

---

# REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

---

Highlights

2014—  
2015



UNIVERSITAT DE  
BARCELONA

**Editorial Board**

General Secretary's Office  
University of Barcelona

**Rector**

Dídac Ramírez Sarrió

**President of the Board of Trustees**

Salvador Alemany i Mas

© Universitat de Barcelona

**Written by**

Office for Internal Control, Risks and Corporate Social Responsibility

**Published by**

Edicions de la Universitat de Barcelona

**ISBN**

978-84-475-4070-9

**UB Digital Repository**

<http://hdl.handle.net/2445/104785>

---

# Table of contents

<b>1. Introduction</b>	<b>4</b>
<b>2. Excerpt from the foreword by the Rector and the President of the Board of Trustees</b>	<b>5</b>
<b>3. Social responsibility policies and initiatives addressed to the environment</b>	<b>6</b>
3.1. Reduction in energy consumption and greenhouse gas emissions	6
3.2. Total water withdrawal by source and total weight of waste generated	7
3.3. Research projects related to the environment and sustainability	8
<b>4. Social responsibility policies and initiatives addressed to the University community</b>	<b>10</b>
4.1. Student support	10
4.2. Grants and financial aid	11
4.3. Policies to address special needs of administrative and service staff	13
4.4. Bodies to manage disputes among University stakeholder groups	14
4.5. Equality	18
4.6. UB Alumni	20
4.7. Time Bank initiative	21
<b>5. Social responsibility policies and initiatives addressed to general society</b>	<b>22</b>
5.1. Service-Learning projects	22
5.2. University of Experience	27
5.3. Collaboration with the local environment	28
5.4. UB Solidarity Foundation	29
5.5. Culture	33

---

# Introduction

# 1

This executive summary provides a quick and easy means of consulting the most pertinent aspects of the [Report on Social Responsibility for the academic year 2014-2015](#), following the model introduced for the summary corresponding to the reporting period [2011-2012](#). Full descriptive accounts of more general activities can be found in other documents such as [The University of Barcelona in Figures](#) and the Report on the [Academic Year 2014-2015](#).

This summary contains some of the University's key environmental outcomes for the reporting period, which give an overview of our overall environmental impact as an institution. A more complete picture can be obtained by consulting the [Sustainability Plan Monitoring Report for 2015](#).

The pages that follow, while illustrative, address only a small selection of the many actions and initiatives carried out at the UB; for a broader account, we invite you to read the [Report on Social Responsibility for the academic year 2014-2015](#).

---

# Excerpt from the foreword by the Rector and the President of the Board of Trustees

The academic year 2014-2015 has been a year of consolidation. This is reflected in our continued quantitative improvements in a variety of economic, environmental and social aspects, though there were no significant qualitative changes in relation to the universities with which we compare ourselves. The University continues to achieve a balanced budget, while also reducing our historical deficit, our consumption of energy and our generation of waste and increasing our rate of recycling. We have also continued to offer social assistance services to the university community to meet physical, economic and inclusionary needs.

DÍDAC RAMÍREZ  
Rector of the University of Barcelona

Highlights include our responsibility actions aimed at internal stakeholders, such as the bkUB programme, tuition assistance and financial aid to ensure access for students suffering financial hardship, as well as our actions aimed at the environment: the full array of UB Solidarity Foundation programmes; expansion of our educational offering, which is increasingly open to the world; strengthening of our international dimension, and our commitment to transferring results to society, among others. The University has carried out research of the highest level, which is reflected in our recognition and our international ranking among the best universities worldwide.

SALVADOR ALEMANY  
President of the Board of Trustees

# Social responsibility policies and initiatives addressed to the environment

## 3.1 REDUCTION IN ENERGY CONSUMPTION AND GREENHOUSE GAS EMISSIONS

	REDUCTION IN ENERGY CONSUMPTION				
	RESULTS				
	2010	2011	2012	2013	2014
Electricity (GJ)	183,642	-10,315	-12,417	-20,490	-27,454
Natural gas (GJ)	70,338	-19,706	-12,424	-17,804	-22,018

Source: OSSMA

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

	REDUCTION IN GREENHOUSE GAS EMISSIONS				
	FIGURES FOR 2007	RESULTS			
		2011	2012	2013	2014
Scope 2:* electricity (tonnes CO <sub>2</sub> )	16,898,5	-4,048,9	-2,631.1	-5,669.0	-5,314.5
Scope 2: natural gas (tonnes CO <sub>2</sub> )	3,768,8	-749.1	-310.0	-616.8	-902.5

\* For more information on [G4-EN19](#) consult here.

Source: OSSMA

The baseline for the table above is 2007, the year in which the emission factors associated with energy generation began to fall. This emission factor<sup>1</sup> has even greater importance than energy consumption savings from efficiency initiatives, changes in habits or the reduction in the university population. The figures provided in the table always refer to reductions in relation to 2007.

### 3.2 TOTAL WATER WITHDRAWAL BY SOURCE AND TOTAL WEIGHT OF WASTE GENERATED

TOTAL WATER WITHDRAWAL BY SOURCE						
	RESULTS				OBJECTIVES	
	2011	2012	2013	2014	2015	2016
Supply from mains (m <sup>3</sup> )	285,593	297,380	307,059	228,338	To reduce consumption by 2.5%	To reduce consumption by 1.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling.

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE						
WASTE GENERATED		RESULTS				
CER CODE	DESCRIPTION	2011	2012	2013	2014	
200301	Sundry	68,268	610,009	613,870	590,961	
200108	Organic material	312,280	296,063	186,239	163,894	
150101 - 200101	Paper and cardboard	499,696	489,704	440,046	317,557	
150102 - 150104	Light packaging	62,429	55,547	50,976	51,486	
150107	Glass containers	90,024	79,565	79,511	89,355	
200125	Vegetable oils	2,465	3,120	4,860	3,860	
200121	Fluorescents	1,527	1,824	1,582	1,398	
161604	Batteries	794	493	466	398	
080318	Ink and toner cartridges	2,419	2,175	2,388	1,927	
200135 - 200136	Electric and electrical equipment	7,180	5,025	5,168	4,414	
140602	Halogenated compounds	12,159	11,223	10,444	9,695	
140603	Non-halogenated compounds	12,601	10,522	11,556	8,628	
0601XX	Inorganic acids	6,302	6,717	8,246	6,060	
0602XX	Inorganic bases	4,569	2,937	2,196	2,437	
160508	Organic solutions or solutions with high chemical oxygen demand	1,408	1,522	1,862	1,273	
160507	Inorganic compounds	2,503	2,944	2,761	1,727	
1302XX	Mineral oils	436	185	237	306	

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

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE					
WASTE GENERATED		RESULTS			
CER CODE	DESCRIPTION	2011	2012	2013	2014
160403 - 160509 - 1609XX	Hazardous waste	2,148	875	311	567
160506	Expired reagents	1,079	3,446	1,895	1,932
150202 - 090199	Contaminated solids	2,278	2,072	3,839	4,155
150110	Contaminated packaging	5,431	5,722	5,798	5,220
090103	Photographic developer	540	420	300	531
090104	Photographic fixer	120	180	240	746
180101 - 180103 - 180201-02	Bio-hazardous material (Group III)	12,830	13,200	13,688	21,907
180108 - 180207	Cytotoxics (Group IV)	7,486	6,892	4,437	3,798
180202-03	Animal remains	13,292	13,218	12,778	9,989

Source: OSSMA

### 3.3 RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY

	RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY			
	RESULTS			
	2011	2012	2013	2014
Competitive calls	10.7%	9.5%	25.6%	14.9%
Contracts	18.1%	12.5%	13.0%	17.7%
Total	13.4%	10.9%	16.8%	15.8%

Source: OSSMA







The figures in the table above show the percentage of research projects that have content relating to sustainability, out of the total number of research projects awarded annually. Research on sustainability topics presents variable cycles in the absolute number of projects carried out and in their percentage relative to total research actions. As a result, no clear overall trend can be established. While research on sustainability fell between the years 2009 and 2011, the trend between 2012 and 2014 is positive.

The calculation of the indicator includes projects resulting from competitive calls included by researchers in the [GREC](#) research management software, and contracts with private companies and public bodies managed through the 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, radio activity, natural products, forest fires and erosion, energy).

# Social responsibility policies and initiatives addressed to the University community

## 4.1 STUDENT SUPPORT

The Student Support Service (SAE) is the unit responsible for providing support to UB students.

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

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

[+ information](#)

The **SAE** runs a number of integration programmes:

- **The Fem Via Programme.** This programme assists students with any recognized disability, promoting the adaptations that are needed in each case and offering students the resources needed to pursue their academic development adequately. The programme also encourages sensitivity and awareness among the university community.

- **[The Avançà Programme](#)**. This programme encompasses assistance to students with special educational needs that are not a consequence of any disability or at least are not classified as such (learning disorder, attention deficit disorder, temporary medical condition, etc.).
- **[The Viure i Conviure Programme](#)**. This initiative, which is sponsored by the Catalunya-La Pedrera Foundation, gives university students the opportunity to lodge in the home of an elderly person, encouraging intergenerational contact and solidarity. The intention is two-fold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.
- **[The Lloguer Solidari Programme](#)**. This is a solidarity programme of the Catalunya-La Pedrera Foundation that focuses on renting rooms at affordable prices. It is designed to help individuals or families with a room to rent to earn supplementary income and to help young people (preferably university students) who are looking for an affordable solution to move away from home. The rental price of each room is set at below-market prices. In exchange, the person offering the room for rental can ask the renter for social assistance (e.g., help in carrying the shopping, collaboration in household chores, private classes, etc.).
- **[Studia Project. Collaboration agreement with the Hospital Clínic](#)**. The aim of this project is to help UB students who have to spend long periods in hospital for medical reasons. The project involves organizing academic support activities and reinforcement tutorials while students are hospitalized in order to prevent the connection between students and their university studies from weakening and to ensure the continuity of their education. The academic support is given by a network of collaborators who receive financial aid in return for their services, without this remuneration involving any kind of employment relationship or any cost for the Hospital Clínic or the Catalan Institute of Oncology.
- **[Collaboration agreement with the NGO Projecte Home](#)**. Under this agreement, workshops are organized to inform UB students of the reality of drug dependency and other addictions from a broad, comprehensive and global perspective. Although the initiative is mainly intended for UB students, it is also open to secondary school teachers and parents associations.
- **[Cooperation agreement with the Fundació ONCE and the Fundació Inserta](#)**. This is to enable students with disabilities to do external placements either as part of their syllabus or parallel to it.
- **[Collaboration agreement with the Fundació Universia](#)**. Collaboration agreement with the Fundació Universia, which provides loans and technical assistance for students with disabilities greater than 33%.

## 4.2 GRANTS AND FINANCIAL AID

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

- [For bachelor's degrees](#)
- [For university master's degrees](#)
- [For UB-specific master's degrees or postgraduate courses](#)
- [For doctoral studies](#)

FOR PRE-EHEA DEGREES / DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2011-2012	2012-2013	2013-2014	2014-2015
Applications	17,153	18,588	18,931	19,487
Grants awarded	9,696	10,448	11,544	12,101
Percentage of successful applications	56.53%	56.21%	61.00%	62.10%
Percentage of successful applications out of total students (pre-EHEA degrees / diplomas, bachelor's degrees and master's degrees)	18.32%	20.36%	23.03%	24.55%

Source: Office of the Vice-rector for Teaching and Language Policy

In addition to the usual grants given by the Spanish ministry (general and mobility) and the Government of Catalonia (Equitat), the UB continued in the academic year 2014-2015 to offer its own assistance to students through a series of [financial packages initiated in the academic year 2012-2013](#) and known as [bkUB](#) assistance. The bkUB assistance is aimed at students suffering financial hardship and the UB has once again provided a total budget of **€600,000** to ensure the programme's success.

Some of the highlights of 2014-2015 are:

- **435** applications (of which **393** were successful) for financial aid to alleviate the rise in fees for students under special circumstances who have to repeat a subject for the first time.
- **43** applications (of which **13** were successful) for financial aid for first-year students who meet the financial criteria for a grant but are excluded because of the increased stringency of the academic criteria.
- **186** applications (of which **99** were successful) for financial aid for students who, after the application period for a public grant has closed, face a change in their financial or personal situation and need assistance to continue their studies.
- Financial aid has also been given to learn third languages.

The UB has also continued to provide students with options to pay their enrolment fees. The options available in the academic year 2014-2015 were:

- Instalments over the whole year (**7,070** cases), enabling a student to pay the yearly enrolment fee in **seven** instalments without surcharges.
- Instalments for a semester (**6,244** cases) to be paid in **three** or **four** sums, depending on the semester.
- The minimum sum that can be paid in instalments was lowered from **600** to **300** euros.

The following items should also be noted:

- The discount of up to **30%** in the price per credit fixed by law for first-time enrolment in university master's degrees (**80%** of which reflect first-time enrolment).
- Conditional enrolment for students who have requested a general grant and have a positive accreditation or had a grant in the previous year. In these cases, the UB will initially assume the cost of credits enrolled in for the first time (**11,056** cases).
- For students in engineering who request an Equitat grant, there is an allowance (for credits enrolled in for the first time) equal to the increase in the price per credit fixed by law.

There were also 30 cases in which, without prejudice to agreeing longer periods of payment for outstanding fees, affected students did not meet any of the requirements for financial assistance and yet the individual analysis of their cases showed that they needed a personalized solution on financial grounds.

### **4.3 POLICIES TO ADDRESS SPECIAL NEEDS OF ADMINISTRATIVE AND SERVICE STAFF**

The UB is implementing measures to assist PAS with work-life balance and time management at work. In 2015, a new plan on the management of experience was added.

#### **Work-life balance**

The UB has continued to offer a pool of 56 hours annually to PAS members to enable them to achieve better work-life balance. In total, staff requested 91,651 hours, with 71.14% relating to personal duties and errands and 18.53% for taking care of children.

#### **Time management project with training and practical application**

This project fulfils one of the agreements reached in work timetable negotiations that was signed on 19 February 2013. The agreement enables PAS members to have fifteen minutes a day as a result of organizing their work as efficiently as possible. PAS staff who wish to use this quarter-hour each day were required to take an online course, in 2015, to improve the quality of their work-related emails. The course, which had three modules and included a satisfaction questionnaire, was approximately six hours in length and it was completed by 1,814 out of the 2,075 staff signed up for the project (a large percentage of PAS). The questionnaire was completed by 1,542 individuals, who registered a high degree of satisfaction with the course content and type of assessment.

Evaluation of the work-life balance project and the time management project is the responsibility of the monitoring committee, which is made of the Office of the Vice-Rector for Administration and Organization, Human Resources and trade-union representatives from UGT and CCOO, who meet at least once a year to assess the scheduled activities (tracking and level of satisfaction with the course on improving the quality of emails, number of hours requested for work-life balance and the main reasons for the use of these hours, etc.) and to propose new training.

#### **Plan for the management of experience**

This project was launched in 2015. It is aimed at PAS members who are civil servants and are turning sixty years old. Participation in the project is voluntary. In the first year, 40 people took part. They were given the opportunity to participate in a series of activities clustered into four groups. Participants had a maximum of one hundred hours per semester from their work timetable to spend on the scheduled activities. The highest participation was in the preparation for retirement, which drew 52.50% of the people signed up for the programme. Two sub-



committees and the General Monitoring Committee were set up. They meet at least twice a year to evaluate the programme. It is notable that the 40 people who signed up for the programme all took part.

## 4.4 BODIES TO MANAGE DISPUTES AMONG UNIVERSITY STAKEHOLDER GROUPS

### UB Ombuds Office

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

[+ information](#)

### Cases addressed

The table below shows the trend in the number of cases addressed over the past four years. The figures are broken down by the group and by the gender of the person making the request or complaint.



CASES ADDRESSED	2011-2012	2012-2013	2013-2014	2014-2015
Total	125*	139**	128***	92
Cases resolved	97.8%	69%	87.6%	95.9%
PDI	15	6	9	10
PAS	7	8	5	7
Students	102	122	103	68
Other	1	3	11	7
Women	70	87	66	39
Men	54	48	57	53

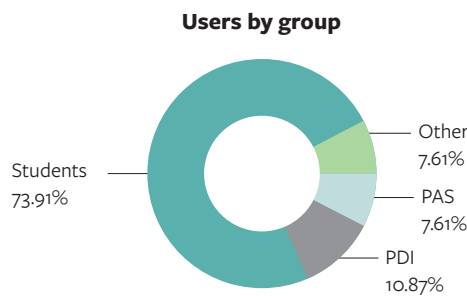
\* The total for women and men does not add up to 125 because one case was anonymous.

\*\* The total for women and men does not add up to 139 because four cases involved groups.

\*\*\* The total for women and men does not add up to 128 because one case was anonymous and another case involved a group (including five men and women).

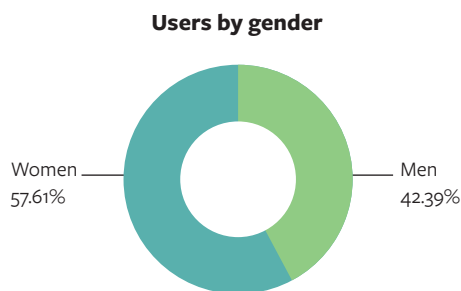
Source: Ombuds Office

The table above shows that the Ombuds Office addressed **92** cases in the academic year 2014-2015.



Source: Ombuds Office

As in previous years, the group that turned most to the Ombuds Office is students (**73.91%**).



Source: Ombuds Office

In the case of gender, the percentage of women (**57.61%**) who contact the Ombuds Office is greater than the percentage of men (**42.39%**).

The Ombuds Office has a collection of bibliographic resources that were described in the previous [Report on Social Responsibility](#).

## Support and Mediation Office

The Support and Mediation Office is an open place where UB staff can come and express their concerns and problems. All of its services are offered on the basis of confidentiality to protect the anonymity and privacy of users.

Year after year, the Support and Mediation Office advances as an ideal tool for the resolution of interpersonal disputes in the workplace. In addition, communication with other UB units improved notably in 2015, with the result that the Support and Mediation Office now works jointly with the [Equality Unit](#) to address cases linked to the latter.

[+ information](#)

### Cases addressed

CASES ADDRESSED*	2014	2015
Total cases	22	20
Cases resolved**	90.91%	94.12%
Total number of people attended	56	44
PDI	13	3
PAS	40	38
Students***	3	3
Women	38	33
Men	18	11
PDI women	5	2
PAS women	31	28
Students, women	2	3
Students, men	1	–
PDI men	8	1
PAS men	9	10

\* The cases addressed also include cases from the prior year that had not yet been resolved.

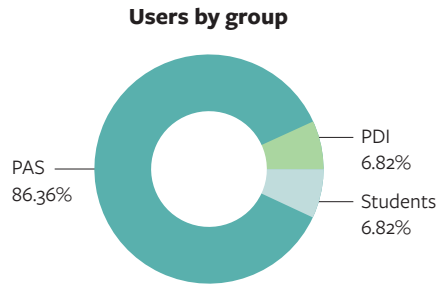
\*\* The calculation of the percentage of cases resolved does not include student cases that were referred to the Office of the Vice-Rector for Students.

\*\*\* These cases have always been referred to the Office of the Vice-Rector for Students, because the Support and Mediation Office does not deal with student issues.

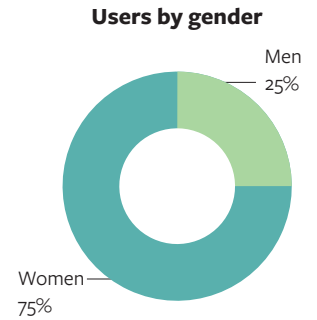
Source: *Support and Mediation Office*

Of the **20** cases that the Support and Mediation Office managed in 2015, **3** were referred to the Office of the Vice-Rector for Students, **16** were resolved and only **1** remained open. These cases involved a total of **44** people. The Support and Mediation Office also handled a further **3** cases in which it acted in the context of the Equality Unit. As a result, these cases are not included in the table.





Source: Support and Mediation Office



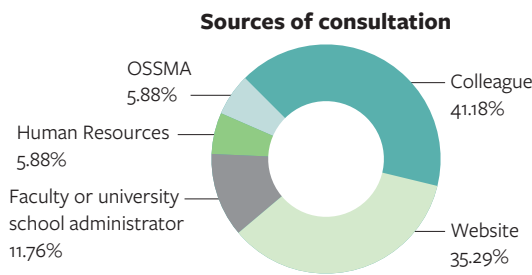
Source: Support and Mediation Office

As the table above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**86.36%**).

Because the presence of women in the UB’s administration is much larger than the presence of men, the services of the Support and Mediation Office have been addressed more frequently to women, who account for **75%** of users.

### Sources of consultation

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



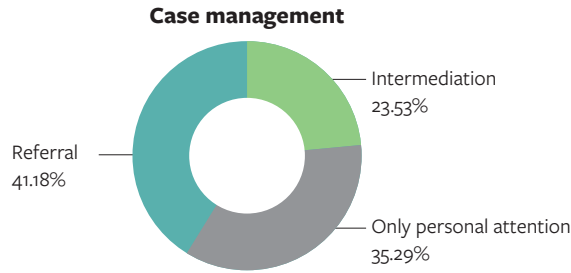
Source: Support and Mediation Office

The chart continues to reflect a significant percentage of cases reaching the Support and Mediation Office directly from the affected person on the advice of colleagues (**41.18%**). Thanks to the improved website of the Support and Mediation Office, the number of cases arriving by this mechanism continues to rise, reaching **35.29%** in the last year. Section heads (primarily the centre administrators) reflect the third most common source of cases (**11.76%**). Lastly, **5.88%** came from OSSMA and the same percentage from Human Resources.

### Case management

- [Personal attention](#)
- [Mediation](#)
- [Intermediation](#)
- [Referral](#)

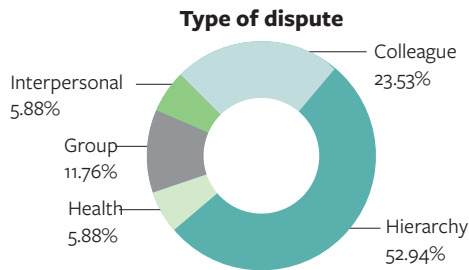
The figure below shows a breakdown of case management in the **17** cases undertaken by the Support and Mediation Office in 2015.



Source: Support and Mediation Office

### Types of dispute

The figure below shows the types of dispute in the 17 cases handled by the Support and Mediation Office (three cases were referred directly to the Office of the Vice-Rector for Students).



As the figure shows, more than half of the disputes related to issues of hierarchy (52.94%). The second highest cause related to disputes with colleagues (23.53%).

## 4.5 EQUALITY

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

In the next academic year, an evaluation will address the actions carried out during the Second Equality Plan and further work will proceed on the Third Equality Plan.

[+ information](#)

Below is a detailed list of the actions and projects undertaken by the Equality Unit in the academic year 2014-2015.

**Action: raising visibility and awareness of issues relating to equality (commitment corresponding to the first pillar of the Second Equality Plan)**

**Actions and projects carried out:**

- **Ensure the publication of indicators and statistics broken down by gender to show the low representation of women in areas of influence**, as a measure to invite reflection and to formulate and develop proposals.

- **To publish and disseminate teaching and research activities carried out to promote the gender perspective** by means of the UB's Internet-based channels of communication.
- **To publish and disseminate activities carried out in the official commemorations** held on 8 March, International Women's Day, and on 25 November, International Day for the Elimination of Violence against Women.
- **To act in defence of women's rights** with the celebration of International Women's Day.
- **To promote a campaign in defence of women's rights** with the celebration of International Women's Day.

**Action: establishment of a policy to prevent and eradicate gender-based violence (commitment corresponding to the tenth pillar of the Second Equality Plan) to promote resources aimed at the prevention and early detection of situations of discrimination and gender-based violence**

**Actions:**

- **To offer a support service for the entire university community**, as a comprehensive protection measure against gender-based violence.
- **To ensure that the UB protocol for prevention, detection and action against situations of sexual or gender harassment, approved during 2013-2014**, is applied as a measure to prohibit conduct contrary to the dignity of the individual and to proclaim the right to equality and non-discrimination on the grounds of gender.
- **To ensure that a specific organization is created to guarantee a swift procedure to take action and support victims**, to address and resolve situations of gender-based violence as stipulated in the Protocol of the University of Barcelona.
- **To promote and strengthen transversal relations** to create synergies between the authorities and units responsible, and to create specific support structures to help victims.
- **To organize specific training activities against gender-based violence.** In the academic year 2014-2015, the effort to disseminate the transversal project on gender-based violence began. The project is entitled "La UB contra la violència masclista: Uneix-t'hi de deBò" and it ran from June to December 2015. The aims of the project were to create a corporate image of the UB that is opposed to male, gender-based violence and to activate the student body and the faculties' equality committees. Students received training and there was a competition for projects focused on prevention, detection and action in the face of gender-based violence at the UB. The intention was to implement the projects as soon as possible.

**Action: promotion of external relations (commitment corresponding to the ninth pillar of the Second Equality Plan)**

**Actions:**

**To promote participation in networks that foster the exchange of information and the development of joint activities** in order to carry out cooperation projects involving nationally and internationally renowned professionals, as a measure to optimize and expand the initiatives and activities carried out by the equality committees in the UB's faculties and schools.

The UB is a member of the following networks:

- Vives University Network working group on gender equality
- Network of Gender Equality Units for University Excellence
- League of European Research Universities working group on gender
- Catalan Institute for Women
- Women and Science Committee

## 4.6 UB ALUMNI

The UB Alumni Agency is a service aimed at former students, as well as PAS and PDI staff who have not graduated from the UB, people who have studied for some period at the UB but have not graduated and, lastly, anyone who has a special tie to the UB and applies for membership. The goal of this service is to help maintain their ongoing association as members of the UB community so that they can bring their experience and knowledge to the growth and improvement of the institution and so that the institution can help them in their pursuit of life-long learning and in their professional careers.

[+ information](#)

### UB Alumni clubs and the Alumni Council

In 2015, UB Alumni had 32 clubs and the Alumni Council had 55 members.

	RESULTS			
	2012	2013	2014	2015
Council members	58	58	60	55
Nombre de clubs	27	31	32	32

Source: UB Alumni

### Activities

In 2015, UB Alumni organized 47 activities, including talks, lectures, workshops, competitions and more. People attending the activities were asked to complete a questionnaire rating the quality of the activity and identifying areas for improvement. The level of satisfaction was very high among 87% of participants.

The table below shows the evolution of questionnaire results in recent years.

	RESULTS			
	2012	2013	2014	2015
Percentage of satisfied users	83.3%	85.7%	83.60%	87.20%

Source: UB Alumni

## 4.7 TIME BANK INITIATIVE

The Office of the Commissioner for Participation, Employability and Social Entrepreneurship has implemented the UB's Time Bank initiative. This is the first time bank in the Catalan public university system and it is open to the participation of the entire university community.

The Time Bank is a network in which people mutually help one another through the exchange of services, skills and knowledge, and the only currency is time. All activities have the same value and what is exchanged, therefore, is the number of hours spent helping another person. In this way, members can meet needs without requiring money to do so.

The Time Bank also encourages social relations within the UB, creating and strengthening ties among the university community, and promoting cooperation, social engagement and solidarity.

### [+ information](#)

The table below shows the figures relating to the initiative from 2013 to 2015.

	2013	2014	2015
Number of participants	147	264	290
Active advertisements	15	32	34

Source: Cabinet at the Rector's Office

As you can see from the table above, the numbers of participants and of active advertisements have grown.

---

# Social responsibility policies and initiatives addressed to general society

## 5.1 SERVICE-LEARNING PROJECTS

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

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

### Service-learning groups at the UB

The service-learning working group at the UB has been meeting since 2013 to work on disseminating and extending learning-service projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and areas of knowledge: Fine Arts, Biology, Law, Economics and Business, Education, Pharmacy, Philology, Geography and History, Geology, Nursing and Medicine. The three primary aims are to:

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

Some of the most notable initiatives carried out in the context of this group are:

- ICE-recognized training courses;
- two dissemination workshops on service-learning projects at the UB (2013 and 2014);
- a workshop to disseminate and exchange experiences at the Faculty of Pharmacy (2014);
- participation in the Health Sciences Workshops (2015);
- identification, mapping and analysis of the principal service-learning activities being done at the UB (2014);
- joint project with the Office of the Vice-Rector for Teaching and Language Policy on the recognition and coordination needs of service-learning activities;
- participation in service-learning project networks: Catalan University Network of Learning-Service Projects, Spanish University Network of Learning-Service Projects and the Ibero-American Learning-Service Projects Network;
- presentation of the group's experiences and work at various conferences: 5th Conference of the Service-Learning Projects University Network (Madrid, 2014); International Conference of University Teaching and Innovation (Tarragona, 2014); 6th Conference of the Service-Learning Projects University Network (Granada, 2015); 3rd Conference of Solidarity Service-Learning Projects Researchers (Buenos Aires, 2015); 18th International Seminar of Solidarity Service-Learning Projects (Buenos Aires, 2015).

## The Right to Rights service-learning project

The Right to Rights project (started in 2006) is a joint undertaking of the UB, diverse social organizations and a number of political and professional organizations. The aim of the project is to promote the achievement of a set of objectives that are listed below and, once implemented, to broaden them:

- To improve and promote the defence and exercise of the rights of the most marginalized individuals and minority groups.
- To strengthen and improve the services aimed at groups who have greater difficulties in gaining access to the legal and social resources needed to defend their rights, and to improve the services given to organizations working toward this end.
- To develop collaborative and working relationships between the Faculty of Law and public, social and professional organizations.
- To improve the training of students in Law.

### [+ information](#)

Work on the project is organized around legal clinics on specific topics. In the academic year 2014-2015, the legal clinics were:

- Fight Against Impunity
- Immigration Law
- Functional Diversity
- Women's Rights
- Real Estate Law and Mediation
- Rights of Persons, Local Syndicates and Women in Management

- Consumer Rights
- Human Rights
- Gender and Anti-Discriminatory Rights
- Environmental Law
- Right to Rights
- Civil Rights
- Social Rights
- General Law
- Prison Law
- Protection of Children and Adolescents

The main activities carried out within the Right to Rights project in the academic year 2014-2015 are listed below:

- Fourth meeting of Spanish university legal clinics, focusing on legal clinic education and the function of pro bono advocacy, “La enseñanza jurídica clínica y la función de la abogacía a través del ejercicio pro bono” (Madrid, 16 October 2014).
- Speakers’ Corner:<sup>1</sup> the Museum of the History of Catalonia invited the people involved in Right to Rights to present their project as part of the fiftieth anniversary celebrations honouring the trade union CCOO Catalunya (14 January 2015).
- Day of reflection and debate on the emerging role of sexual surrogacy, entitled “Asistencia sexual, una figura en construcción” (29 June 2015).
- Presentation of a report on internment centres for foreigners in Spain, entitled *Situación de los Centros de Internamiento de Extranjeros en España y su adecuación al marco legal*, to the General Council of Spanish Lawyers (29 June 2015).
- Working plan to help Judit Armada—at the request of her mother—bringing together SOL-COM, the Right to Rights legal clinic, and the Gerard Foundation, with the aim of presenting ideas about what is best for Judit Armada and, if deemed appropriate, collaborating to achieve the best future possible for her.
- Offering optional placements in the bachelor’s degree in Law and the chance for students to complete their final project on some transversal aspect addressed during placements in the Right to Rights project.
- Publication of two final projects by students in the bachelor’s degree in Law, also involving teaching staff and collaborators in the Right to Rights project, as part of the CRAI library’s online collection:

SERRA SOLÉ, Marc. [\*“Drets de paper, garanties d’espines”. El sistema de garanties en els Centres d’Internament d’Estrangers i el seu funcionament front situacions de vulneracions de drets\*](#) (2014). Supervisor: Cristina Fernández Bessa.

ROBERT FIGUERAS, Oleguer. [\*Els menors estrangers no acompanyats i la protecció internacional\*](#) (2015). Supervisor: Àngeles de Palma del Teso.

1. Speakers’ Corner is a place for discussion provided as part of an exhibition on the fifty years of the trade union CCOO in Catalonia, entitled “CCOO 50 anys d’història de Catalunya (1964-2014)”. The aim was to enable visitors to engage in debate, offering arguments and ideas about the past, present and future of the trade-union movement.



## Service-learning projects in the Faculty of Education

Since the academic year 2009-2010, the Faculty of Education has given support and institutionalized the service-learning projects undertaken by some of its teaching staff on their own initiative. However, beyond the existing projects, the Faculty also took the decision to expand its offering and extend the concept to all of its bachelor's degrees. To promote and manage this project, the Faculty created an office of service-learning projects in collaboration with the Faculty of Teaching Training. Since the Faculty of Education was created out of the former faculties of Pedagogy and of Teaching Training, the office has carried on with the task of incorporating and consolidating this type of education.

These lines of work have led to the introduction of service-learning projects in different modes. The table below shows the first three.

MODE OF DELIVERY	DEFINITION	PROJECT	NUMBER OF PARTICIPANTS	COLLABORATING PARTNERS
Service-learning in first year	First-year students who start any of the bachelor's degrees of the Faculty are offered the opportunity of a first-hand training and civic experience linked to their studies and valued and recognized with academic credits.	Friends of reading	57	Education Consortium of Barcelona
		Support for at-risk children and young people	18	Association de la Fondation Etudiante Pour la Ville
Transversal service-learning	Students in the second, third or fourth year of bachelor's degrees in the Faculty have a wide range of opportunities from which to choose depending on their interests or training needs. These options are valued and recognized with academic credits.	Physical education and social and educational intervention	41	Directorate-General for Prisons and Resources of the Government of Catalonia Catalan Federation of Associations of Relatives and People with Mental Health Problems
		Raising Smiles	2	Dreaming Awake Foundation
		Open Minds Social Club	1	Sant Pere Claver – Solidarity Service Foundation
		Rossinyol project	5	Solidarity Service Foundation
		Study tutoring in a multicultural context	1	Migra Studium Foundation
		Learning support	2	Maria Sabastida School Choir
		In Full Faculties	8	Health and Community Foundation
		Smiles in youth centres	15	Katxima Community Development Association
Service-learning on campus	Teaching staff organize projects on the Mundet campus to promote and engage in collaborative activities involving all the students on campus.	ORI mentors	4	UB Office of International Relations
		Mundet beyond the classroom	3	Culture and Language Promotion Committee of the Faculty of Education
		Baskin: inclusive basketball on the Mundet campus	1	Faculty of Education, SAE and UB Sports

Source: Service-Learning Office of the Faculty of Education

The fourth type of service-learning project reflects a new element of teaching methodology incorporated by teaching staff into some subjects in bachelor's degrees and master's programmes. More specifically, service-learning projects have been incorporated into 18 subjects in the Faculty of Education in the academic year 2014-2015 and in some subjects, more than one project has been included.

Lastly, a number of students have completed final projects in their bachelor's degree or master's degree, as well as undertaking placements, that are aimed at increasing the social utility of their research and other efforts. In the academic year 2014-2015, their research has been applied to 12 service-learning projects.

For a more detailed description of these initiatives, consult the [Report for the academic year 2014-2015 prepared by the Service-Learning Office of the Faculty of Education](#).

The table below shows the upward trend in the participation of students in service-learning projects.

ACADEMIC YEAR	PARTICIPANTS
2009-2010	82
2010-2011	78
2011-2012	94
2012-2013	184
2013-2014	205
2014-2015*	403

\* Unlike in previous years, the figures for the academic year 2014-2015 include students taking part in ApS projects in the context of subjects.

Source: Service-Learning Office of the Faculty of Education

[+ information](#)

## Service-learning projects in the Faculty of Economics and Business

The Faculty of Economics and Business has pursued two major lines of activity in relation to service-learning projects:

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

[+ information](#)

- Students can do placements in social organizations for approximately three and a half months (this is primarily intended for students in Sociology).

## 5.2 UNIVERSITY OF EXPERIENCE

### + information

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged fifty-five years and older. The courses last one to three years and the subjects are taught by UB teaching staff. A mixed teaching model is used: subjects that are specific to the training programme are combined with (optional) subjects from bachelor's degree programmes in the different departments affiliated with the programme.

The University of Experience performs an important social service:

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

The University of Experience also offers part-time UB teaching staff an opportunity to remain connected to the institution's projects, strengthening their working and teaching relationship with the UB.

The table below shows the University of Experience course offering.

UNIVERSITY OF EXPERIENCE COURSE OFFERING				
COURSES	2011-2012	2012-2013	2013-2014	2014-2015
Libraries and Archives in the Digital Age*	✓	✓	✓	✓
Language and Literature	✓	✓	✓	✓
Education for Change: Learning to Live and Living to Learn **	✓	✓	✓	✓
Psychology	✓	✓	✓	✓
Philosophy	✓	✓	✓	✓
History of Art		✓	✓	✓
Health and Wellbeing		✓	✓	✓
Food and Gastronomy			✓	✓
History, Society and Territory			✓	✓
Astronomy and Meteorology				✓
Biology: the Human Being and Biodiversity				✓

\* In 2011-2012, it was called Information Management for the Individual.

\*\* In 2011-2012 it was called Education and Society; in 2012-2013 Education and Citizenship.

Source: *University of Experience*

As the table above shows, the University of Experience offered a total of 23 courses in 11 programmes during the academic year 2014-2015. The number of courses is greater than the

number of programmes because some programmes offer advanced courses. Indeed, four programmes (Philosophy, History of Art, Language and Literature, and Psychology) offer up to three courses: first, second and advanced. In the academic year 2014-2015, two new programmes were launched: Astronomy and Meteorology, and Biology: the Human Being and Biodiversity.

At the close of enrolment, the figures for the academic year 2014-2015 for the University of Experience show a total of 928 students. Of the total, 488 (52.59%) were starting a programme and 440 (47.41%) were students in their second year or beyond.

In terms of additional activities, the University of Experience continued to offer the same opportunities as those set out in detail in the [previous Report on Social Responsibility](#).

### 5.3 COLLABORATION WITH THE LOCAL ENVIRONMENT

The UB collaborates actively in the improvement of the local environment, undertaking volunteer projects and joining in initiatives that seek to improve the conditions of neighbourhoods in which the UB's faculties are located.

#### UB Volunteering

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

Because the publication of this Report has been pushed up to July 2016 and UB Volunteering prepares information at a later date concerning the range of activities that it pursues throughout the year, this Report cannot provide an update on the information already published for the unit in the previous year's Report.



Given the intention of OCI to keep publishing the Report on Social Responsibility before the summer holidays (that is, before August), this situation is likely to be repeated each year. For this reason, the information on UB Volunteering will always refer to the year prior to the information provided by most other units. For example, information on volunteering in 2015 will appear in the Report on Social Responsibility 2015-2016, whereas the information will be for 2016 in most other cases.

## Projects in the neighbourhoods around the UB faculties

The UB continues to promote collaboration projects with the neighbourhoods in which its faculties are located. These projects are described in detail in [previous versions of this Report](#).

## 5.4 UB SOLIDARITY FOUNDATION

### International development cooperation projects carried out by the ub or drawing on ub participation

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

- [Improvement of agricultural production and surplus management to ensure food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka \(Mauritania\)](#)

**Period of execution:** 2014–2017

- [Training in human rights in Israel and the Occupied Palestinian Territories \(official course with Al-Quds University\)](#)

**Period of execution:** 2015

- **Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco**

The aim of this project is to develop, standardize and transmit a model for the evaluation of public policies from the perspective of gender and human rights monitoring in the eastern region of Morocco, as a first step for the public authorities and rights holders to accept the need to carry out such assessments on an ongoing basis.

**Period of execution:** 2015 and 2016

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

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

**Period of execution:** 2015–2017

- **Improving the conditions of sales for the agricultural produce of Kadiolo (Sikasso, Mali)**

The general aim is to improve the conditions of sales for rural produce in Kadiolo. The specific aim is to develop value chains to raise the income of local producers.

**Period of execution:** 2015–2017

## Prominent social action projects carried out by the UB or drawing on UB participation

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

- **The PAULA Peace Education programme**

This is a joint initiative of the ICE and the UB Solidarity Foundation to build education on peace, human rights and global citizenship into all stages of education by providing support to teachers. The programme offers a web space specializing in peace culture, the Research for Peace Award (which was given for a tenth time in 2015), lively workshops on human rights using comics, and more.

**Period of execution:** 2005–2015

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

The aim is to maintain a support network for research in upper-secondary schools in the area of human rights and global justice, drawing on the sustainable participation of the UB, upper-secondary schools, NGOs and public services. The programme is carried out through an agreement with the city councils of participating municipalities. In 2015, the municipalities taking part were Barcelona, Santa Coloma de Gramenet, Montcada i Reixac, Molins de Rei, Sant Feliu de Llobregat, Cornellà de Llobregat, Sant Boi de Llobregat and Viladecans, as well as the Garraf district council. Support includes research workshops given at public secondary schools in these municipalities and ongoing guidance and advice aimed at instructors and students.

**Period of execution:** 2015

- **Research for global citizenship**

This project explores the synergies between scientific competence and civic competence and it points out the fundamental role of scientific knowledge in the protection and defence of human rights on the global scale. In seminars with secondary school teachers, research is explored as a teaching strategy in global citizenship education. The work of the groups will be collected in two publications and in audiovisual materials and computer graphics for dissemination through specific profiles in social networks.

**Period of execution:** 2014–2016

- **[Spanish observatory on human rights abuses: “Defending the Defenders” project](#)**

**Period of execution:** 2014 and 2015

- **Observatory on human rights and conflict**

The Observatory gathers, describes, analyses and denounces situations around the world in which human rights are violated as a consequence of open or covert conflicts, and it contributes elements of analysis on transversal aspects that are almost always present: fighting over control of resources, centre-periphery dualism, the prevailing model of globalization, etc.

**Period of execution:** 2015

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

Tardor Solidària is a UB Solidarity Foundation programme to promote the values of solidarity, political engagement, volunteering and empathy toward the problems of others, and its



target audience is the university community. To meet this aim, exhibitions, talks, debates and screenings are organized in all UB faculties.

**Period of execution:** 2015

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

A significant part of the work of the UB Solidarity foundation is to provide technical assistance and qualified advice to the UB university community and to administrations and civil society organizations. The focus is on its own areas of expertise: development cooperation, promotion of human rights and social action.

**Period of execution:** 2015

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

In 2015, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk from Dr. Dolors Bramon. Collaboration agreements were signed with associations and schools in the northern part of the Nou Barris district to give them support in new technologies and provide them with equipment to improve their computerization.

**Period of execution:** 2015

- **[Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area](#)**

In 2015, this project has been completed in Santa Coloma de Gramenet.

**Period of execution:** 2013–2015

- **Interculturality as a positive factor among young people in the Besòs-Barcelonès Nord area**

This project works on interculturality as a positive factor for social harmony and local development in an area with a strong personality and a set of characteristics that give it cohesion: the so-called Besòs-Barcelonès Nord area. The aim is to address interculturality among



innovative young people, advancing from a mere exposition of the approach to a more experiential and comprehensive treatment that covers most of the environments in which young people learn and are trained. Four main areas of activity have been identified in the context of this initiative: getting a job, sport, education, and the street.

**Period of execution:** 2015

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

The call has resulted in some thirty awards of assistance for a total of €26,892.

**Period of execution:** 2015

- **European Observatory on Memories**

In 2015, the UB continued to build the network of organizations associated with the Observatory and organized a variety of seminars and workshops in relation to public policies on memory and the use of public space, addressing the different locations of the institutions in the network: Barcelona, Mauthausen, Guernica, Milan, Perpignan, Tallinn, Ljubljana and Brussels.

**Period of execution:** 2013–2015

- **Support and aid programme for refugees**

This programme covers a set of activities aimed at providing support to Syrian students and refugees who have fled conflict in their country and come to Catalonia. The activities are set out in a catalogue of services that the UB offers to institutions and organizations working to receive refugees. Some thirty places have been found for refugees and a training programme has been prepared to help asylum seekers pursue university studies.

**Period of execution:** 2015 and 2016

- **Commemoration of the twentieth anniversary of the Srebrenica massacre**

This is a set of activities aimed at commemorating the twentieth anniversary of the massacre perpetrated on the population of Srebrenica in 1995. Of special importance were the simultaneous events held on 11 July, the anniversary of the massacre, at the Born Cultural Centre of Barcelona and the National History Museum in Sarajevo, which featured the same exhibition on what happened at Srebrenica and included a series of official events to honour the memory of the victims.

**Period of execution:** 2015

## Other programmes

- Fun and Sports Day bringing together UB students and the Quatre Camins and Youth Detention Centres
- Fun and Sports Day bringing together UB students and people with mental disorders from FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems)
- Participation in the solidarity committees of the Vives University Network and of the Catalan Association of Public Universities
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.)
- Workshops on food sovereignty (April 2015)



## 5.5 CULTURE

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

### Music

The UB hosted the **28th Season of Music**, bringing 19 public concerts to the Paranymph in the UB's Historic Building. In addition, the UB Orchestra gave two Christmas concerts featuring works by Peter Ilyich Tchaikovsky, Johann Strauss II, Émile Waldteufel, Eduard Strauss and Jacques Offenbach, with the participation of professional dancers.

Also of note was the participation of the Carthage Choir (Kenosha, Wisconsin, USA) and the Yale Glee Club from Yale University (New Haven, Connecticut, United States).

### Dance

The **5th Contemporary Dance Season**, entitled "Dance and Literature", featured three viewings of contemporary dance discussed by experts in the subject.

### Theatre

**Aula de Teatre** is a UB initiative that enables students to experience the world of the theatre through courses and workshops, performing plays and so forth. In the academic year 2014-2015, the initiative gave rise to two theatre groups, which performed in the **inaugural Theatre in the Lift Sessions** and gave the premiere of the play *Ui, Arturo* as part of the UB's **Theatre Festival**. The two groups have made outings to theatres such as the Tantarantana and the Nau Ivanow, and have attended talks by various professionals who have given them a more comprehensive understanding of the process of theatrical creation. Lastly, they competed at El Cascabel: Premios de Teatro Universitario, where they won several prizes.

### Virtual Museum

The UB's Virtual Museum featured news of 33 exhibitions held physically in various UB locations. It also posted five virtual exhibitions. Lastly, the number of entries in the Virtual Museum's collection catalogues has increased, expanding the UB's cultural heritage available online, and additional collections have been documented.

### Competitions

The UB held the second year of the Sant Jordi photographic competition. The award is the Josep Damm prize and the participants came from the various groups in the university community. The winning entry, entitled *On habiten les paraules neix la llegenda*, became the image for Sant Jordi 2015 at the UB.

## Publications

The UB published the books *L'art del gravat antic: Works from the Furió Collection* and *La Universitat a Cervera: Commemoració del 1714 a la UB*, in parallel with two exhibitions bearing the same titles, which were on display in various UB venues.

## Conferences

The UB and the Gaudí Research Institute were the joint organizers of the First Gaudí World Congress. The event, which was held in the UB Historic Building, drew approximately 350 participants from around the world and made quite a splash in the media.

## Agreements

The UB also signed an agreement with the Barcelona City Council under which it will grant temporary use of the Güell Pavilions. During this period, the Council will oversee a comprehensive programme of renovation work. Additional collaboration agreements are now being worked out with the Museum of the History of Catalonia, the Catalunya - La Pedrera Foundation and the Picasso Museum of Barcelona.

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

Through the academic year, the UB has taken part in many other cultural activities either in the capacity of organizer or host or by giving support. These events include:

- the exhibition “BiblioTec: One Hundred Years of Study and the Library Profession, 1915-2015”;
- the concert *Iter Luminis: Treballs i plaers d'amor*, by Lídia Pujol, as part of the workshop “Santa Teresa de Jesús. Cinc-cents anys de recerca espiritual des de la mística, amb ulls de dona”;
- a half-day event in remembrance of Miquel Porter i Moix on the tenth anniversary of his death;
- Barcelona Pensa philosophy festival;
- Barcelona Magic Line (charity walk in solidarity with Sant Joan de Déu and a solidarity concert given by teaching staff of the University of Barcelona, *De la música tradicional al jazz*, as part of the 28th Season of Music at the UB).

## Exhibitions

The Office of the Vice-Rector for Institutional Relations and Culture organized, hosted or gave support to 17 exhibitions. Of these, 12 were held in different parts of the Historic Building. In addition, the Josep Uclés Exhibition Hall of the El Carme Cultural Centre (Badalona), run jointly with the Office for Culture and Citizenship of the Badalona City Council, hosted four exhibitions, each accompanied by a series of complementary activities. Lastly, on the occasion of the opening of the Humanities and Social Sciences Park, the Office of the Vice-Rector collaborated in the organization of the Baschet Sound Sculpture exhibition at Can Jaumandreu.

## Els Juliors summer courses

In the first term of the academic year 2014-2015, the Office of the Vice-Rector for Institutional Relations and Culture prepared the **Els Juliors 2015** programme of summer courses. A total of 54 courses were offered to the public. This year, they drew on the support of seven city councils and a variety of organizations and foundations.

## Thematic UB chairs

The Office of the Vice-Rector for Institutional Relations and Culture coordinated the process of creating the following thematic chairs and submitting the relevant proposals to the UB Executive Council for its approval:

- UB-Danone Chair to develop training and promotion activities for food and health;
- UB-Telefónica Smart Cities Chair, on intelligent cities.

In addition, the following chairs were renewed:

- Pasqual Maragall Chair on Economics and Territory, with support from Santander Bank;
- UB-SEMI-Menarini Chair in Internal Medicine, for research and teaching;

Lastly, the UB is in the process of setting up eleven additional thematic chairs.

Work has also begun on the creation of the **UB Museum**.