number	Amount (€)	Number	Amount (€)	Number	Amount (€)
International funding (primarily European projects)	26	9,546,063	29	8,862,811	17	6,664,288
State funding (projects of different ministries or infrastructure)	467	28,840,542	415	33,122,500	303	21,002,846
Regional funding (consolidated research groups, infrastructure and other aid)	189	3,691,634	117	1,889,165	140	3,694,595
Local funding (city and area projects and aid)	1	41,000	2	7,600	–	–
Others	54	17,952,125	18	38,771,133	129	25,758,105

Source: Research



UB research funding obtained from non-competitive sources (contracts and agreements signed with companies and institutions and managed by the UB or FBG)	2008		2009		2010	
	Number	Amount (€)	Number	Amount (€)	Number	Amount (€)
Non-competitive UB contracts	2	4,565,542	2	5,181,543	–	10,399,479
UB agreements with institutions, universities and companies	177	10,141,766	166	3,750,315	105	2,389,919
FBG contracts	–	13,663,146	–	15,128,708	–	9,642,317
FBG collaboration agreements	–	1,815,818	247	1,965,713	221	1,654,872

Source: Research

Results of research	2008	2009	2010
Patent applications	31	24	28
Newly created technology-based companies	4	5	2

Source: Research

## Ethics committees

Research projects that involve animal or clinical experimentation can have ethical implications that are evaluated by specific committees. These committees ensure that the experimental design is in line with current legislation, they collaborate with researchers to analyse the ethical implications of projects, and they draw up reports for funding applications, when required.

The University of Barcelona considers that it is extremely important for all members of the university community to be cognizant of the ethical implications of research in all areas of knowledge.

In this regard, the University of Barcelona has four committees and one observatory:

- The Bioethics Committee (CBUB), which is of a cross-disciplinary structure and evaluates and reports on bioethical concerns that must be addressed in research projects.
- The Animal Experimentation Ethics Committee (CEEA), which oversees compliance with regulations for research procedures utilizing animal experimentation and monitors proof of compliance.
- The Clinical Research Ethics Committee of the Hospital Clinic of Barcelona (CEIC Hospital Clinic).
- The Clinical Research Ethics Committee of the Ciutat Sanitaria of Bellvitge (CEIC Bellvitge).
- Observatory on Bioethics and Law (OBD).

## Code of good practice for research

The UB Code of Good Practice for Research is the document that establishes guidelines for good practice in carrying out research activities.

It is designed to:

- improve the quality of research in all fields;
- establish mechanisms that guarantee honesty, responsibility and rigour in research;
- foster good scientific practice in researchers in training.

This document is relevant to all staff of the UB Group involved in research of any kind.

## Rankings

### Times Higher Education World University Rankings

This is a ranking of the best universities worldwide, prepared by Times Higher Education, a British journal specializing in higher education, and powered by Thomson Reuters' data services. The ranking considers variables such as numbers of international students and teaching staff, citations in scientific publications, and student-teacher ratios in classrooms and faculties. In addition, it takes into account expert evaluation (peer review) through worldwide surveys. Since 2010, *Times Higher Education* has made significant changes to some of the indicators and their weightings. Also, the ranking now only lists the top 200 universities worldwide.

## Times Higher Education World University Rankings

	2008	2009	2010
<b>Ranking position</b>	<b>194</b>	<b>186</b>	<b>171</b>
<b>Evaluation scores</b>			
Peer review	69	77	77
Employer review	46	52	53
Staff/student ratio	22	19	17
Citations/student	78	60	66
International teaching staff	17	24	24
International students	36	38	37
<b>Overall score</b>	<b>55.9</b>	<b>56.4</b>	<b>57.2</b>
<b>UB position in Spain</b>	<b>1</b>	<b>1</b>	<b>1</b>

	2011	2012
<b>Ranking position</b>	<b>142</b>	<b>201-225</b>
<b>Evaluation scores</b>		
Teaching	34.1	24.5
Research	33.7	22.2
Citations	91.9	71.9
Income	30.0	29.5
Internationality	22.3	44.1
<b>Overall score</b>	<b>52.1</b>	<b>-</b>
<b>UB position in Spain</b>	<b>1</b>	<b>2/3</b>

Source: Planning and Analysis Service

### Academic Ranking of World Universities (Shanghai Jiao Tong University)

This report was first published by the Centre for World-Class Universities and the Institute of Higher Education of Shanghai Jiao Tong University (China) in 2003, and is updated on a yearly basis. 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.

	2008	2009	2010	2011	2012
<b>Ranking position</b>	<b>152-200</b>	<b>152-200</b>	<b>201-300</b>	<b>201-300</b>	<b>201-300</b>
<b>Evaluation scores</b>					
Alumni	0	0	0	0	0
Award	0	0	0	0	0
HiCi	7.3	7.3	7.2	10.2	10.2
N&S	15.6	14.5	14.0	13.8	10.6
PUB	49.9	50.0	51.4	49.8	50.4
PCP	24.3	24.2	15.9	15.3	15.7
<b>UB position in Europe</b>	<b>59-79</b>	<b>59-79</b>	<b>75-123</b>	–	–
<b>UB position in Spain</b>	<b>1</b>	<b>1</b>	<b>1-4</b>	<b>1-4</b>	<b>1-3</b>

Source: Planning and Analysis Service

## QS World University Rankings

Published annually since 2004, the QS World University Rankings are among the most prestigious rankings of university quality in the world.

The rankings assess institutions of higher learning on indicators of research quality, employability, commitment to teaching and internationalization. Five broad areas of knowledge are also analysed: social sciences and management, natural sciences, life sciences and medicine, engineering and technology, and arts and humanities.

According to the QS World University Rankings 2011-12, the UB is one of the top two-hundred universities worldwide and remains the highest ranked university in Spain (at position 176). The rankings are led by the University of Cambridge (UK), Harvard University (US), Massachusetts Institute of Technology (MIT, US), Yale University (US) and the University of Oxford (UK). Other high-ranking Spanish universities are the Autonomous University of Barcelona (at 194), the Autonomous University of Madrid (at 222) and the Complutense University of Madrid (at 253).

	2008	2009	2010	2011
<b>Ranking position</b>	<b>186</b>	<b>171</b>	<b>148</b>	<b>176</b>
<b>Ranking by subject areas</b>				
Social sciences and management	175	137	118	143
Natural sciences	90	66	54	87
Life sciences and medicine	102	107	68	74
Engineering and technology	140	147	139	175
Arts and humanities	94	106	72	89
<b>Overall score</b>	<b>56.40</b>	<b>57.16</b>	<b>54.28</b>	<b>50.29</b>
<b>UB position in Spain</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

Source: Planning and Analysis Service

## Science and Technology Centres

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

Science and Technology Centres	2008	2009	2010	2011
Internal users (principal investigators)	475	442	453	453
External invoicing ( <i>in thousands of euros</i> )	2,200	3,630	4,250	4,848
Value of scientific equipment ( <i>in thousands of euros</i> )	37,200	40,490	41,110	41,110

Source: Research

## Campus of International Excellence

### Barcelona Knowledge Campus (BKC)

The Barcelona Knowledge Campus, a project presented jointly by the UB and the Universitat Politècnica de Catalunya's BarcelonaTech (UPC), merges the two universities' training, research and innovation potential on a unique site located on one of Barcelona's main thoroughfares, Avinguda Diagonal.

<http://bkc.ub.upc.edu/index.php?cont=campus>

### HUB<sup>c</sup>, the University of Barcelona Health Campus

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

<http://hubc.ub.edu/en>







# 5

Our staff



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## 5 Our staff

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### Employment history

Staff	2008	2009	2010	2011
Teaching and research staff (TRS)	4,715	4,853	4,995	5,247
Administrative and service staff (AdSS)	2,177	2,294	2,348	2,448
<b>Total</b>	<b>6,892</b>	<b>7,147</b>	<b>7,343</b>	<b>7,695</b>

Source: Planning and Analysis Service

For the reporting period 2009-11, the University of Barcelona created new jobs, increasing the number by 2.7% in 2010 and by 4.8% in 2011. The Catalan government's current commitment to reducing the public deficit is significantly complicating not only the creation of new jobs for the year 2012, but also the ability to maintain all existing positions. Prevailing policy calls for cutbacks in the public sector and one of the priorities is to reduce personnel costs.

Key employment indicators ( <i>real numbers</i> )	2009	2010	2011
TRS	138	142	252
AdSS	117	54	100
<b>Total</b>	<b>255</b>	<b>196</b>	<b>352</b>

Source: Planning and Analysis Service

## Composition of UB staff

There are two main groups of staff providing professional services to the University of Barcelona: teaching and research staff (TRS) and administrative and service staff (AdSS). In 2011, TRS represented 68.2% of all staff and AdSS personnel accounted for 31.8% of staff directly employed by the University of Barcelona.

### Teaching and research staff (TRS) and administrative and service staff (AdSS)

	2008	2009	2010	2011
Full-time TRS	4,715	4,853	4,995	5,247
Full-time AdSS	2,177	2,294	2,348	2,448
Total AdSS	6,892	7,147	7,343	7,695
<b>TRS of total staff (%)</b>	<b>68.4%</b>	<b>67.9%</b>	<b>68%</b>	<b>68.19%</b>
<b>AdSS of total staff (%)</b>	<b>31.6%</b>	<b>32.1%</b>	<b>32%</b>	<b>31.81%</b>

Source: Human Resources

### Women and men

TRS by sex	2008	2009	2010	2011
<b>Total staff</b>	<b>4,715</b>	<b>4,853</b>	<b>4,995</b>	<b>5,247</b>
Men	2,693	2,756	2,818	2,921
% men	57.10%	56.80%	56.40%	55.67%
Women	2,022	2,097	2,177	2,326
% women	42.90%	43.20%	43.60%	44.33%

Source: Planning and Analysis Service

During the period 2009-11, the ratio of men and women among TRS staff has remained largely steady, with a slight increase in the percentage of women.

AdSS by sex	2008	2009	2010	2011
<b>Total staff</b>	<b>2,177</b>	<b>2,294</b>	<b>2,348</b>	<b>2,448</b>
Men	763	803	813	859
% men	35.00%	35.00%	34.60%	35.09%
Women	1,414	1,491	1,535	1,589
% women	65.00%	65.00%	65.40%	64.91%

Source: Planning and Analysis Service

AdSS employees are mostly women and the ratios have remained practically unchanged since 2009, leading to the conclusion that no short-term change is likely in this area.

## Age

TRS by age	2008	2009	2010	2011
Less than 25 years	0.3%	0.3%	0.3%	0.3%
25 - 34 years	11.2%	12.0%	12.2%	12.5%
35 - 44 years	25.8%	24.8%	24.1%	24.1%
45 - 54 years	33.1%	32.2%	31.3%	30.3%
55 years or above	29.3%	30.6%	32.0%	32.8%

Source: Planning and Analysis Service

University teaching and research staff are individuals who have gained their positions after long and intensive training, which typically leads to their attainment of the qualification of doctor. As a result, the number of TRS employees who are less than 25 years of age is negligible. For the same reason, few TRS employees at the University of Barcelona are between 25 and 34 years either.

Across the three remaining age groups, the numbers are comparable, although there is some ageing overall. The highest group of 55 years or above, which is the most numerous of the groups, represents almost 33% of total TRS staff.

The University of Barcelona looks with concern on the recent budget cuts, which hamper opportunities to hire young people wishing to dedicate their professional careers to research and university teaching.

AdSS by age	2008	2009	2010	2011
Less than 25 years	1.4%	0.4%	1.4%	1.2%
25 - 34 years	16.3%	17.8%	16.9%	17.2%
35 - 44 years	36.7%	34.4%	31.6%	29.7%
45 - 54 years	29.9%	31.0%	32.5%	33.8%
55 years or above	15.7%	16.3%	17.5%	18.1%

Source: Planning and Analysis Service

The most numerous group of AdSS employees comprises individuals between 45 and 54 years of age, who represent nearly 34% of the total. The second largest group is made up of individuals between 35 and 44 years of age, representing almost 30% of the total. Together, these two groups account for the bulk of the AdSS workforce, with 64% of the total falling between 35 and 54 years of age.

Employees who are 55 years or above and employees who are between 25 and 34 years of age account for 18% and 17%, respectively.

As in the case of TRS employees, an insignificant number of AdSS employees are less than 25 years of age.

Looking back over the results for the past three years, it is possible to detect a slight, but constant ageing of the workforce as employees older than 45 have gradually increased in number, while the amount of employees who are 44 or less has fallen.

## Working conditions

### Job stability

Over time we have developed different direct contractual relationships with people who provide professional services for the University of Barcelona.

Teaching and research staff fall into two categories at the UB: civil service staff, and those under a contract based on labour law or an employment contract. Members of civil service staff have a permanent relationship with the UB; other members of staff may have a permanent or a temporary relationship with the organization.

The categories of civil service TRS are university professor, university school professor, tenured university lecturers and tenured university school lecturers.

Civil service employees have declined from 49% of total TRS staff in 2009 to only 42% in 2011. This number suggests that the University is not filling the positions of civil service staff on retirement, but is pursuing other, more precarious kinds of labour relations.





TRS by category	2008		2009		2010		2011	
	% total TRS	% women	% total TRS	% women	% total TRS	% women	% total TRS	% women
Full university professor (UP)	11.9	19.6	11.1	20	10.8	20.2	10.39	21.28
Full university school professor (USP)	0.9	54.5	0.8	52.5	0.7	54	0.59	61.29
Tenured university lecturers (TUL)	31.2	58.8	30.5	41.5	29	42.1	26.34	42.69
Tenured university school lecturers (TUSL)	7.8	57.2	6.7	58.1	5.9	57.7	5.01	57.03
LOU professor	0	0	0	0.02	0.02	0	0.02	0
Tenure-track 2 lecturer	3.3	42.6	3.6	42.8	3.9	42.8	4.54	44.96
Tenure-track 1 lecturer	3.6	59	4.2	59.8	4.6	59.3	4.59	55.60
Casual lecturer	1.3	71.9	1	67.3	0.9	66	0.29	66.67
Permanent casual lecturer	0.6	71	0.6	71	0.6	71	1.26	66.67
Adjunct lecturers (ASS)	22.5	46.4	23.6	45.3	24.7	45.9	27.18	48.04
AL: Medicine	9.2	41.2	9.3	43.7	8.7	44.3	9.13	44.05
Assistant lecturers (AJU)	2.8	59.5	3	59.2	3	57.9	2.29	61.67
Researchers	2.2	36.9	2.3	42.3	2.4	42.5	3.22	44.38
Other*	2.6	41.9	3	40.3	3.9	40.5	5.17	40.96
<b>Total (real number)</b>	<b>4,715</b>	<b>2,022</b>	<b>4,853</b>	<b>2,097</b>	<b>4,995</b>	<b>2,177</b>	<b>5,247</b>	<b>2,326</b>

\* All other categories of TRS including substitute staff.

Source: Planning and Analysis Service



Teaching and research staff who have a permanent relationship with the University of Barcelona include LOU professors, tenure-track 2 lecturers and permanent casual lecturers. The proportion of these groups rose from 4.2% of total TRS employees in 2009 to practically 6% in 2011. This reflects modest growth in the percentage of staff with permanent positions.

TRS status with the UB	2008	2009	2010	2011
Total TRS	4,715	4,853	4,995	5,247
Permanent	2,631	2,594	2,552	2,526
Temporary	2,084	2,259	2,443	2,721
Permanent (%)	55.80	53.45	51.09	48.14
Temporary (%)	44.20	46.55	48.91	51.86

Source: Planning and Analysis Service

Teaching and research staff that have a temporary relationship with the University of Barcelona include tenure-track 1 lecturers, casual lecturers, adjunct and assistant lecturers, emeritus professors, emeritus teaching staff on early retirement schemes, doctoral and postdoctoral researchers, visiting junior doctoral staff and civil service staff on secondments.

From 2009 to 2011, temporary TRS staff rose from 46.55% to practically 52% of the total. Therefore, temporary positions are growing at the expense of permanent positions, reflecting a deterioration of TRS working conditions.

AdSS by category	2008		2009		2010		2011	
	% Total AdSS	% women	% Total AdSS	% women	% Total AdSS	% women	% Total AdSS	% women
Group A/I	15	52.81	14.7	54.4	16	55.64	16.54	54.3
Group B/II	20	62.59	19.4	62.3	18	60.56	18.10	60.2
Group C/III	42	64.79	41.4	63.9	42	65.51	40.73	65.1
Group D/IV	22	76.99	23.5	77.1	24	76.31	24.35	75.8
Group E/V	1	34.78	1	31.8	0	12.50	0.29	14.29
<b>Total AdSS (real numbers)</b>	<b>2,177</b>	<b>1,414</b>	<b>2,294</b>	<b>1,491</b>	<b>2,348</b>	<b>1,535</b>	<b>2,448</b>	<b>1,589</b>
<b>% women / total AdSS</b>	<b>65</b>		<b>65</b>		<b>65.38</b>		<b>64.9</b>	

Source: Planning and Analysis Service

As noted previously, AdSS employees are mostly women (65%). However, the table above shows that the percentage of women falls as the labour category rises, dropping to 54% among AdSS employees in group A/1. By contrast, the highest percentage of women (76%) appears in group D/IV.

AdSS status with the UB	2008	2009	2010	2011
Total AdSS	2,177	2,294	2,348	2,448
Total permanent AdSS	1,579	1,595	1,598	1,615
Total temporary AdSS	598	699	750	833
% permanent AdSS	72.53%	69.53%	68.06%	65.97%
% temporary AdSS	27.47%	30.47%	31.94%	34.03%

Source: Planning and Analysis Service

AdSS employees largely enjoy permanent labour relations with the University (66%). However, the percentage of AdSS staff with some type of temporary contract is growing year on year, rising from 30% to 34% of the total in only two years.

## Contracting policy

The principles and guidelines of the University of Barcelona's employment policy are set out in the UB Statutes, and are based on compliance with legislation on employment in a public entity belonging to the higher education system of the Spanish state.<sup>1</sup>

## Labour relations

### Civil service staff and UB-contracted staff covered by collective agreements

Personnel at the UB are either civil service staff (civil service and interim TRS and AdSS) or university-contracted staff (permanent and temporary TRS and permanent, temporary and casual AdSS).

The regulations governing working conditions for civil service staff are established in public law. In the case of university-contracted staff, these regulations are established in private law.

Basic regulations governing the relationship between the UB and its staff are the two collective bargaining agreements: the first collective agreement for the teaching and research staff of Catalan public universities, and the fifth collective agreement for administrative and service staff of Catalan public universities, along with the Workers' Statute.

The rules governing the UB's relationship with civil service AdSS are the same as are applicable to civil servants of the Catalan government.

Civil service TRS, as a special body of public servants, are subject to special regulations regarding matters such as retirement, pension coverage, health care, etc., and access to university faculties, in particular.

Also applicable, to varying degrees but to all groups in general, are the Spanish Constitution, the Basic Statute of Public Employees, the LOULOM, Catalan University Law, the UB Statutes, and various covenants and agreements established either internally at the UB or for Catalan public universities.

1. For more details on these aspects, see the 2010 report.



Civil service and university-contracted staff	2008	2009	2010	2011
<b>Total staff</b>	<b>6,892</b>	<b>7,147</b>	<b>7,343</b>	<b>7,695</b>
<b>Total TRS</b>	<b>4,715</b>	<b>4,853</b>	<b>4,995</b>	<b>5,247</b>
Civil servants	2,446	2,387	2,326	2,661
University-contracted staff	2,269	2,466	2,669	2,586
University-contracted TRS - 1st Collective Agreement	2,129	2,308	2,466	2,586
<b>Total AdSS</b>	<b>2,177</b>	<b>2,294</b>	<b>2,348</b>	<b>2,448</b>
Civil servants	1,003	1,047	1,055	1,096
University-contracted staff	1,164	1,247	1,293	1,352
University-contracted AdSS - 5th Collective Agreement	1,159	1,231	1,270	1,352

Source: Human Resources

### Remuneration of UB staff

The remuneration of staff at the UB, as a public sector entity, is subject to the basic regulations of the Spanish state and of the Catalan government and, especially, to the guidelines established by the different areas of the public administration.



The present context is one of public spending restraint. At the time of preparing this report, a process of widespread mandatory freezes and cuts in public sector pay has begun. A series of regulations are overriding many of the pacts established in collective bargaining agreements, causing a clear reversal of many of the social improvements that employees have achieved over time.

### Salary differences among employees

The table below shows the maximum salary differences for the different professional categories of TRS and AdSS staff. The table only takes full-time employees into account.

		2008	2009	2010	2011
TRS	Maximum salary (euros)	44,392.71	45,840.55	44,740.84	43,391.64
	Minimum salary (euros)	21,331.38	21,971.46	21,407.94	20,935.74
AdSS	Maximum salary* (euros)	92,647.83	90,000.12	86,550.48	65,267.08
	Minimum salary (euros)	20,101.18	20,776.61	20,814.32	20,397.16

\* These figures include supplements. Because the other figures in the table do not include supplements, the number for 2011 includes neither seniority (three-yearly increments) nor productivity (performance objectives, research supplements, teaching, management, etc).

Source: Human Resources

**TRS salary range:** The highest salary corresponds to a full university professor, while the lowest salary corresponds to an LOU professor. No remuneration is included for seniority, teaching, research or management responsibilities.

**AdSS salary range:** The highest salary corresponds to an AdSS civil service employee in Group A, with supplement O0. The lowest salary corresponds to administrative assistants at level 12, with specific supplement 21. No remuneration is included for seniority.

### **Modifications to the remunerations of staff in the public universities of Catalonia**

The entry into force of Royal Decree-Law 8/2010, of 20 May, and of Decree-Law 3/2010, of 29 May, both adopted as measures to restrain the public deficit, has resulted in the application, taking effect from 1 June 2010, of the following reductions in the pay of staff working at the public universities of Catalonia:

#### **Civil service TRS**

- Reduction of basic remuneration (salary and three-yearly increments). For ordinary payments during the period June to December, the reduction is 4.5%.
- Reduction of supplementary remuneration (travel, specific, teaching, research, supplements from the Catalan government, and academic posts). For ordinary payments during the period June to December, the reduction is 5%.
- The extra payment in the month of June (salary, three-yearly increments and travel supplement) has been made at May values, i.e. without applying the mentioned reduction.
- The additional payment of the specific supplement in the month of June (general component of specific supplement, supplement for teaching quality and supplement for posts) has been made in full at May values, i.e. without applying the mentioned reduction.
- The extra payment in the month of December (salary, three-yearly increments and travel supplement) will be made according to the values for the period June to December with respect to travel. The portion corresponding to salary and three-yearly increments will be made with a reduction of 46.3% relative to the amount initially published in January.

#### **University-contracted TRS**

- For university-contracted TRS, a reduction of 5% is applied for all elements of their pay for the period June to December, including the extra payment in December.
- The extra payment in the month of June has been made at values for the period January to May.

#### **Research staff associated with programs**

- For predoctoral and postdoctoral research staff and for other research staff linked to specific calls of other organizations, pay for the period June to December is reduced by 5%.
- In the case of any groups that have a pay structure entitling them to receive extra payments for June and December, the extra payment in June has been made at May values. The extra payment in December will be made at values for the period June to December.

### Civil service administrative and service staff

- Reduction of basic remuneration (salary and three-yearly increments). For ordinary payments during the period June to December, the reduction ranges from 0.22% for staff in Group C2 (previously D) to 4.5% for staff in Group A1 (previously A).
- Reduction of supplementary remuneration (travel, specific). For ordinary payments during the period June to December, the reduction is 5%.
- The extra payment in the month of June (salary, three-yearly increments and travel supplement) has been made at May values, i.e. without applying the mentioned reduction.
- The additional payment of the specific supplement in the month of June has been made in full at May values, i.e. without applying the mentioned reduction.
- The extra payment in the month of December (salary, three-yearly increments and travel supplement) will be made according to the values for the period June to December with respect to travel. The portion corresponding to salary and three-yearly increments will be made with a reduction ranging from 1.3% for staff in Group C2 (previously D) to 46.3% for staff in Group A1 (previously A) relative to the amount initially published in January.

### University-contracted administrative and service staff

- In the case of university-contracted AdSS staff, no agreement has been reached on the distribution of the increment in the month of January. As a result, effective from 1 June, an increment of 0.3% has been applied to all elements of remuneration and a subsequent 5% reduction has been applied.
- The distribution of 0.3% pending for the period January to May remains to be determined.

### Staff costs as a proportion of total costs

	2008	2009	2010	2011
Staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	64.17%	67.40%	65.26%	69.28%
Staff costs over total costs (including only operating costs in total costs)	78.26%	78.61%	76.92%	78.73%

Source: Economic Planning and Budgeting

Although staff costs have continued to decline since 2010, lower spending in other areas over the same period explains the rising proportion of spending allocated to staff costs relative to total costs.

### Social security and health benefits<sup>2</sup>

The social security system in Spain provides that welfare and economic contingencies arising from accidents in the workplace and occupational risks can be covered directly by employers.

2. See 2010 report.





For many years the company Mutua Universal has provided cover for University of Barcelona staff members that do not belong to the Mutualidad General de Funcionarios Civiles del Estado (MUFACE), which covers civil service staff. MUFACE provides civil service staff with occupational and general health insurance.

For UB staff the choice of insurance company is open, and decisions may be affected by factors such as where a company is based, the level of national coverage they provide, the proximity of associated healthcare facilities to the workplace, etc.

Civil service staff at the UB are members of the MUFACE, which is the official organization that provides health insurance and social services to civil servants in Spain.

### **Retirement benefits**

The University of Barcelona pays benefits to its employees when they reach retirement.

Approval of Law 1/2012, of 22 February, on the budgets of the Catalan government for 2012, and of Law 5/2012, of 20 March, on fiscal, financial and administrative measures and the creation of a tourist tax, both in force at the time of writing this report, raise doubts of interpretation with regard to the possibility of continuing to provide these retirement benefits. The University of Barcelona has a commitment to interpreting the legislation in those aspects pertaining to reductions in the social benefits of UB staff, in the way that is most advantageous to staff.

### **Retirement benefits paid by the UB (*number of recipients*)**

Retirement benefits	Year				Forecast
	2008	2009	2010	2011	2012
	22	48	31	42	22

Source: Human Resources



### Comments on the objectives set for 2011:

In 2011, we forecast awarding 31 individuals with retirement benefits. In the end, 42 were recipients. As a result, we significantly exceeded the initial forecast.

Retirements	2008	2009	2010	2011
Number of staff that reached retirement	74	114	154	143

Source: Planning and Analysis Service

### Other social benefits recognized in UB regulations for employees

The University of Barcelona pays social benefits to employees, with no established limitations or restrictions owing to the temporal nature of an employee's contract (permanent or temporary) or his or her employment status (full-time or part-time). However, UB regulations are always affected by limitations in the regulations of the Catalan and Spanish governments. As a result, the University has been forced in recent years to limit or eliminate some of these social benefits.

This section covers<sup>3</sup>:

- **Pension plan contributions.** Law 6/2011 on the budgets of the Catalan government for 2011 establishes in article 32 that: "During the year 2011, the Administration of the Catalan government and its public sector entities will not make pension plan contributions ..."
- **Social Action Funds (FAS)<sup>4</sup>.** The data in this section refer only to FAS for AdSS. Regarding FAS for TRS, while in recent years provisions have been incorporated to address them, the criteria for their distribution has not yet been negotiated.

3. The data refer to the number of recipients, except in the case of the social action funds, for which the data refer to financial assistance.

4. Social action funds and tuition aid. The budget-related regulations for 2012 (laws on the budget and on other measures) make it impossible to continue application of these benefits.

- Financial assistance for enrolments.
- Maternity/paternity leave.
- **Disability compensation**<sup>5</sup>. The data in this section refer to university-contracted TRS and AdSS and civil service AdSS. Disability compensation for civil service TRS is covered by MUFACE.
- **Survivor's benefits**. The data in this section refer to university-contracted TRS and AdSS and civil service AdSS. Survivor's benefits for civil service TRS are covered by MUFACE.

The policy of budget cuts implicit in the measures taken by different governments to contain the public sector deficit envisages that this type of social assistance and benefits for public sector employees shall be suspended at least until 2014. This matter does not depend directly on the University of Barcelona, because the applicable regulations are general and have been established by the Spanish state and the Catalan government.

#### Social benefits awarded to UB staff during the period 2009-11 (*number of recipients*)

Social benefits awarded to UB staff	2008	2009	2010	2011
Pension plans	6,969	7,463	7,632	0
Social action fund	–	1,216	2,407	2,496
Enrolment grant	852	1,080	1,068	1,177
Maternity/paternity leave	136	134	136	166
Disability compensation	8	7	4	5
Survivor's benefits	1	0	2	4

Source: Human Resources

#### Maternity/paternity leave granted

The only data available is the number of UB staff members who were granted maternity or paternity leave, with no figures on the total number of applications. Generally 100% of employees return to their position at the UB after the leave period is complete.

Below is the data by sex.

Maternity/paternity leave granted	Year			
	2008	2009	2010	2011
Women	123	103	100	112
Men	28	31	36	54

Source: Human Resources

5. Disability compensation and survivor's benefits. In 2011, all applications have been processed. For 2012, an enquiry has been directed to Legal Services to determine the legality of these benefits.

## Level of official studies of employees<sup>6</sup>

The University of Barcelona employs staff with different levels of academic achievement. The differences are particularly marked when comparing TRS and AdSS. The three tables below reflect the relevant data:

### Level of official studies of all employees

	2011
PhD holders	3,812
Holders of non-EHEA bachelor's degrees (llicenciats)	2,929
<b>Total AdSS</b>	<b>7,855</b>

Source: Human Resources

The table shows that more PhD holders work at the University than holders of non-EHEA bachelor's degrees. This is significantly affected by the high level of training among TRS staff.

### Level of official studies of TRS employees

	2011
PhD holders	3,704
Degree and diploma holders	1,855
<b>Total TRS</b>	<b>5,559</b>

Source: Human Resources

A clear majority of TRS staff are PhD holders. The remaining TRS staff tend to hold non-EHEA bachelor's degrees because this is the minimum educational requirement to be a permanent professor.

### Level of official studies of AdSS employees

	2011
PhD	108
Degree or university diploma	1,066
Upper secondary school education	607
Vocational training	40
Mandatory secondary education	475
<b>Total AdSS</b>	<b>2,296</b>

Source: Human Resources

6. Data at 31 December 2011. This is the reason for the difference between these data and the data for the workforce referring to January 2011.



Among AdSS staff, it is more common to be a degree or diploma holder. The second most common level of official studies is to have completed upper secondary school education. The number of individuals who have completed only mandatory secondary school education is significant.

**Employees with recognized disabilities**

The University of Barcelona has employees with various kinds of recognized disabilities.

	2008	2009	2010	2011
Percentage of AdSS with recognized disabilities	2.17	2.16	2.19	2.34
Percentage of TRS with recognized disabilities	0.75	0.74	0.72	0.71

Source: Human Resources

Data for this indicator have been obtained by the UB based on the voluntary self-reported declarations of employees for the purposes of applying tax deductions to their pay as specified by legislation.

The table shows that the percentage of employees with recognized disabilities is much higher among AdSS than among TRS staff.

## Training

The University of Barcelona grants permissions (PPD) to teaching and research staff to allow them to improve their qualifications through additional training. TRS applicants are required to be full-time employees, and the grants are for short stays of one semester in other institutions.

PPD permissions	2008	2009	2010	2011
Women	17	8	14	10
Men	7	5	6	7

Source: Human Resources

### Teaching and research staff (TRS)

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 carries out its duties in conjunction with faculties and university schools, departments, university research institutes and other UB units. In addition, its activities can be pursued in collaboration with other institutions, administrations and public or private organizations through collaboration agreements.

The ICE is divided into departments, which include the University Section, the Education and Community Section and the Research Section. These departments undertake tasks directly aimed at the training of university professors and society at large.

The University Section provides training and guidance to university instructors for use in teaching. The primary goal is to create strategies and establish training activities for the improvement of teaching staff so as to contribute to raising the quality of university teaching, and to facilitate adaptation to the new demands arising from the European Higher Education Area (EHEA).

Training addresses the following areas:

- Lifelong learning activities
- Customized training and accreditation of completed training activities
- Online training and the Virtual Campus as a teaching tool
- Language training for teachers
- Training and assessment of innovation in teaching
- Master's degree in University Teaching for New Lecturers
- Training in the creation of teaching plans
- Training in research and management at the University of Barcelona

The Education and Community Section is a response to the UB's commitment to working closely with the public and with the region. This department seeks to have an impact on lifelong learning for children and young people as well as for adults and the elderly. The department provides direction and undertakes activities to train and refresh the knowledge of technical educational staff, monitors and trainers, families and professionals in general who work in non-school educational fields, such as educational leisure activities (activities promotion, direction and coordination), cultural and communities activities and service-learning (ApS).





The Research Section gives support to research and educational innovation. This department conducts the ICE's research, fosters the generation and dissemination of cross-disciplinary knowledge on training in the educational field and in higher learning, publishes results and research activities carried out as part of ICE projects and groups, encourages researchers to take part in competitive projects, and promotes training for researchers and research groups in the field of education.

However, the ICE also works in the non-university educational area through the Early Childhood, Primary and Secondary Education and Vocational Training Section. This department coordinates the lifelong learning of educators and the training of educators and trainers in its given educational levels. It is also responsible for designing, implementing and assessing all actions aimed at these groups and for encouraging participation in innovation and research groups. In this respect, the ICE acts as a link between the various educational areas in general.

### TRS training

		2007-08	2008-09	2009-10	2010-11
TRS receiving training	Women	815	930	1,322	1,396
	Men	722	580	850	1,059
	<b>Total</b>	<b>2,150*</b>	<b>1,510</b>	<b>2,172</b>	<b>2,455</b>
Hours spent training TRS	Women	31,314	24,252	27,534.5	34,548
	Men	23,185	11,884	18,016.5	22,823
	<b>Total</b>	<b>54,499</b>	<b>36,136</b>	<b>45,551</b>	<b>57,371</b>
Mean total training hours per TRS member per academic year	Women	38.42	26.01	20.83	24.75
	Men	32.11	20.49	21.20	21.55
	<b>Total</b>	<b>33.46</b>	<b>23.93</b>	<b>20.97</b>	<b>23.37</b>

\* The total of 2,150 includes 613 who did receive training, but no information on gender is available for them.

Source: Institute of Education Sciences

## **Administrative and service staff (AdSS)**

### **Training programs on occupational health and safety**

The UB runs an annual training program for administrative and service staff, primarily comprising the basic course in occupational risk prevention, in accordance with OSSMA guidelines. The entire course is thirty hours in length, but it is delivered in shorter modules. Completion of all modules earns a certificate for the full thirty hours.

In addition, non-compulsory courses address the prevention of illness and health problems. Below is a list of the courses scheduled for 2010-11:

Basic course in Occupational Risk Prevention. The course is divided into the following modules:

- Basic concepts of health and safety in the workplace
- Ergonomics
- Industrial hygiene: Controlling exposure to contaminants in a work environment
- Environment
- Safety at work
- Monitoring health (first aid)

The non-compulsory courses are:

- Basic nutrition and dietetics
- Psychosocial risks and stress

The OSSMA is the office responsible for teaching the course on the basic concepts of health and safety in the workplace and the course on psychosocial risks and stress. The course on basic nutrition and dietetics is delivered by teaching faculty at the Food and Nutrition Torribera Campus.



## Non-compulsory courses for TRS aimed at the prevention of health problems

2009-10	2010-11
– Basic nutrition and dietetics	– Basic nutrition and dietetics
– Psychosocial risks and stress	– Psychosocial risks and stress
– Prevention of musculoskeletal disorders: back pain.	

Source: TRS training

The table above shows that the only difference between the training offered to TRS employees between 2009-10 and 2010-11 is that the course on prevention of musculoskeletal disorders and back pain was not held in the latter year. It was cancelled for lack of applications.

## AdSS hours of training

	2008		2009		2010		2011	
	Total	Average	Total	Average	Total	Average	Total	Average
Civil servants	35,333.00	35.23	40,392.00	38.58	38,927.50	36.90	60,999	57.70
UB-contracted staff	20,611.50	17.56	23,962.50	19.22	26,189.50	20.25	25,803	19.63
<b>Total</b>	<b>55,944.50</b>	<b>25.70</b>	<b>64,354.50</b>	<b>28.05</b>	<b>65,117.00</b>	<b>27.73</b>	<b>86,802</b>	<b>36.6</b>

Source: PAS training

The averages in the above table reflect the total training hours for each subgroup divided by the number of individuals in the subgroup. The result is the average number of hours spent on training for each UB employee.

The table shows that there was a sharp increase in the average hours spent training AdSS civil service staff in 2011 (from 37 to 58 hours), but that the training for UB-contracted AdSS staff held steady at roughly 20 hours. In the overall numbers, AdSS training has risen from 28 to nearly 37 hours per year.

The table below shows the data broken down by sex:

## AdSS hours of training by sex

	Year	
	Total	Average
Women	67,511	43.64
Men	19,291	23.41

Source: Human Resources

The data clearly show that women devote considerably more hours to training than men do among AdSS employees. The difference between the two groups is approximately twenty hours per year.



### Budget for AdSS training (euros)

	2008	2009	2010	2011
Cost of staff training	316,645	338,847	260,729	271,213
Average per employee	145.45	147.71	111.04	114.39

Source: Human Resources

In 2011, the University invested 114 euros on average to the training of each AdSS employee. This number reflects a slight rise over 2010, but is significantly lower than the investment made in 2008 and 2009.

### Management of skills and continuing education

Training for AdSS is organized through one annual call for language studies and two annual calls for courses from the Training Program. The Training Program addresses a wide range of subject areas with the aim of increasing staff members' employability and developing all types of skills. The breadth of subject areas on offer can be seen by consulting the 2011 call at <http://www.ub.edu/ofor/historic/convocrelaciocursos2011.htm>

Since 2011, the most important area has been the implementation of the SAP program in the economic management area. Thirty internal UB trainers were trained as experts in SAP and training techniques. Subsequently, these trainers provided instruction to more than 800 users, who attended courses of 42 hours in length.

Each year, the emerging needs of AdSS employees are analysed by means of interviews with managers and key people in the organization. Growing out of this analysis and new strategic projects in the UB, a course offering is prepared.

In addition to the courses offered in the Training Program, financial aid is available to assist with continuing education outside the UB. This financial aid is available in cases where a very specific type of training for a UB employee in a particular position is not provided at the UB and the employee's superior has approved the need for it.

Additional training programs targeting specific age groups are also on offer, including courses that encourage physical activity among individuals over 55 of age or assist in their preparations for retirement.

### Evaluation of courses taken by AdSS

The table below shows the results of course and teacher assessment questionnaires filled in by AdSS employees who attended courses. The scores are given by subject area and range from 1 to 8.

#### Assessment

Areas	2008		2009		2010		2011	
	Academic year	Teaching staff	Academic year	Teaching staff	Academic year	Teaching staff	Academic year	Teaching staff
IT	6.63	7.21	6.9	7.5	6.98	7.44	7.15	7.63
Written communication	6.18	6.56	6.7	7.4	–	–	7.26	7.51
Organizational techniques	6.5	6.65	6.6	7.3	6.79	7.49	6.85	7.43
Communication (techniques and interpersonal communication)	7.08	7.66	7	7.7	6.92	7.45	6.81	7.46
Occupational risk prevention and the environment	6.75	7.25	6.6	7.2	–	–	7.06	7.34
Occupational health (safety and the environment)*	7.28	7.44	7.1	7.4	6.99	7.48	–	–
Languages	6.79	7.37	6.9	7.4	6.87	7.42	6.88	7.54
Laboratories	6.66	7.44	6.9	7.5	6.34	6.47	–	–
Management skills and personnel management	7.24	7.4	7	7.7	6.93	7.56	7.20	7.70
Financial management	7.08	7.52	6.6	7.6	6.2	7	6.9	7.34
Research management	6.55	7.08	6.9	7.3	6.65	7.17	–	–
Program improvement and evaluation	6.66	7.2	–	–	–	–	–	–
Legal studies	5.62	6.02	6.1	7.4	6.78	7.12	7.05	7.13
Personal development	6.33	7.6	–	–	–	–	6.81	7.61
Support for teaching **	–	–	7	7.1	–	–	–	–
University	–	–	6.8	7.4	–	–	–	–
Various	–	–	6.8	7.4	–	–	6.7	7.9
Library	–	–	–	–	7.23	7.53	7.1	7.58
Academic management and performance assessment (SED)	–	–	–	–	6.65	7.5	6.43	7

\* Occupational safety is included in the area for occupational risk prevention and the environment.

\*\* From 2010, this area has been included in academic management and performance assessment (SED).

Source: Human Resources

## Performance assessment and professional development

The University of Barcelona has no established system for evaluating the performance of AdSS. However, for members of teaching and research staff, there are standard procedures subject to regulation for the assessment of teaching, research and management activities.

## Commitment to equal opportunities between women and men

During the academic year, two new protocols were devised to assist in prevention, detection and action against sexual harassment. The two protocols were created by the Faculty of Law and the Faculty of Economics and Business, respectively, and they were approved by their faculty boards. Additional protocols were also created to enable roll-out of the key elements of the plan.

The objective of the UB's Gender Equality Committee is to address any conflicts among members of our university community (TRS, AdSS, students). For this purpose, a personal approach is taken and forms are available to collect any complaints, disputes or ill-treatment. The aim is to ensure that the University is a place where everyone live and work together peacefully and respectfully.

There are no salary differences between men and women at the University of Barcelona. Our firm conviction is that the elimination of discrimination will push the University closer to the attainment of excellence in teaching, management and research.

The University of Barcelona has a webpage designed to raise visibility and awareness of equality between women and men in the university community: [www.ub.edu/genere](http://www.ub.edu/genere) [in Catalan].

## Work-life balance<sup>7</sup>

Within the framework of studies on work-life balance initiated by the Vice-Rector for Administration and the management staff of Services and the UB Group, surveys were conducted in November 2010 among administrative and service staff to identify the needs of staff members with children aged 0-12 years.

### Comments on the objectives set for 2011:

As noted in the objectives of last year's report, we have sought to respond to the results of the survey. The preparation of the call for Social Action Funds in 2011 took into account the conclusions drawn from the survey. Personalized attention was also provided in pursuit of solutions that specifically addressed work-life balance.

The second objective in last year's report, however, was not achieved. This objective involved the development of a survey on the needs of employees with dependent family or family members suffering chronic illness. The decision not to go forward with the survey was taken as a result of the spending cuts imposed by the Catalan government. It would not have possible to respond to the results and conclusions through Social Action Funds. As a result, it was viewed as more appropriate to cancel the survey and unify forces to offer personalized attention to people who need it.

7. Concept explained in 2010 report.



## Office for Conflict Resolution and Mediation

The UB set up the Office for Conflict Resolution and Mediation in order to foster a new management style in the university community focused on promoting and maintaining a culture based on our mutual respect as human beings. The office is responsible for devising paths of communication that are open and permanent for any TRS or AdSS employee at the UB who has an interpersonal conflict affecting their work or personal integrity. The office can address issues face-to-face, by email, by telephone or through a written communication to the office itself.

The primary aims are to:

- be a place to provide attention to TRS and AdSS employees where concerns and problems can be raised voluntarily and confidentially;
- be a place for mediation between parties in conflict where they can enter into voluntary dialogue marked by respect and equality;
- be a place for conflict resolution that seeks to find a solution between the involved parties who come voluntarily for the professional and impartial assistance given by the Office for Conflict Resolution and Mediation;
- be a place for the facilitation of dialogue where anyone with a conflict can raise and deal with it, with the support of the Office.

Intervention by the Office is available to the extent desired by those involved in a conflict, always prescribing to the rules of confidentiality, voluntariness and impartiality. These rules govern the Office's actions and facilitate:

- communication and dialogue between the parties to the conflict, of an informal nature;
- the possibility of formal mediation.





In the table below, the users of the Office for Conflict Resolution and Mediation are broken down by type of activity (TRS or AdSS) and by sex (men or women):

Cases addressed	2009*	2010	2011
<b>Total cases</b>	<b>7</b>	<b>30</b>	<b>24</b>
<b>% cases resolved</b>	<b>100%</b>	<b>70%</b>	<b>71%</b>
TRS	1	7	6
AdSS	6	23	18
Women	3	18	19**
Men	4	12	8
TRS Women	0	4	5
AdSS Women	3	14	14
TRS Men	1	3	3
AdSS Men	3	9	5

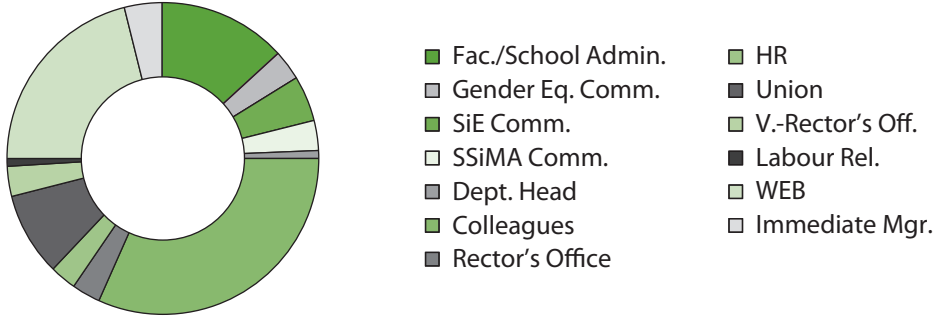
\* September-December 2009

\*\* Total users requiring intervention by the Office (men and women) are 27. This number does not agree with the total number of cases (24), because some cases involved more than one person.

Source: Office for Conflict Resolution and Mediation

The chart below shows the conflicts brought to the Office broken down by unit or source.<sup>8</sup> The category “colleagues” is included to reflect the data better, even though it does not represent a formal unit.

Unit/source 2009-2011



As the chart shows, during the period 2009 to 2011, the conflicts brought to the Office for Conflict Resolution and Mediation came first and foremost through colleagues of the affected individual (33% of cases) or through the website (22%). Conflict situations were often raised by the faculty or university school where the affected individual works. Some cases were brought to the Office from more than one unit; for this reason, the percentage total exceeds 100.

After a conflict situation between UB employees is communicated to the Office, the Office will determine whether the conflict or any aspect of the conflict is more than an interpersonal issue and, if so, will address the matter to the corresponding unit, with the knowledge of the interested parties.

**Conflict Management**

The protocol followed by the Office to resolve conflicts is set out below:

**a) The first step is always to provide *Personal Attention*: listen and welcome.**

The first step is to work with the individual requesting help. As a result of this activity, the user may expressly decide to stop at this point. This occurs when the interested party voluntarily and freely chooses not to transfer the conflict to the involved parties. This decision is often temporary and intended to allow time for reflection. However, in a high percentage of cases, the decision becomes final. Follow-up by the Office is especially important in these cases.

Not moving forward to mediation does not necessarily involve a step backwards. On the contrary, the issue may be resolved before reaching mediation. It has been a pleasant sur-

8. 2009-11: Faculty or university school administrator, 14%; Gender Equality Committee, 3%; SiE Committee, 5%; SSiMA Committee, 3%; department head, 1%; colleagues, 33%; rector's office, 3%; Human Resources, 3%; unions, 9%; vice-rector's office, 3%; Labour Relations, 1%; website, 22%; immediate manager, 4%.

2011: Faculty or university school administrator, 16%; SSiMA Committee, 8%; colleagues, 21%; rector's office, 4%; Human Resources 4%; unions, 14%; website, 29%; immediate manager, 4%.

prise to see how individuals, when they feel supported by the institution to speak out and analyse a situation of concern to them, can take the opportunity to accept other perspectives on the conflict and then find enough motivation to seek a new relationship with their environment. In addition, the situation can always be re-examined in the future, a possibility that provides the affected individual with the necessary peace of mind.

**2011:** 6 conflicts followed this route.

*Personal Attention* not only serves to assist the person asking for help, but also helps to frame the problem and, where appropriate, redirect the matter as needed. This referral may be temporary or final. Temporary referrals occur when advice or a specialized diagnostic is necessary before taking action or proceeding with specific actions (for example, requesting evaluations of psychosocial or health risks). In this case, the action is proposed to the interested party and, if the proposal is accepted, the interested party will make the request in person.<sup>9</sup>

A referral is final if the cause of the conflict is not interpersonal in nature. In these cases, the Office will facilitate a report to the unit responsible for managing the situation, providing the information deemed necessary, but always with the knowledge and consent of the involved party. Conflicts situations are sometimes mixed. If there is a problem of interpersonal relations as a secondary conflict, this aspect will be addressed before making a referral.

**2011:** 8 conflicts were referred.

#### **b) The second step is *Mediation*.**

After identifying the conflict and working on it with the people involved, the next step is mediation. Experience has shown that this step may give rise to two different types of conduct.

The first type of conduct involves proposing intermediation. Often, when bringing a problem to the Office, an individual wants the Office to express the complaint, unease or frustration to the other involved party. The most typical case is that the individual does not want to meet to talk about the problem or agree a solution with the other party. Strictly speaking, they do not want mediation, but rather intermediation. They want the Office to speak to the other party on their behalf.

The reason for refusing to sit down and talk with the other party is always fear, typically based on a lack of equality between the parties. Another significant reason lies in the existence of physical or psychological violence or a lack of respect in the conflict, although such situations are uncommon. Normally, at the root of the conflict, we find a hierarchical relationship, sometimes indirect, but equally effective.

If we bear in mind that AdSS employees work in units organized and led by a manager, an employee who has a conflict is likely to feel insecure and uncomfortable in the face of potential mediation. When the conflict does not include this variable (a hierarchical relationship), mediation is chosen without any problem.

For TRS employees, by contrast, mediation is the most standard approach. This group finds it easier to discuss the situation around a table and seek common ground in order to agree a solution. This is achieved because it usually involves a relationship of equals. When the problem involves a hierarchical relationship, as happens with AdSS staff, intermediation is also requested.

9. It may be better for the conflict to be managed by the Office itself, with the consent of the interested party, but this approach has been proven to expedite the process.



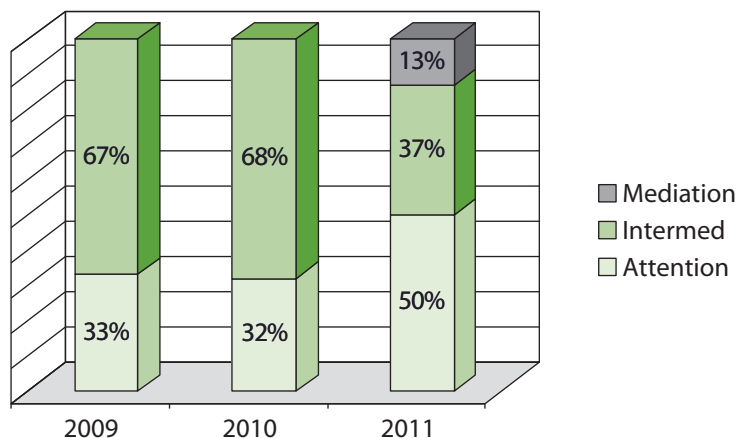
In summary, there are three distinct approaches to managing conflict:

1. **Personal Attention:** when the user only states the situation to the Office and decides not to go any farther.
2. **Intermediation:** the Office intervenes in the mediation on behalf of another party.
3. **Mediation:** an agreement is reached directly between the parties in the presence of a mediator.

The bar chart below shows the breakdown, by type, of the interventions carried out by the Office during its three years of activity. At first, intermediation was the primary activity, followed by personal attention. Mediation *per se* was first applied in 2011. It is also possible to see the increase in cases resolved at the first step. One explanation may be that the cases are not so entrenched.

The trend is clear and encouraging.

**Types of intervention**





## User assessment survey

After more than two years of operation, a five-question survey was distributed to users this year so that they could assess the performance of the Office for Conflict Resolution and Mediation.

Total responses to the survey stood at 46: 27 from TRS staff and 19 from AdSS staff (in the AdSS case, only 14 different people responded, but some were involved in more than one case, which explains the figure of 19 completed questionnaires).

The questions are:

### *A) How did you find out about the Office?*

Of the conflicts that reach the Office, 50% come by referral from other UB units. The second most common avenue, which accounts for 30% of users, is finding out through colleagues. The remaining conflicts arrive through the website.

### *B) Was access easy for you?*

More than 90% of users stated that access to the Office was easy for them. Repeated remarks focused on the same idea: a fast appointment, immediate attention, attention easy to get.





### **C) Assessment of whether user expectations were met**

Half of all questionnaire respondents gave the highest score (4) for whether their expectations were met by the resolution of the conflict for which they had requested help. If we add the scores at level 3 (“good”), the total rises to 85% of all respondents giving a positive assessment of the intervention made by the Office for Conflict Resolution and Mediation.

The remaining 15% gave negative assessments with rationales that included receiving a negative response from the other party, not receiving a response from the UB (in the case of issues referred to other units), the perception that the intermediation sought only to fulfil certain minimum requirements, and disappointment that the Office did not have authority to act on the issue presented to it.

### **D) Assessment of the attention received**

Roughly 80% of users reported that the attention received was “very good”. With the addition of the users giving a rating of “good”, the total percentage exceeds 90%.

The most common repeated comments described the consideration given by the Office as reflecting *a human touch, a real willingness, supportiveness and professionalism*.

According to the opinions of users, an aspect that needs to improve is follow-up. Some individuals were completely satisfied with the follow-up they received, while others took the view that it could be better.

### **E) Would you recommend the Office for Conflict Resolution and Mediation?**

The result is overwhelming: 97.5% of users would recommend the Office.

#### **Comments on the objectives set for 2011:**

The first objective was to produce a video on the Office. This was completed and presented to the rector’s office and became available on the UB’s website in May. Since then, it has been moved to the UB intranet.

The second objective was to implement a questionnaire for staff that have used the Office’s services, in order to evaluate its intervention. As shown in the section above, this objective has been fully met.

The third objective was to organize two days of instruction on conflict resolution through mediation. This objective has not been met for reasons beyond the control of the Office; the two days of instruction were not held.

#### **Objectives for 2012:**

- Launch a training course on conflict resolution through mediation, for new members of TRS and AdSS.
- Introduce mediation as a completely standard management tool in the UB’s organizational system.

<http://www.ub.edu/comint/atencio/index.html>

## Ombuds Office<sup>10</sup>

As an independent body, the Ombuds Office plays a very significant role in the field of corporate social responsibility at the University of Barcelona, given the responsibilities and duties it is assigned.

### **Annual reports and contact information**

The UB Statutes establish that the Ombuds Office is required to present an annual report describing the functioning of the University to the Senate and the Board of Trustees.

These reports serve as a means of auditing the functioning of the University, and can be reviewed here: [www.ub.edu/comint/og/sindic/documents.html](http://www.ub.edu/comint/og/sindic/documents.html) [in Catalan]

10. See responsibilities and functions in the 2010 report.



# 6

Our responsibility  
to the environment

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## 6 Our responsibility to the environment

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### The UB Sustainability Plan: participation strategies

In recent years, sustainable development has become another core principle in policy discussions in our immediate environment and it has gradually entered our social fabric and our business community. The outcome of this pervasiveness can be seen in the development of specific regulations to safeguard the environment, ensure that manufacturing processes use natural resources more efficiently, and spread knowledge and good practices that balance the three key areas of sustainable development: the social, the economic and the environmental. Universities are the institutions best suited to contribute toward this aim, directing education and research activities toward social and economic development that does not contribute to environmental deterioration or the depletion of natural resources.

Environmental issues have been present in the daily life of the UB for a long time, particularly in the two key areas of the University's activity: teaching and research. The UB has stated its commitment to sustainability with other institutions of higher learning – signing the Talloires Declaration and the University Charter for Sustainable Development (Copernicus) in the nineteen-nineties – and in the local community, joining the Citizens' Commitment to Sustainability sponsored by Agenda 21 of Barcelona in 2002, a tool aimed at structuring municipal action for the construction of a more sustainable Barcelona.

As the table below shows, the UB has taken the first steps toward sustainability, carrying out numerous actions aimed at improving the institution's environmental management. However, a plan of action has not yet been established. The lack of a strategic framework for environmental planning, coordination and implementation has impeded the integration of sustainability in the institutional structure as well as the implementation of more ambitious measures that would enable the UB to make a qualitative leap in reducing our impact on the environment.

## Steps toward sustainability at the University of Barcelona

Steps toward Sustainability	Action	Status	Year	
Inclusion of sustainability principles in institutional policy	Framework regulations	Included in UB Statutes	2003	
	Sustainability policy	Approved. Pending review	1999	
	Endorsement of institutional commitments	Talloires Declaration		1990
		Copernicus Charter		1993
		Citizens' Commitment Agenda 21 BCN		2002
	CRUE sector committee on Environmental Quality, Sustainable Development and Risk Prevention		2002	
Establishment of an organizational structure	Creation of a council or committee on sustainability	Environmental Policy Committee	1996	
		Environmental Committee	1999	
		The Executive Committee on Sustainability	2005	
	Appointment of an institutional representative	Rector's delegate for Health, Safety and Environmental Issues	2001	
		Office of the Commissioner for Sustainability	2008	
	Delegate for Sustainability	2010		
Definition and implementation of an action plan	Diagnostic	Development	2000-2002	
		Review and publication	2005	
	Definition of objectives and actions	Under development by the Executive Committee on Sustainability	2011	
Assessment and monitoring of process	Establishment of indicators	Indicators related to the initial diagnostic	2005	
		Indicators related to the sustainability plan: pending	-	
	Publication of results	Pending	-	
	Review of action plan	Pending	-	

Source: OSSMA

The final push to develop a specific action plan in the area of sustainability took place in 2011. Now, the UB has a political representative with responsibility for all aspects of sustainability (the rector's delegate for sustainability), as well as an office providing technical support (Office of Health, Safety and Environmental Issues) and the Senate's Executive Committee on Sustainability (which, in accordance with article 58.2 of the UB Statutes, is responsible for developing an environmental action plan). Work has begun on the design and development of objectives and actions to guide the UB's steps towards sustainability in the medium and long terms.



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The UB Sustainability Plan is a useful tool for planning the milestones we wish to achieve. It defines the UB's objectives in this area, the actions needed to reach them, the financial and human resources required, who is responsible for achieving them, and which indicators will enable us to check the extent of their fulfilment.

The development of the Sustainability Plan follows these guiding principles:

- To consolidate the presence of sustainability in teaching and research.
- To integrate environmental issues and sustainable development in the UB's management activity.
- To enlist everyone in the university community as a participant in the process of institutional sustainability.
- To communicate the principles, values and actions of university sustainability to our surrounding community.

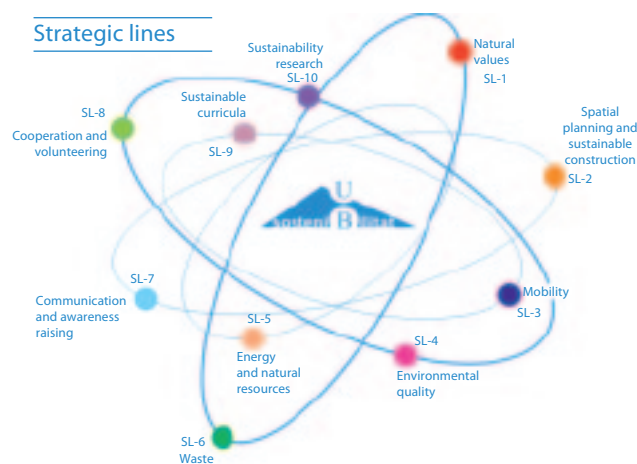
In addition, these principles are subject to the view that sustainability is an element that cuts across the entire university, requiring the integration of environmental issues in institutional decision-making in social and economic contexts and the adoption of a systemic approach in all areas of university activity (teaching, research and management) as well as in the University's interaction with society.

The definition and implementation of the UB's Sustainability Plan is guided by the following strategic objectives:

- To reduce the institution's environmental impact in all areas of activity.
- To improve efficiency in energy consumption and in the consumption of natural resources.
- To integrate the values and principles of sustainability in decision-making and to incorporate environmental good practices in all areas of the institution.
- To promote and carry out projects in the area of sustainability that result in actions of an exemplary nature within the UB itself and to other public administrations and private entities.



The plan is structured into ten strategic lines and it defines specific objectives and actions for implementation.



The design of the action plan drew on the direct participation of representatives of the different groups in the university, as members of the Senate's Executive Committee on Sustainability, and on their indirect participation through the creation of a working group of undergraduate students in Environmental Sciences, who evaluated the document and made contributions.

In the working sessions, participants discussed the plan's guiding principles and broad objectives and established the strategic lines, the specific objectives to make progress in each of these lines, and the actions needed to achieve these objectives. To aid in planning the subsequent development of the plan, participants also prioritized actions, grouping them by impact and significance.

After the first version of the plan was approved<sup>1</sup> by the Senate's Executive Committee on Sustainability, the plan was published for review and suggestions were welcomed from the university community. To this end, a campaign has been undertaken to inform all bodies and groups that the UB is preparing a Sustainability Plan, with the aim of integrating the principle of sustainability into UB activities and inviting contributions to the plan.

The campaign goes farther than the usual channels of communication, such as publishing news on the websites of the various groups, notifying department, unit and service managers by email, or sending posters to administrators responsible for notice boards in the faculties and university schools. The campaign also makes use of:

- a space on the UB website where detailed information on the plan was provided<sup>2</sup>;
- a blog<sup>3</sup> that became the most active channel for participation because it was available everywhere and at any time;
- meetings to present the plan on the various campuses of the UB.

1. [http://www.ub.edu/web/ub/galerias/documents/noticies/Pla\\_Sostenibilitat\\_20111220.pdf](http://www.ub.edu/web/ub/galerias/documents/noticies/Pla_Sostenibilitat_20111220.pdf) [in Catalan]

2. <http://www.ub.edu/ossma/pds.php> [in Catalan]

3. <http://plasostenibilitat.ub.edu> [in Catalan]

When the contributions of the university community have been received, the Committee on Sustainability will discuss them, determine whether they fit the plan’s objectives and, if they are technically and economically viable, integrate them into the Sustainability Plan.

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

- CRE Copernicus Charter – University Charter for Sustainable Development (1993)
- Public commitment to Barcelona’s Agenda 21 initiative (2002)
- The Catalan Strategy for Sustainable Development (2010)
- The Catalan Zero Waste Strategy *Residu Zero* (2011)

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

- European Agency for Health and Safety at Work (1998)
- Committee on Environmental Quality, Sustainable Development and Risk Prevention at Work - CADEP group of the CRUE (2003)
- The waste return network *Xarxa Retorna* (2011)

**Direct energy consumption by primary source**

Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
2009	2010	2011			
0 GJ	0 GJ	-	The UB does not consume primary energy, but acquires and consumes intermediate energy from external sources, which means that for this indicator only direct solar energy is relevant. However, as the energy produced is viewed comprehensively, the end result for this indicator is always zero.	Atri Solar photovoltaic installation of the Faculties of Physics and Chemistry, in operation since 2004	Administration at Physics and Chemistry



	2009	2010	2011
Direct primary energy acquired	0 MWh	0 MWh	0 MWh
Direct primary energy produced	50.5 MWh	46.0 MWh	–
Direct primary energy sold	50.5 MWh	46.0 MWh	–

### Direct energy consumption by primary source

	Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2009	2010	2011			
Electricity (GJ)	181,404	183,560	173,327	As the UB does not consume fossil fuels in order to generate intermediate energy, the only available data relates to acquisition and consumption of indirect energy.		Building Works and Maintenance, from provider invoices
Natural gas (GJ)	65,880	70,338	50,631			

These statistics do not include the energy consumption of the Cupulas Building, as the Faculties of Philosophy and of Geography and History left this space in 2006 and its energy consumption now corresponds to the Barcelona Science Park.

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

The data below correspond to two actions taken by Building Works and Maintenance to promote energy savings. Additional information is available on the blog of the Sustainability Plan (<http://plasostenibilitat.ub.edu>).

Title	Replacement of 131 fluorescent bulbs with LEDs in the car park for the faculties of Physics and Chemistry
Reduction in consumption	64%
Projected energy saving	21,616.92 kWh/year
Reduction in CO <sub>2</sub> emissions	3,912.66 kg CO <sub>2</sub> /year (emission factor of electricity generation in Spain for 2010 = 0.181 kg CO <sub>2</sub> /kWh)
Estimated energy saving	€3,026.37/year
Amortization period	3.7 years

Source: Building Works and Maintenance

Title	Replacement of 95 50W halogen lights with 7W LEDs
Reduction in consumption	86%
Projected energy saving	17,172.48 kWh/year
Reduction in CO <sub>2</sub> emissions	3,108.22 kg CO <sub>2</sub> /year (emission factor of electricity generation in Spain for 2010 = 0.181 kg CO <sub>2</sub> /kWh)
Estimated energy saving	€2,404.14/year
Amortization period	1.2 years

Source: Building Works and Maintenance

### Initiatives to reduce indirect energy consumption and the reductions achieved by these initiatives

No data on energy consumption is available in relation to the consumption of energy-intensive materials, outsourced production or business trips. No new diagnostic on mobility has been carried out, with the consequence that we have only estimated data on journeys to and from work at the Diagonal Knowledge Gateway Campus or the Mundet Campus from a year ago.

Academic year	Diagonal Campus	Mundet Campus
	2009-10	2010-11
On-site population	35,149	11,737
Study group population	1,183	477
Kilometres travelled per year	185,370,374	32,000,732
Energy consumption (GJ/year)	138,607	38,771

### Total water withdrawal by source

	Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2009	2010	2011			
m <sup>3</sup> /year	287,683	301,200	279,697	Total water consumption is equivalent to the quantity provided by our supplier.		Building Works and Maintenance, based on provider invoices



## Percentage and total volume of water recycled and reused

	Results			Comments (trend, objectives, etc.)
	2008	2009	2010	
m <sup>3</sup> /year	0	0	0	All water is discharged to the sewerage system as the UB has no water recycling or reuse systems in any building. The only water collected separately is contaminated water from laboratories, which is managed through authorized agents as special waste.

## Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity

We have no additional information to contribute to the descriptions provided last year<sup>4</sup>.

## Current and future actions and strategies for managing impacts on biodiversity

This indicator has no clear application in the university context. However, we provide below a list of strategic actions envisaged in the Sustainability Plan with respect to natural values that bear a relation to this section of the report. The list of actions is preliminary and subject to amendment, because the Sustainability Plan will not be approved by the Senate until July 2012.

4. More information in 2010 report.

Objective	Action	Responsible	Period	Cost	Priority
Incorporate sustainability criteria for green spaces	Incorporate into projects for new buildings or facilities impact studies on affected green spaces and plans for compensation in cases where bioproductive areas would be reduced.	Multi-Year Plan; Building Works and Maintenance; OSSMA	Ongoing	●	B
	Eliminate the use of chemical fertilizers and pesticides in the maintenance of gardens and green spaces.	Building Works and Maintenance	2012	○	C
	Establish in situ composting of plant remains in UB buildings, with demonstrations to promote the practice to the university community.	Building Works and Maintenance	2012	○	C
Raise awareness of the UB's natural heritage in the university community and society in general	Conduct promotional activities and incorporate information on the natural values of our green spaces within already existing internal and external communication formats	OSSMA; Communication; Institutional Activities and Protocol	Ongoing	○	B
	Establish new environmental itineraries in other spaces (Mundet, Torribera and Pedro Pons Estate) using those at the Historic Building as a model.	OSSMA	2013-16	●	B
	Include the green spaces of the UB in the register of environmental resources of public institutions.	OSSMA	Ongoing	●	C
Promote teaching and research activities related to the conservation and dissemination of natural values	Create a feasibility study on the creation of a vegetable garden as a support tool for teacher training.	Faculty of Teacher Training	2013-14	●	C
	Include a section on the UB website to disseminate teaching and research activities related to natural values	VR Teaching and Scientific Policy; VR Research; Communication; OSSMA	Ongoing	○	B

#### Key

##### Cost

- Generates no additional cost (uses UB human resources, inclusion in tenders, etc.)
- <2.000 €
- 2.000-5.000 €
- ◎ 5.000-10.000 €
- ◎ >10.000 €
- Unspecified

##### Priority

- A High
- B Medium
- C Low



## Total direct and indirect greenhouse gas emissions by weight

2009	Results		Comments (trend, objectives, etc.)	Example of project/ initiative	Source
	2010	2011			
14,965.9	10,491.6	12,847.7	<p>These figures, expressed in tons of CO<sub>2</sub> per year, correspond exclusively to indirect energy consumption, since the UB does not consume direct energy.</p> <p>Although UB energy consumption fell in 2011, the mix of energy production led to a rise in emission factors.</p> <p>The results for previous years have been corrected with respect to the previous report as a result of changes to the emission factors prepared by the OCC of the Catalan government.</p>		Calculated by applying the emission factors associated with energy published annually by the Climate Change Office (OCC) of Catalonia to the UB's electricity and gas consumption.

## Other indirect greenhouse gas emissions, by weight

In line with the remarks accompanying indicator EN7, data are available on CO<sub>2</sub> emissions associated with journeys to and from work on the Diagonal Knowledge Gateway Campus and the Mundet Campus, but not for the consumption of energy-intensive materials, outsourced production and business trips.

Academic year	Diagonal Campus	Mundet Campus
	2009-2010	2010-2011
CO <sub>2</sub> emissions (tons/year)	8,341.2	2,064.1



## NO<sub>2</sub>, SO<sub>2</sub> and other significant gaseous emissions, by type and weight

Values for SO<sub>2</sub> and NO<sub>2</sub> emissions associated with electricity consumption, calculated by applying the emission factors for electrical energy production published each year by the WWF Electricity Observatory.

	Resultats			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2009	2010	2011			
SO <sub>2</sub>	19,299.5	12,951.2	20,028.9	These figures, expressed in kilograms per year, relate exclusively to electricity consumption.  Although UB energy consumption fell in 2011, the mix of energy production led to a rise in emission factors.		Calculated by applying the emission factors of electrical energy production published annually by the WWF Electricity Observatory.
NO <sub>2</sub>	15,772.2	11,064.6	15,166.1			

## Total weight of waste generated, by type and treatment method

Waste generated		Results			Source
CER code	Description	2009	2010	2011	
200301	General waste	862,114	872,822	855,538	UB estimates based on information provided by cleaning services making collections from UB faculties and university schools, and the volumes of commercial collection bins allocated to the holders of bar licenses.
200108	Organic material	884,813	810,563	810,563	
150101-200101	Paper/cardboard	519,929	572,340	506,771	
150102-150104	Light packaging	76,634	87,061	53,409	
150107	Glass	49,978	78,034	61,628	
200121	Fluorescents	3,030	2,626	1,527	Ambilamp
161604	Batteries	445	347	794	Pilagest
080318	Ink and toner cartridges	1,856	1,645	2,167	Dr Trueta Humanitarian Foundation for the 3rd and 4th Worlds
200135-200136	Electric and electrical equipment	13,055	6,770	5,780	Barcelona City Council, Ecocat
140602	Halogenated compounds	9,939	11,689	12,122	Ecocat, GRS
140603	Non-halogenated compounds	13,119	13,845	12,553	Ecocat, GRS
0601XX	Inorganic acids	3,169	7,663	4,854	Ecocat, GRS
0602XX	Inorganic bases	3,527	2,113	4,563	Ecocat, GRS



Waste generated		Results			Source
CER code	Description	2009	2010	2011	
160508	Organic or high COD solvents	2,853	1,018	1,408	Ecocat, GRS
160507	Inorganic compounds	2,172	1,711	2,489	Ecocat, GRS
1302XX	Oils	81	57	415	Ecocat, GRS
160403XX	Hazardous waste	2,820	2,953	2,128	Ecocat, GRS
160506	Expired reagents	604	774	1,079	Ecocat, GRS
150202 - 090199	Contaminated solids	1,412	1,882	2,203	Ecocat, GRS
150110	Contaminated packaging	3,624	4,060	5,428	Ecocat, GRS
090103	Photographic developer	483	360	540	Ecocat, Biotur
090104	Photographic fixer	549	360	120	Ecocat, Biotur
180101 - 180103 - 180201-02	Bio-hazardous material (group III)	25,770	26,283	25,921	Cespa, GRS
180108 - 180207	Cytotoxics (group IV)	14,687	16,464	12,477	Cespa, GRS
180202-03	Animal remains	14,887	14,121	13,292	Seiaco, Sereca-Bio

All values are expressed as kg/year. Municipal waste is managed through a system of municipal collection, while the collection and treatment of the remaining waste is carried out by operators authorized by the Catalan Waste Agency (ARC) (see column headed "Source").

In general, there has been an increase in selective waste collection, reflecting efforts devoted to this area, and this has had a positive impact on reducing the remaining general waste in recent years. As for special waste, there is a broad increase in the amounts generated and managed. This increase is explained both by improved waste management procedures and by a rise in research activity at the UB.

**Initiatives to mitigate the environmental impact of products and services, and the extent of mitigation**

Following the action plan drawn up by OSSMA in 2011, a number of measures designed to improve sustainability are being carried out:

Objectives	Action
1.6. Control and monitoring of environmental management	1.6.1. Periodic updating of sustainability indicators for the different areas of the University
	1.6.2. Compilation of indicators on health, safety and sustainability for the Report on Social Responsibility 2010
1.9. UB Sustainability Plan	1.9.1. Implementation of the tasks of the technical secretary of the Senate’s Executive Committee on Sustainability as part of the Sustainability Plan
	1.9.2. Presentation to the Senate’s Executive Committee on Sustainability, and approval if appropriate, of the objectives and lines of action
	1.9.3. Preparation of work dossiers and proposal of actions in the Sustainability Plan for discussion by the Senate’s Executive Committee on Sustainability
	1.9.4. Design of section on Sustainability Plan for the OSSMA website



Objectives	Action
3.6. Information and awareness-raising on good environmental practices	3.6.1. Design of environmental content for the 2011-12 student agenda
	3.6.2. Preparation and monthly circulation of information on good environmental practices on the UB website
	3.6.3. Design and distribution of informational posters to raise awareness of selective waste collection, informing the different UB faculties and universities schools of the results from each of their buildings for 2010
	3.6.4. Design and distribution of an informational poster on the management of special laboratory waste
	3.6.5. Guided visits of the gardens of the Historic Building
7.1. Improved management of special laboratory waste	7.1.1. Assessment of shortfalls in special waste management in the Faculty of Pharmacy and proposal of corrective measures
	7.1.2. Preparation of proposal for differentiated waste management of laboratory glass in the Faculty of Biology
	7.1.3. Definition of health, safety and environmental requirements for the waste storage project in the Faculty of Biology
7.2. Control and monitoring of waste management	7.2.1. Design and implementation of checklists for waste generated by companies with concessions in gardening, restoration and graphics reproduction
8.2. Promote sustainable mobility	8.2.1. Conduct a mobility diagnostic for the faculties and university schools of the Mundet campus
	8.2.2. Prepare checklists for achieving sustainable mobility for all faculty websites
	8.2.5. Implement management tasks for the Bicicampus project's bicycle loan system
	8.2.6. Implement management tasks for the Punt BiciCampus service for 2011
8.5 Collaborate with other entities to promote sustainability	8.5.1. Participation in the management meeting of the waste return network <i>Xarxa Retorna</i>
	8.5.2. Coordinate, jointly with the UPC, the Catalan zero waste strategy <i>Residu Zero</i>
	8.5.3. Consulting and training for an activity on ecological footprint for the "la Caixa" savings bank's science museum CosmoCaixa Madrid
10.6. Improved integration of health, safety and environmental issues in tenders for services	10.6.1. Proposal of terms and conditions in the area of health, safety and environmental issues as well as environmental assessment criteria for public tenders involving cleaning, maintenance, gardening and small maintenance services.

### Significant environmental impact of transporting products and other goods and materials used in the organization's activities and personnel

Information on the impact of transport and on other activities proposed in the strategic area of mobility in the Sustainability Plan are presented under indicators EN7, EN17 and EN20.



## Total environmental expenditures and investments by type

	Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2009	2010	2011			
Waste management	€286,898	€315,800	€264,955	Placeable in the category "costs of waste elimination"		Accounting
Environmental actions	€25,432	€36,804	€26,352	Placeable in the category "costs of environmental management and prevention"	Plans on mobility, air pollution control, waste management, bicycle parking	OSSMA

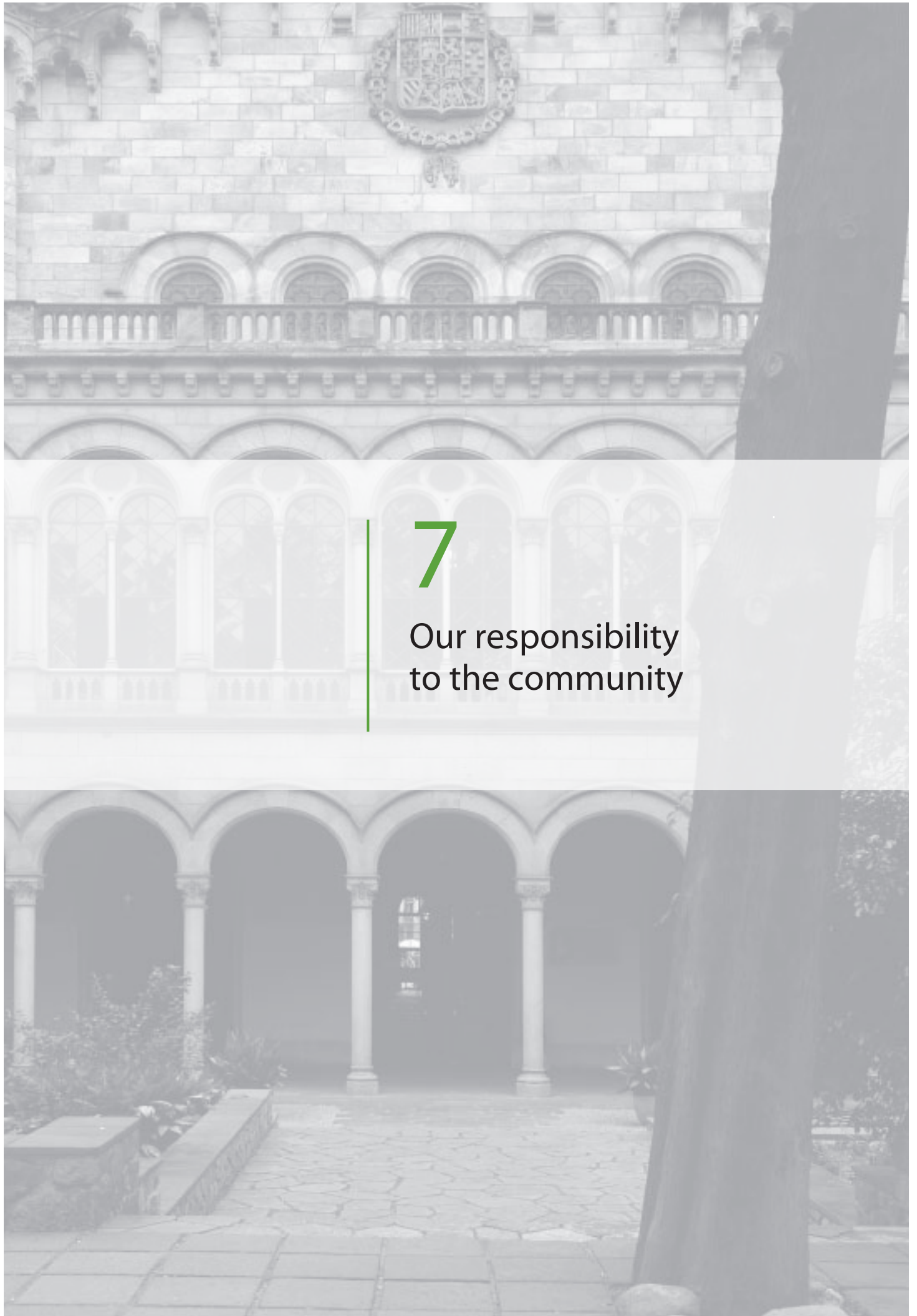
## Research projects related to the environment and sustainability

	Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2008	2009	2010			
Competitive calls	12.6%	13.0%	12.6%			Research management
Contracts	19.0%	24.6%	22.3%			Bosch i Gimpera Foundation
<b>Total</b>	<b>16.4%</b>	<b>16.4%</b>	<b>17.7%</b>			

This indicator shows the impact of research in any area related to sustainability as a fraction of the total research conducted at UB faculties and university schools. The calculation of the indicator includes projects resulting from competitive calls included by researchers in the GREC research management software (<https://webgrec.ub.edu/>), and contracts with private companies and public bodies managed through the Bosch i Gimpera Foundation. Based on their names, projects involving sustainability issues are identified and grouped by research group, department and subject matter (biodiversity, industrial processes, water, pollution, waste, society, economics and the environment, soil, atmosphere and climate, environmental impact, land use and landscape, paleoenvironments, natural hazards, radioactivity, natural products, forest fires and erosion, energy). Identification and grouping enables the calculation of the proportion of projects on sustainability at different levels and the identification of the most active research groups and researchers in each area. The indicator is up-to-date for 2010.

2010	Sustainability projects	Total projects	%
GREC	43	341	12.6
FBG	84	377	22.3
<b>Total</b>	<b>127</b>	<b>718</b>	<b>17.7</b>





# 7

Our responsibility  
to the community

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## 7 Our responsibility to the community

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### Our suppliers<sup>1</sup>

Legislation on public tenders and other regulations applicable to contracting clearly define the procedures to be used, notifications that must be made and requirements from bidders, and place great emphasis on open competition and equal treatment for all businesses and professionals.

At present, social and environmental factors have little relevance in our procedural specifications.

#### Objectives for 2012:

- View public tenders as a factor in promoting social responsibility.
- Conduct a study on possible terms and conditions of a social nature that could be included in contracts put to public tender by the University of Barcelona.
- Enter into contact and establish dialogues with suppliers to analyse their opinions on the introduction of terms and conditions of a social nature in contracts, the opportunities for tackling them and the impact of their possible introduction.
- Introduce terms and conditions that have a positive impact on the quality of the university mission and on consolidating a culture of social responsibility.

1. For a description of the public tender process, see the 2010 report.



## Alumni<sup>2</sup>

The UB Alumni Agency is a service provided by the University of Barcelona for former students and friends of the University, including teaching and research staff and administrative and service staff, designed to help maintain their permanent association as UB community members.

<http://www.alumni.ub.edu/>

### Number of people that accepted membership on the Council of Elders and the number of associated groups

Results		Objectives	
2010	2011	2012	2013
46 elders and 15 groups	51 elders and 24 groups	40 groups	40 groups, 5 of them international

Source: Alumni

Eminent figures on the Council of Elders include Miquel Roca i Junyent (current president of the body), Artur Mas (economist and politician), Pasqual Maragall (Economics and Law), Salvador Alemany (economist), Leopoldo Rodés (Law), Tomàs Molina (physicist), Joan Masagué (chemist) and Joan Rodés (doctor). Associated groups include those related to journalism, finance, franchises and biology, and some associated groups are international, located in Portugal, Paris and Havana, for example.

#### Comments on the objectives set for 2011:

In last year's report, our target for 2011 was to reach 75 elders and 30 associated groups. As can be seen from the table above, we did not achieve these objectives.

2. See description in the 2010 report.



**Objectives for 2012 and 2013:**

Our target for 2012 is to reach 40 associated groups. Our target for 2013 is to maintain the results for 2012 with the additional aim that 5 of the associated groups are international.

**Activities**

UB Alumni holds an average of 3-4 events per week. At each event a survey is distributed to all in attendance in order to obtain their assessment and identify aspects in need of improvement.

	Results		Objectives	
	2010	2011	2012	2013
Overall satisfaction	60%	76.8%	75%	80%

Source: Alumni

The table shows that the overall satisfaction is positive and widespread, with 77% of respondents expressing their satisfaction. In addition, the growth in satisfaction is notable between 2010 and 2011, suggesting that the management of the UB Alumni is adopting a suitable approach.

**Comments on the objectives set for 2011:**

As the target in last year’s report was to reach 70% satisfaction in 2011, this objective has been fully achieved.



### Objectives for 2012 and 2013:

The target for 2012 is to achieve 75% satisfaction. For 2013, the target rises to 80%.

Meetings have been held with several members of the Council of Elders. At these meetings, discussion has focused on aspects of the current economic situation and on the challenges facing the University. The main topics of conversation have been governance, university endogamy, funding methods and fees, fundraising and the quality of teaching services provided.

	Results		Objectives	
	2010	2011	2012	2013
Current issues	Establish relationships with stakeholder groups	Establish direct personal relationships with most elders	Establish the capacity to exert influence on relationships with stakeholder groups	Involve alumni in university life in some area

Source: Alumni

### Comments on the objectives set for 2011:

In the past two years, the aim of UB Alumni has been to create the idea in the collective imagination of alumni that the University can act as a tool for promoting and training a professional network. UB Alumni has disseminated this idea through various channels and with different strategies to all target groups (elders, associated groups, functional groups, alumni with undergraduate or master's degrees, teaching faculty, administrative and service staff, and external bodies such as the Catalan Ministry of Enterprise and Labour, the Catalan Ministry of Town and Country Planning, Barcelona Activa, PIMEC (micro, small and medium-sized businesses), the Chamber of Commerce and many others).

### Objectives for 2012 and 2013:

As can be seen in the table above, the target for 2012 is to establish the capacity to exert influence on relationships with stakeholder groups. For 2013, the target is to involve alumni in university life in some area.

## The University of Experience

The University of Experience is addressed to learners aged fifty-five years and over and comprises a series of integrated and UB-accredited university courses, of one or two academic years in length. These innovative courses complement other models of higher education, such as vocational training for younger adults or lifelong learning for professionals of all ages.

There are no academic prerequisites for those wishing to enrol. Applicants must show simply that they are fifty-five years of age or older when officially starting the enrolment procedure, and then complete pre-enrolment and enrolment within the deadlines set by the UB. The enrolment fee is €150 per academic year.

In addition, students of the University of Experience have access to all the services and facilities available to the UB university community.

Course offering	Results		Objectives	
	2010-2011	2011-2012	2012-2013	2013-2014
Number of courses on offer	4	5	Add two more courses:	Add two further courses.
Courses	<ul style="list-style-type: none"> <li>- Information, documents and libraries for the individual</li> <li>- Language and Literature</li> <li>- Teaching and society</li> <li>- Psychology</li> </ul>	<ul style="list-style-type: none"> <li>- Information Management for the Individual</li> <li>- Language and Literature</li> <li>- Education and Society</li> <li>- Psychology</li> <li>- Philosophy</li> </ul>	<ul style="list-style-type: none"> <li>- Health and wellbeing</li> <li>- History of Art</li> </ul>	

Source: University of Experience

### Objectives for 2012 and 2013:

The table shows that the aim of the University of Experience is to increase the number of courses on offer each year. The target for 2012 is to provide an additional two courses, namely in Health and Wellbeing and in History of Art. For 2013, the target is add a further two courses.

### UB Volunteering

In response to the UB's commitment to civil society, a stable, not overly rigid structure is needed to focus exclusively on volunteers who can take action to fulfil the aims of comprehensively promoting and managing the awareness and active participation of members of the university community in different programs providing assistance and cooperation in the face of social needs.





In this respect, the implementation of structures supporting solidarity and the integration of activities involving volunteers can serve to promote values such as solidarity, altruism and tolerance. They can also make an important contribution to the development of attitudes and skills. The chance to be a university volunteer is offered as a unique opportunity to spread and inculcate these values and it enables volunteers to achieve a personal and emotional involvement in the social reality surrounding us.

The volunteer program can serve as a good tool for improving the work environment, promoting adherence to the University culture and fostering education in principles, attitudes and values among members of the university community, including equality, solidarity, social justice, cooperation and tolerance.

Dedicating human capital to a social cause marks the materialization of the commitment of an enterprise that places a high value on social responsibility. In this way, UB Volunteering can raise the participation of people in the various activities of university community, offering opportunities to collaborate while taking account of the character of each group in the University.

UB Volunteering	Results		Objectives
	2011-12	2012-13	2013-14
Type of collaboration	<ul style="list-style-type: none"> <li>– Food bank (food collection)</li> <li>– Red Cross Youth (toys collection)</li> <li>– Study Aid (the <i>Olimpiada Solidària a l'Estudi</i> campaign)</li> <li>– Marathon against Poverty (signatory of the manifesto of the Catalan public universities, for social inclusion and in support of this marathon)</li> </ul>	Reach new agreements with institutions	Expand collaboration agreements with different institutions

Source: Committee for Society and Ageing

## The UB as a Health-Promoting University

### Sports facilities and the concept of the health-promoting university

The sports facilities of UB Sports are among the most extensive in Barcelona ([http://www.ub.edu/esports/documents/SAE\\_english.pdf](http://www.ub.edu/esports/documents/SAE_english.pdf)).

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

One of the main concerns at the UB is how to offer all university community members the possibility of incorporating healthy habits into daily life, so that each person can enjoy a healthy lifestyle while at the University. As an example of activities organized to promote



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health, students in the University of Experience are beneficiaries of an initiative that encourages participation in health-promoting activities in UB Sports facilities.

The UB is also a member of the Catalan Network for Health-Promoting Universities and the Spanish Network of Healthy Universities (REUS).

## Social initiatives

### UB Solidarity Foundation

The UB Solidarity Foundation (FSUB) is a University of Barcelona initiative launched in 1996 to foster values of solidarity, promote social participation and channel actions in support of development cooperation and in defence of human rights. Members of the foundation's board of trustees represent the various groups of the university community (teaching staff, students and administrative and service staff) as well as Fundació Món-3.

The aim of the UB Solidarity Foundation is to respond to a deeply felt need within the university community and within society at large: to foster attitudes and values such as solidarity and tolerance, as a counter to the widespread tendency toward individualism and the exclusion of others.

Below are descriptions of some of the specific projects begun or continued in the current year by the UB Solidarity Foundation.

#### International development cooperation in other countries

***Project in Senegal and Mauritania: Creation of facilities for information and training, technical education and silvopasture agroforestry research for sustainable regional development, in Mauritania and Senegal***

As a result of collaboration between the University of Barcelona and the non-governmental organization Fundació Món-3, which was created in 1986, teaching and research staff have joined in cooperation projects on the ground in the countries of the Maghreb, addressing

fundamental issues such as water resource management, waste management, environmental protection, economic development using the territories' own resources, sustainable agricultural development and specialized training on the model that underpins it, and the provision of infrastructure for research. The UB Solidarity Foundation provides the common framework for these projects, ensuring that the work coordinated by the various collaboration agents responds to the best formula for optimizing resources aimed at the implementing sustainable development locally.

An important example can be seen in the start of the second year of the university master's degree program in Rural Development Cooperation at the Université Gaston Berger in Saint-Louis du Senegal, organized jointly by the host university, the UB, the agriculture school of the Universitat Politècnica de Catalunya, and Fundació Món-3.

#### ***Project in Bolivia: National university observatory on public policy***

The aim is to create a university observatory on public policy with multiple centres or headquarters:

- Centre at UM Sant Andrés de La Paz, with an observatory focused on support for education policy and improvement in the administration of public health.
- Centre at UM San Simón de Cochabamba, with an observatory focused on support for environmental policy and improvement in the administration of the environment, particularly in the areas of public health and agriculture and fisheries.
- Centre at UM San Francisco Xavier de Chiuquisaca, with an observatory focused on support and promotion of human rights and social rights for groups at risk of social exclusion, in danger of facing limitations on the exercise of their rights, or likely to encounter difficulties in asserting their rights (particularly minors and indigenous peoples).

#### ***Project in Vietnam: Wastewater management and raising environmental awareness in Hanoi and suburban environs***

Trip to Vietnam in 2010 to organize workshops on environmental awareness and technical seminars as part of the project "Treatment of industrial wastewater in the Luang Ning and Hanoi provinces of Vietnam".

#### ***Project in Palestine: Training in Human Rights and Non-Violent Resistance in Israel and the Occupied Palestinian Territories***

This project is the result of collaboration with the Seville-based ONG APY and led to a trip to Palestine and Israel. The aim of the project is to promote training and raise awareness about human rights, democracy and conflict resolution in the OPTs (the occupied Palestinian territories), Israel and Spain by means of courses taught in Israeli and Palestinian institutions of higher learning. The courses are adapted to each area of study to provide more in-depth knowledge as well as tools that can be used by different professions and disciplines to support the defence, protection and exercise of human rights.

Activities related to the project include:

- Online course in English: "Introduction to Human Rights and International Humanitarian Law from a practical and human point of view".
- Seminar on the issue of water and presentation of the exhibition "Environment, climate change and international conflicts" in Jerusalem.

***Project in Colombia: Actions as part of the Inter-university Cooperation program of the Spanish Agency for International Development Cooperation (PCI-AECID) between the UB and PUJ Cali***

In 2011, three seminars were held as part of this project:

- “Social movements in the construction of a cross-cultural state and nation in Colombia”, Faculty of Law, 11-12 April 2011.
- “Cross-cultural studies: creating forums for dialogue to construct the region”, 28-30 April 2011.
- “Support given by the academy to ethnic communities”, 5 December 2011.

***Project in Colombia: “School of governance, power and citizenship” in Medellín***

The aim of this project is to strengthen the different social and political agents who directly or indirectly form part of local development processes in the region of Antioquia and especially in the subregion of the Aburrá valley. Training addresses the key issues of communication for development, political power and the state, public finances and territorial wealth management, control, the citizen and town and country planning, democracy and development.

***Project in Colombia: “Creation of the Centre for Comprehensive Training at an economic, social and culture level for young men and women from the indigenous reserve of la María, Cauca”***

The objective of this project is to improve the socioeconomic conditions of indigenous communities and recover ancestral cultural traditions in livestock herding and in the transformation of by-products. Reversing the loss of native cultural values is intended to reduce the risk of young people joining armed groups.



***Project in Morocco: Support for good governance in the Municipality of Figuig by contributing to the development of public policies relating to socioeconomic activity in the Figuig Oasis***

This program involves providing support for the Figuig Municipal Council, from the provision of certain elements of infrastructure to technical training for local staff, and policy advice for the local council of Figuig regarding the environment (water and waste) and tourism, with a focus on encouraging the participation of local people and, in particular, coordination between different agents involved in international cooperation, and coordination of all cooperative activities supporting local development.

***Program in Algeria: Algerian Universities***

The Algerian Universities Program (PAU) is a development cooperation program based on joint work between two networks of Mediterranean universities: the Xarxa Vives, a network of universities in Catalan-speaking areas, and the Regional Conference of Universities of Western Algeria (CRUO). The first meeting of the group took place in Oran on 1 March 2007 and concluded with the signing of a collaboration agreement between the two networks.

The broad objective of PAU is the integration and recognition of the Algerian university system within the Mediterranean region as well as the strengthening of that system as a good benchmark in higher learning.

The specific objective is to construct and consolidate a framework for relations that can provide a structure for actions and relationships promoting research, teaching, greater awareness and the dissemination of knowledge applied to development among the twenty-one member universities of the Xarxa Vives and the sixteen institutions of higher learning in the Regional Conference of Universities of Western Algeria (CRUO).

This program establishes the framework for the collaboration undertaken by the UB Solidarity Foundation and the IL3 with the University of Tlemcen, in Algeria, to provide CRUO with a virtual information and collaboration platform to increase the presence of CRUO in cyberspace and develop its ability to interact with its national and international environment.

**Social projects in Spain**

***Current projects launched during previous years***<sup>3</sup>

- The PAULA Peace Education program
- Observatory on human rights and conflict
- Technical consulting and assistance services
- Training in cooperation and development

This area encompasses courses and seminars on the state of the world and ways to work toward changing it: cooperation, volunteering, etc. The approach is aimed at various levels, ranging from the UB's master's degree course in Globalization, Development and Cooperation – the first of its kind in Spain and recognized as one of the most prestigious in the country – to subjects offering free-elective credits throughout the academic year, including online courses provided in collaboration with IL3 as well as the UB's summer school *Els Juliol*s. In general, all training activities except the master's course, which has more specific functions, respond to the following objectives:

3. For a description, see the 2010 report.

- To reflect on the realities around us and reconsider opportunities for action.
- To involve the university community in issues and conflicts that affect society.
- To foster collective action as a form of effective democratic participation in shaping the future of our society.
- To provide guidance on the meaning of voluntary social action and the various forms and areas of participation.

### **Other programs**

#### ***Tardor Solidària and other activities***

Sponsored by the UB Solidarity Foundation, *Tardor Solidària* 2011 offered exhibitions, courses, seminars and showings in various UB faculties until 15 December. The aim was to promote among the university community the values of solidarity, commitment, volunteering and empathy toward the problems of others.

#### **Additional collaboration**

The UB Solidarity Foundation participates and collaborates in many other initiatives, including:

#### ***17th Fun and Sports Day with the Quatre Camins Youth Detention Centres hosted by the UB***

The event took place on the Mundet campus of the University of Barcelona on 5 April 2011.

#### ***14th Fun and Sports Day***

This event brings together UB students and people with mental disorders from the FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems).

#### ***University Development Cooperation Plan***

The UB Solidarity Foundation took part in drafting the UB's Development Cooperation Plan 2011/2015.

### **“Dret al dret”: the Right to Rights project**

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

- Protecting and exercising rights for individuals and minority groups,
- Enhancing services aimed at groups that have greater difficulty accessing the social and legal resources required to defend their rights,
- Providing better services to organizations working to the same ends,
- Developing collaborative and working relationships between the UB Faculty of Law and public, social and professional organizations, and
- Improving training for students of Law at the University of Barcelona.

Given the number of participating entities – some 50 social, public and professional organizations – and teaching staff involved, this is something of a unique project on the university and social panorama.





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

- Law clinic on Prison Law
- Law clinic on Human Rights
- Law clinic on Women’s Rights
- Law clinic on Protection of Children and Adolescents
- Law clinic on Social Rights
- Law clinic on Gender and Anti-discriminatory Rights
- Law clinic on Civil Rights
- Law clinic on Environmental Law
- Law clinic on Real Estate Law and Mediation
- Law clinic on Consumer Rights
- Law clinic on Rights of Persons, Local Syndicates and Women in Management
- Law clinic on Functional Diversity
- Law clinic on Immigration Law
- Law clinic on General Law

## **Implemented projects**

### **Publications**

The Right to Rights project has launched a line of [publications](#). To date, three practical texts developed through various law clinics have been published.

The project has also produced an access guide to the International Criminal Court, which was presented to the Catalan government’s [Centre for Legal Studies and Specialized Training](#).

### **University extension courses**

In collaboration with the ProHabitatge association for the prevention and eradication of homelessness and residential exclusion in Catalonia, a [university extension course](#) on residential mediation has been developed.



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### Conferences

Recent conferences drawing on the collaboration of the UB Faculty of Law include the 6th Worldwide Conference of the Global Alliance for Justice Education (GAJE), entitled “Combating Social Injustice Through Justice Education”, held in Valencia in July 2011.

### Services

The groundwork has been laid for a citizen’s support service in the Faculty of Law to address issues of real estate law and residential mediation (ClinHab: <http://www.clinicajuridicaimobiliaria.org/>). The service enjoys the collaboration of the Catalan government and social and professional organizations.

The project has also collaborated with different organizations in the creation and implementation of the legal services of social entities.

### Recognition

The Right to Rights projects is considered a service-learning project (APS) and is accredited as a consolidated teaching innovation group (GIDc). Recently, along with another teaching group at the UB, it has been awarded Teaching Quality Improvement (MDQ) status, which is conferred by the Catalan government on projects run by Catalan universities.

Further information is available at [http://www.ub.edu/dret/serveis/dret\\_al\\_dret/](http://www.ub.edu/dret/serveis/dret_al_dret/)

## Cultural activities

### Music

The 24th Concert Cycle featured fourteen concerts throughout the academic year. These are aimed at the entire university community, including teachers, students, administrative and service staff, as well as the general public. All concerts are held in the Paranymp Hall in the

Historic Building in Plaça Universitat. The capacity for each concert is 500-600 people and admission is free. Over the years the program has hosted musicians of prestige as well as up-and-coming figures who have gone on to join the music world's elite.

The Christmas concerts featured two performances of Puccini's mass *Messa di Gloria*. Performing were the UB Orchestra, the chorale group Contrapunto Vocale led by Emili Fortea, and the UB Schola Cantorum, joined by the UB Choir, singers from the UB chorales and the soloists Raül Poblet (tenor) and Jordi Ricart (baritone), under the baton of Carles Gumí.

The cycle closed with a performance of the opera *The Medium* by G.C. Menotti, given in cooperation with the conservatory of the Liceu.

### **Festival of Russian Music and Dance**

On 4-11 May, the International Festival of Russian Art and Sports entitled "Catalan Spring 2011" took place in Catalonia and the gala closing concert was performed at the University of Barcelona. The festival is organized each year by the non-profit organization World and Culture (Russia) with financial support from the Russian Federation's Ministry of Foreign Affairs.

The festival brings together leading dance companies, violin ensembles, an orchestra of accordion players, choirs and groups of artists from the various regions of Russia, who consistently demonstrate their high level of professionalism on stages around the world.

### **Film**

This year, the 3rd UB Film Cycle bore the title "Cinema and Its Arts". The aim was to demonstrate to the public some of the specialities involved in filmmaking by showing the work of professionals in the field.

The final session, which addressed performance, was led by the actress Sílvia Munt, who played a central character in the film *Alas de mariposa* (1991).

### **Dance**

In the academic year 2010-11, the University of Barcelona launched the 1st UB Contemporary Dance Cycle, entitled "Narratives of the Body". This new series on dance reflects the interest of the Vice-Rector's office for Arts, Culture and Heritage in dance and the arts of movement at a time when interdisciplinary work in our arts culture is reaching a high point.

The inaugural UB Contemporary Dance Cycle featured three shows that explored and revealed the body in a poetic manner in order to construct a universe of the self, a self that is alone and nude and devises choreographies to present narratives of the body and gesture, using a language that plays with the maximum musical and visual creativity in response to a totally contemporary semantics.

### **Exhibitions**

The UB hosted exhibitions on the Soviet army's massacre of twenty-two thousand Polish citizens in Katyn, in 1940, at the outset of the Second World War, and on the objectives of development in the new millennium viewed from the perspective of women. The latter exhibition was organized in collaboration with Menéndez Pelayo International Universi-

ty. Also, an exhibition drawing on works selected from the collection of the UB Faculty of Fine Arts was put on by students in the UB master's degree course Advanced Studies in History of Art.

The exhibition "Cinema in times of war, exile and repression" gave the public a taste of the thriving film scene in Catalonia during the Spanish Civil War and also served to show the consequences suffered in the field of cinema as a result of the defeat of the Second Republic and subsequent exile and repression.

### **Poetry**

The Poetry Classroom celebrated the 17th conference on poetry, which focused on poetry and rock music this year. The Poetry Classroom of Barcelona is led by Jordi Virallonga, poet and professor in the Department of Spanish.

### **Theatre**

The 4th Ricard Salvat Memorial Classics in the Garden Festival continued with its aim of encouraging students in different faculties to join theatre groups and put on performances in UB spaces, drawing in fellow students as spectators of high-quality university dramatics.

#### **Theatre in the Paranymph Hall**

To mark International Women's Day and the eightieth anniversary of universal suffrage in Spain, the Romea Foundation organized a dramatic reading of the piece *La querella de les dones: Christine de Pizan vs. Francesc Eiximenis*, in collaboration with the Institute for Re-



search on Medieval Cultures at the University of Barcelona (IRCVM). The piece dramatizes the two titular characters in a fictitious dialogue on the condition of women.

A theatre performance of the Sanskrit epic *Mahabharata* was also brought to the stage under the direction of the youth company, Jove Calassanç Teatre.

## Conferences

### Conference on sculpture and design; where are the boundaries?

This scientific conference opened up a debate among historians, art theorists, sculptors and designers on the topic of new concepts defining the activities undertaken by these disciplines. They also explored the possible boundaries. The conference concluded with a visit to the Mariscal studios and the Suñol Foundation.

### Breathe! Respiration, breath and murmurings in contemporary artistic practices

The conference focused on respiration, which appears in Aristotelian philosophy as an element that unites the body with the spirit and the subject with the surroundings. The event addressed a topic that is practically immaterial, but of infinite plasticity and open to countless interpretations. "Breathe!" examined respiration from an interdisciplinary viewpoint: philosophy, medicine, artistic practice and poetry presented breathing in its various aspects, opening up new ways of thinking and new approaches to bodily experience.

### Caravaggio 400 years later

Sessions on the painter were led by Italian specialists and teaching faculty at the University of Barcelona.

## Lectures

### Flight of Barcelona Lecture

Lecture given by the cartoonist Jorge Cham, whose work reflects the ups and downs of doctoral students and takes an often ironic look at academic life. After Jorge Cham's lecture, a round table discussion considered the question: "Where are we going with doctoral studies?"

## Presentations

A book launch was held for the volume *Sacerdoci i cultes del nord de l'Egipte mitjà durant la baixa època*, written by Dr Núria Rodríguez Corcoll on Middle Egypt. Josep Padró i Piedrafita presented his documentary film *Les ruïnes d'Oxirrinc*, examining the ruins at Oxyrhynchus in Egypt.

## Virtual Museum

The [Virtual Museum](#) of the University of Barcelona inaugurated its section on Virtual Exhibitions with a show of work by the artist [Christine Wilson](#). This new section will give visitors a virtual way to consult the works of artists with a direct link to the University and potentially to raise their interest in cultural projects more broadly.

In May, English translations were completed for material in the following collections: [Rare Book and Manuscript Library](#), [Scientific Instruments](#) of the Faculties of Physics and Biology,

and [Catalan Pharmacy Museum](#). Spanish translations were completed for the [Sabater Pi Collection](#) and the [Pavelló de la República Library Collection](#). The Virtual Museum now provides information on all temporary exhibitions on display in the various faculties and schools of the UB and offers a [virtual tour of the Gaudí pavilions](#).

### **Research and knowledge and technology transfer**

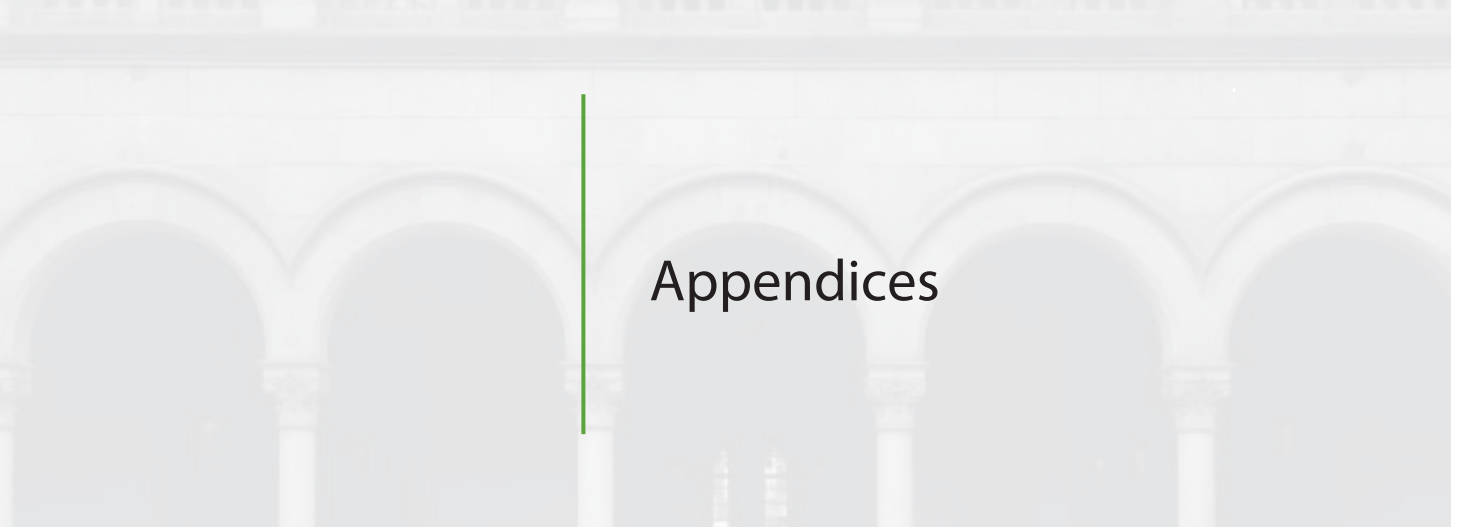
The Vice-Rector's office for Arts, Culture and Heritage took part in various activities that, beyond the aim of cultural dissemination, focused on research, particularly on the reciprocal transfer of knowledge between the University of Barcelona and sister institutions, and on spreading the results of research to society.

The UB took part in the workshop "Cultural Policy at the Universities" (Katholieke Universiteit de Leuven, in Leuven, Belgium); "Collections and museums of the University of Barcelona" (Universidad de Valladolid, Spain); the Coimbra Group general assembly and the CAH task force (Università degli Studi di Padova, in Padua, Italy), as well as the 12th Universeum Network Meeting and the presentation of the lecture "Rearranging the virtual museum of the University of Barcelona: new sections" (Università degli Studi di Padova).

#### **Objectives for 2012:**

Add skills workshops for student representatives under the sponsorship of the Vice-Rector for Students.





Appendices



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## Appendix I. On this report

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The creation of this report has involved meetings with each stakeholder group of the University. The Global Reporting Initiative (GRI) and the UB Management Plan were used as starting points, from which it was possible to identify the indicators relevant for the UB, discuss and raise concerns and expectations of the different stakeholder groups, and develop other specific indicators to produce a better report of all our actions in the area of social responsibility.

These meetings were held with each of the heads of the various bodies of the University, including the General Secretary, Vice-Rectors, the Rector's Office, the Ombuds Office, Finances, Human Resources, TRS and AdSS representatives, Research, Alumni, Legal Services, Planning and Analysis, Student Support (SAE), Patrimony and Contracts, the Institute of Education Sciences (ICE), and the Office for International Mobility.

Content produced as a result of these meetings was presented to the UB Committee for Social Responsibility, which then established the ultimate set of topics and indicators and approved the final content of the report.



### Notes to the report

3.1	Period covered by the information contained in the report. <b>2008-11 - depending on the information for each indicator it is analysed by academic or calendar year. For some indicators, there is no information for the four years</b>
3.2	Date of the most recent previous report. <b>2009-10: published in December 2011</b>
3.3	Reporting schedule (annual, biannual, etc.). Annual
3.4	Point of contact for questions relating to the report or its content. <b>Office for Internal Control, Risks and Corporate Social Responsibility - Committee for Social Responsibility.</b>
3.6	Scope of the report. <b>The report refers solely to the University of Barcelona and the Solidarity Foundation. It does not cover the entire UB Group.</b>
3.7	Indication of restrictions or limitations to the scope of the report. <b>No specific limitations.</b>
3.9	Techniques for data measurement and calculations, including hypotheses and estimations applied in the compilation of indicators and other information in the report. <b>Each indicator has its own unit of measurement. The treatment of the data for each indicator is by academic year or calendar year, depending on the indicator.</b>
3.10	Explanation of the effect of any restatements of information included in earlier reports, and reasons for restatement (e.g., mergers and acquisitions, changes in data collection periods, the nature of business or evaluation measurement). <b>No significant changes have occurred in this respect.</b>
3.11	Significant changes from previous reports regarding scope, coverage or evaluation methods applied in the report <b>None.</b>

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## Appendix II. List of indicators from the *global reporting initiative*

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The present Report on Social Responsibility uses the *global reporting initiative* sustainability reporting framework and meets the requirements established therein for application at level B, as self-declared by the University of Barcelona.

Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>Strategy and analysis</b>				
	Pr	1.1	Statement from the most senior decision-maker of the organization (CEO, President or equivalent) on the relevance of sustainability to the organization and its strategy.	5-6
	ADIC	1.2	Description of key impacts, risks and opportunities.	25-28
<b>Organization profile</b>				
	Pr	2.1	Name of the organization.	Appendix III
	Pr	2.2	Primary brands, products and services.	29-50
	Pr	2.3	Operational structure of the organization, including the principal governing bodies, acting entities, affiliated organizations and collaborations (joint ventures).	23-24
	Pr	2.4	Principal address.	Appendix III



Aspect	PRIN/ ADIC	Code	Indicator	Page
	Pr	2.5	Countries in which the organization operates and conducts major operations specifically with regard to the issues of sustainability covered in this report.	Appendix III
	Pr	2.6	Nature of ownership and legal form.	Appendix III
	Pr	2.7	Markets served.	29-54
	Pr	2.8	Scale of the reporting organization.	7-14
	Pr	2.9	Significant changes in the dimensions, structure and property of the organization during the period covered by the report.	24
	Pr	2.10	Awards and prizes received during the reporting period.	10
<b>Report parameters</b>				
Profile	Pr	3.1	Period covered by the information contained in the report.	Appendix I
	Pr	3.2	Date of the most recent previous report.	Appendix I
	Pr	3.3	Reporting schedule (annual, biannual, etc.).	Appendix I
	Pr	3.4	Point of contact for questions relating to the report or its content.	Appendix I
Scope and coverage	Pr	3.5	Definition of contents of the report.	Appendix I
	Pr	3.6	Scope of the report.	Appendix I
	Pr	3.7	Indication of any limitations on the coverage of the report.	Appendix I
	Pr	3.8	Basis for reporting on collaborations (joint ventures), affiliations, leased facilities, outsourced operations and other entities, which might significantly affect comparability between periods and between organizations.	N/A
	ADIC	3.9	Techniques for data measurement and calculations, including hypotheses and estimations applied in the compilation of indicators and other information in the report.	Appendix I
	Pr	3.10	Explanation of the effect of any restatements of information included in earlier reports, and reasons for restatement (e.g., mergers and acquisitions, changes in data collection periods, the nature of business or evaluation measurement).	Appendix I
	Pr	3.11	Significant changes from previous reports regarding scope, boundary or evaluation methods applied in the report.	Appendix I
GRI index	Pr	3.12	Table indicating the location of Standard Disclosures in the report.	Appendix II
Verification	ADIC	3.13	Policy and current practice with regard to seeking external assurance for the report	Notes p. 134-136



Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>Governance, commitments and engagement</b>				
Governance	Pr	4.1	The governance structure of the organization, including committees of the highest governing body responsible for tasks such as setting strategy or supervising the organization.	16-24
	Pr	4.2	Indication of whether the president of the highest governing body is also an executive officer and, if so, the functions assigned to this position within the organization and the reasons that justify the post.	16-23
	Pr	4.3	For organizations that have a unitary board structure, state the number and sex of members of the highest governing body that are independent and/or non-executive members.	N/A
	Pr	4.4	Mechanisms for stakeholders and employees to provide recommendations or concerns to the highest governing body.	22
	ADIC	4.5	Association between compensation for members of the highest governing body, senior managers and executives (including redundancy packages) and the organization's performance (including social and environmental performance).	Notes p. 134-136
	ADIC	4.6	Procedures established for preventing conflicts of interest within the highest governing body.	Notes p. 134-136
	ADIC	4.7	Procedure for determining the qualifications and expertise of members of the highest governing body and its committees, including gender considerations and other diversity indicators.	23
	ADIC	4.8	Internally developed statements of mission or values, codes of conduct and principles relevant to economic, environmental and social performance and levels of implementation.	24-26, 51
	ADIC	4.9	Procedures of the highest governing body for overseeing the organization's identification and management of economic, environmental and social performance, including associated risks and opportunities, and adherence or compliance with internationally recognized standards, codes of conduct and principles.	22-23
	ADIC	4.10	Procedures for evaluating the performance of the highest governing body, particularly with respect to economic, environmental and social indicators.	22-23
External commitments – initiatives	ADIC	4.11	Explanation of whether and how the precautionary approach or principle is addressed by the organization.	Notes p. 134-136
	ADIC	4.12	Externally developed social, environmental and economic principles or programs, and other initiatives to which the organization subscribes or endorses.	37-40, 92





Aspect	PRIN/ ADIC	Code	Indicator	Page
	ADIC	4.13	Main associations to which the institution belongs (such as industry associations) and national and international organizations it supports.	11-12, 92
Stakeholder participation	Pr	4.14	List of stakeholder groups in the organization.	16-23
	Pr	4.15	Means of identification and selection of stakeholders with whom to engage.	16-23
	ADIC	4.16	Approaches taken to stakeholder engagement, including frequency of participation by type and stakeholder category.	16-23, 41-43, 79-86, 104-120, 122
	ADIC	4.17	Major concerns and issues that have arisen through the participation of stakeholders and how the organization has responded in creating its report.	5-6
<b>Economic indicators</b>				
Economic performance	Pr	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.	13, 27-28
	Pr	EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change.	Notes p. 134-136
	Pr	EC3	Coverage of the organization's defined benefit plan obligations.	66-69
	Pr	EC4	Significant financial assistance received from government.	13-27
Market presence	ADIC	EC5	Range of ratios between standard entry level wages and the local minimum wage at significant locations of operation.	N/A
	Pr	EC6	Policy, practices and proportion of spending on local suppliers at significant locations of operation.	p. 104
	Pr	EC7	Procedures for local contracting and proportion of senior management hired from the local community at locations of significant operation.	N/A
Indirect economic impact	Pr	EC8	Development and impact of investments in infrastructure and services provided primarily for public benefit through commercial, in kind or <i>pro bono</i> engagement.	Notes p. 134-136
	ADIC	EC9	Understanding and describing significant indirect economic impact, including the extent of impact.	Notes p. 134-136



Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>Environmental indicators</b>				
Materials	Pr	EN1	Materials used by weight or volume.	Notes p. 134-136
	Pr	EN2	Percentage of materials used that are recycled input materials.	Notes p. 134-136
Energy	Pr	EN3	Direct energy consumption by primary source.	92
	Pr	EN4	Indirect energy consumption by primary source.	93
	ADIC	EN5	Energy saved due to conservation and efficiency improvements.	Notes p. 134-136
	ADIC	EN6	Initiatives for the provision of energy-efficient or renewable energy-based products and services, and reductions in energy consumption as a result of these initiatives.	93-94
	ADIC	EN7	Initiatives to reduce indirect energy consumption and the reductions achieved by these initiatives.	94
Water	Pr	EN8	Total water withdrawal by source.	94
	ADIC	EN9	Water sources significantly affected by withdrawal of water.	N/A
	ADIC	EN10	Percentage and total volume of water recycled and reused.	95
Biodiversity	Pr	EN11	Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity. Including the location and size of land owned, leased or managed, and land of high biodiversity outside protected areas.	95
	Pr	EN12	Description of the most significant impacts on biodiversity in protected natural areas or in unprotected areas of high biodiversity arising from activities, products and services carried out in protected areas and areas of high biodiversity outside protected areas.	N/A
	ADIC	EN13	Protected and restored habitats.	N/A
	ADIC	EN14	Current and future actions and strategies for managing impacts on biodiversity.	95-96
	ADIC	EN15	Number of species, broken down according to risk of extinction, on the IUCN Red List and national lists of threatened species, and habitats in areas affected by operations, by level of extinction risk.	N/A



Aspect	PRIN/ ADIC	Code	Indicator	Page
Emissions, effluents and waste	Pr	EN16	Total direct and indirect greenhouse gas emissions, by weight.	97
	Pr	EN17	Other indirect greenhouse gas emissions, by weight.	97
	ADIC	EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved.	Notes p. 134-136
	Pr	EN19	Emissions of ozone-depleting substances, by weight.	Notes p. 134-136
	Pr	EN20	NO <sub>2</sub> , SO <sub>2</sub> and other significant greenhouse gas emissions, by type and weight.	98
	Pr	EN21	Total water discharge by quality and destination.	Notes p. 134-136
	Pr	EN22	Total weight of waste generated, by type and treatment method.	98-100
	Pr	EN23	Total number and volume of significant spills.	Notes p. 134-136
	ADIC	EN24	Weight of transported, imported, exported or treated waste deemed hazardous under the Basel Convention, Annexes I, II, III and VIII, and percentage of transported waste shipped internationally.	N/A
	ADIC	EN25	Identity, size, protected status and biodiversity value of water resources and related habitats significantly affected by discharges of water and runoff.	N/A
Products and ser- vices	Pr	EN26	Initiatives to mitigate the environmental impact of products and services, and the extent of mitigation.	100-101
	Pr	EN27	Percentage of products sold and their packaging materials re-claimed, by product category.	N/A
Compli- ance	Pr	EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations.	Notes p. 134-136
Transport	ADIC	EN29	Significant environmental impact of transporting products and other goods and materials used in the organization's activities and of personnel.	101
General	ADIC	EN30	Total environmental expenditures and investments, by type.	102



Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>Social indicators – labour practices / decent work</b>				
Employees	Pr	LA1	Breakdown of employees by job, contract type and region.	56-62
	Pr	LA2	Number of employees and rate of employee turnover by age, sex and region.	56-59
	ADIC	LA3	Social benefits available to full-time employees that are not available to part-time or temporary employees, by main area of activity.	66-69
Company- employee relations	Pr	LA4	Percentage of employees covered by collective bargaining agreements.	62-63
	Pr	LA5	Minimum notice period(s) regarding operational changes, including those specified in collective agreements.	N/A
Occupational health and safety	ADIC	LA6	Percentage of the workforce represented in joint management-worker health and safety committees that help monitor and evaluate occupational health and safety programs.	No response this year
	Pr	LA7	Rates of absenteeism, work-related illness, lost days and total number of work-related fatalities, by region	No response this year
	Pr	LA8	Programs for education, training, counselling, prevention and control of risks undertaken by employees, their families or community members in relation to serious diseases.	74-75
	ADIC	LA9	Health and safety issues addressed in formal agreements with trade unions.	No response this year
Training and edu- cation	Pr	LA10	Average hours of training per employee per year, by employee category.	72-75
	ADIC	LA11	Programs for skills management and lifelong learning that support the employability of staff and assist them in managing the end of their professional careers.	76-77
	ADIC	LA12	Percentage of employees receiving regular evaluations of career performance and development.	78
Diversity and equal opportu- nities	Pr	LA13	Composition of corporate and administrative governing bodies, by sex, age, minority group membership and other diversity and equal opportunities indicators.	16-24, 57-59
	Pr	LA14	Relationship of base salaries for women and men, by employee category.	78



Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>Social indicators – human rights</b>				
Investment and procurement practices	Pr	HR1	Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights analysis.	N/A
	Pr	HR2	Percentage of principal providers and contractors that have undergone human rights analysis, and consequent measures adopted.	N/A
	ADIC	HR3	Total hours of employee training on human rights policies and procedures relevant to operations, including the percentage of employees trained.	N/A
Anti-discrimination	Pr	HR4	Total number of incidents of discrimination and corrective actions taken.	Notes p. 134-136
Freedom of association and collective bargaining	Pr	HR5	Operations in which the right to freedom of association and collective bargaining may be at significant risk, and actions taken to support these rights.	N/A
Child exploitation	Pr	HR6	Activities identified as involving significant risk for incidents of child exploitation, and measures taken to help eliminate them.	N/A
Forced labour	Pr	HR7	Activities identified as involving significant risk for incidents of forced or compulsory labour, and measures taken to help eliminate them.	N/A
Safety practices	ADIC	HR8	Percentage of security personnel trained in policies or procedures concerning aspects of human rights relevant to operations.	N/A
Indigenous rights	ADIC	HR9	Total number of incidents of violations involving the rights of indigenous people, and actions taken.	N/A
<b>Social indicators – society</b>				
Community	Pr	SO1	Nature, scope and effectiveness of programs and practices for evaluating and managing the impact of operations on communities, including set-up, operation and closing of business.	Notes p. 134-136
Corruption	Pr	SO2	Percentage and total number of business units analysed for risks related to corruption.	Notes p. 134-136
	Pr	SO3	Percentage of employees trained in the organization's anti-corruption policies and procedures.	Notes p. 134-136
	Pr	SO4	Actions taken in response to incidents of corruption.	Notes p. 134-136



Aspect	PRIN/ ADIC	Code	Indicator	Page
Public policy	Pr	SO5	Positions on public policy and participation in public policy development, including lobbying activities.	N/A
	ADIC	SO6	Total value of financial and in kind contributions to political parties or related institutions, by country.	N/A
Anti-competitive behaviour	ADIC	SO7	Total number of legal actions for causes related to monopolistic practices and anti-competitive behaviour, and their outcomes.	N/A
Compliance	Pr	SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations.	Notes p. 134-136
<b>Social indicators – product responsibility</b>				
Customer health and safety	Pr	PR1	Life cycle stages of products and services, evaluated for improvement where necessary, impact on the health and safety of customers, and percentage of significant product and service categories subject to such procedures.	N/A
	ADIC	PR2	Total number of incidents of non-compliance with regulations or voluntary codes concerning the impact of products and services on health and safety during their lifecycle, by nature of outcome.	N/A
Labelling of products and services	Pr	PR3	Type of product and service information required by current procedures and regulations, and percentage of products and services subject to such requirements.	Notes p. 134-136
	ADIC	PR4	Total number of incidents of non-compliance with regulations and voluntary codes relating to product and service information and labelling, by nature of outcome.	N/A
	ADIC	PR5	Practices relating to customer satisfaction, including results of studies of customer satisfaction.	Notes p. 134-136
Marketing communications	Pr	PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship.	Notes p. 134-136
	ADIC	PR7	Total number of incidents of non-compliance with regulations concerning marketing communications, including advertising, promotion and sponsorship, by nature of outcome.	Notes p. 134-136
Privacy	ADIC	PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data.	Notes p. 134-136
Compliance	Pr	PR9	Value of significant fines resulting from the violation of regulations concerning the provision and use of the organization's products and services.	Notes p. 134-136





Aspect	PRIN/ ADIC	Code	Indicator	Page
<b>UB-Specific indicators</b>				
Human Resources		RH1	Contracting policy.	62
		RH2	Level of official studies.	70-71
		RH3	UB salary model.	63-66
		RH5 (GRI3.1)	Maternity/paternity leave, by sex.	69
Working conditions		Office of the Vice-Rector for Administration	Work-life balance.	78
Mobility and internationalization		OMPI1	Student mobility – Erasmus.	37-40
		OMPI4	Total student mobility.	37-40
University of Experience		University of Experience	Courses on offer and courses planned for subsequent academic years.	109
Research		Research 1	Competitive funding for UB research.	49
		Research 2	Non-competitive funding for UB research.	50
		Research 3	Results of research.	50
		Research 4	Research – rankings.	51-53
		Research 5	Participation in different international research institutions.	11-12
		Research 6	Science and Technology Centres.	54
		Research 7	Campus of International Excellence projects.	54
Environmental research		OSSMA 1	Research projects related to the environment and sustainability.	102
Teaching		Teaching 1	Number of students.	31
		Teaching 2	Academic performance of students.	32-33
		Teaching 3	Student employment.	33-34
		Teaching 4	EHEA adaption.	34-35
		Teaching 5	Use of Catalan.	36-37
		Teaching 6	Online material available (CRAI).	45-46
		Teaching 7	Grants and financial aid.	46-47

## Notes to the GRI table

Codi	Indicador	Notes
3.13	Policy and current practice with regard to seeking external verification for the report.	External verification of the report is not considered appropriate in the current situation of spending cuts.
4.5	Association between compensation for members of the highest governing body, senior managers and executives (including redundancy packages) and the organization's performance (including social and environmental performance)	There is no remuneration for membership on the highest governing body, as it is a consequence of position.
4.6	Procedures established for preventing conflicts of interest within the highest governing body.	No formal procedures are in place.
4.11	Explanation of whether and how the precautionary approach or principle is addressed by the organization'.	There is no established policy. However, decisions are made through consultation with stakeholders (see Chapter 2); in general, the UB acts prudently.
EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	A consumption audit was conducted in 2010.
EC8	Development and impact of investments in infrastructure and services provided primarily for public benefit through commercial, in kind or <i>pro bono</i> engagement.	No data available at the time of writing.
EC9	Understanding and describing significant indirect economic impact, including the extent of impact.	No data available at the time of writing. N/A.
EN1	Materials used by weight or volume.	Due to the dispersion of purchasing power and the great variety of UB activities, as the object of production is not material, the calculation of this indicator is currently unfeasible.
EN2	Percentage of materials used that are recycled input materials.	Due to the dispersion of purchasing power and the great variety of UB activities, as the object of production is not material, the calculation of this indicator is currently unfeasible.
EN5	Energy saved due to conservation and efficiency improvements.	Due to the dispersion of consumption locations and processes, the calculation of savings associated with each specific measure is currently unfeasible.
EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved.	No data available at the time of writing.
EN19	Emissions of ozone-depleting substances by weight.	This indicator does not include ozone-depleting substances contained in products or emitted through product use or disposal, and the UB has only emissions associated with these operations. Therefore, this indicator is not applicable.
EN21	Total water discharge by quality and destination.	Not applicable. All discharges are equivalent to domestic sewage. Therefore, this indicator is not applicable.



Codi	Indicador	Notes
EN23	Total number and volume of significant spills.	Not applicable. No recorded spills. The volume of accidental discharges of chemicals in laboratories is largely inconsequential, being of the order of a few millilitres or litres.
EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations.	No recorded instance.
HR4	Total number of incidents of discrimination and corrective actions taken.	Complaints of sexist discrimination made by (unidentified) students of the Faculty of Fine Arts. The UB has put a plan into action to address the issue. No further action has been taken because the involved students have filed no formal individual complaint.
SO1	Nature, scope and effectiveness of programs and practices for evaluating and managing the impact of operations on communities, including set-up, operation and closing of business	No data available at the time of writing.
SO2	Percentage and total number of business units analysed for risks related to corruption	No data available at the time of writing.
SO3	Percentage of employees trained in organization's anti-corruption policies and procedures	A course was taken by three members of the AdSS.
SO4	Actions taken in response to incidents of corruption.	No recorded instance.
SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations.	Sanctioning proceedings for parking in bus lane (official rector's car). The city hall required the UB to identify the driver. After responding to this requirement, Legal Services has no knowledge of any subsequent action.  Sanctioning proceedings by the Ministry of Public Works for sailing the vessel Caribdis, of the Faculty of Geology, with an expired certificate (fine of 1,200 euros). The Department of Ecology (Faculty of Geology) is in the process of regularizing the vessel's documentation.
PR3	Type of product and service information required by current procedures and regulations, and percentage of products and services subject to such requirements	Not applicable. The marketing department indicates there is no internal code, but given the nature of the product there are no applicable regulations.
PR5	Practices relating to customer satisfaction, including results of studies of customer satisfaction.	No data available at the time of writing.
PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship.	None.



Codi	Indicador	Notes
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.	No recorded instance.
PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data.	Student complaint regarding disclosure of personal data to the Caixa Catalunya to produce a student card. The UB's response was to show the student that it was not a breach of privacy as Caixa Catalunya is the entity that prepares UB student cards.
PR9	Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services.	No recorded instance.



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## Appendix III. Details of the University of Barcelona

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2.1	Name of organization
	<b>University of Barcelona</b>
2.4.	Principal address
	<b>Gran Via de les Corts Catalanes, 585 08007 Barcelona</b>
2.5	Countries in which the organization operates and conducts operations of a relevant or significant nature specifically with regard to the issues of sustainability covered in this report
	<b>Spain</b>
2.6	Nature of ownership and legal form
	<b>University of Barcelona Statutes – Chapter I (articles 1-11) – <a href="http://www.ecm.ub.es/estatut.pdf">http://www.ecm.ub.es/estatut.pdf</a></b>