University of Barcelona Plan for Languages 2017-2020

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**Agreement approved
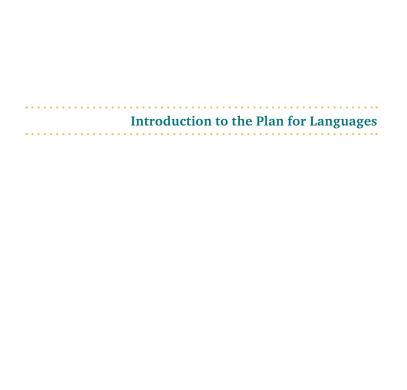by the Governing Council
on 14 February 2018**

UNIVERSITAT DE BARCELONA

Contents

Introduction to the Plan for Languages

Mission

The mission of the Plan for Languages is to establish and develop the language policy of the University of Barcelona for the coming years, taking into account the commitment the UB has assumed to combine its clear international focus with the institution's special responsibility towards the Catalan language. This twofold commitment has two direct implications. First, it means making multilingualism an integral part of the institution in a way that reflects the context established by the European Higher Education Area, which implies both academic and professional mobility. Second, as one of Catalonia's leading academic institutions, the UB reaffirms its commitment to Catalan society: to protect, use and promote the autochthonous language of Catalonia, as envisaged in its Statute and Regulations on Language Uses. These two reference documents, and others that implement language policy regulations (approved or in effect prior to the introduction of this Plan for Languages), complement this document and remain fully in force, in all respects, in relation to the use of Catalan and Spanish at the UB. The University of Barcelona also reaffirms its commitment and responsibility towards Occitan and Catalan sign language, as laid down in legislation in force.

The University of Barcelona must ensure the linguistic rights of students. Accordingly, the UB affirms that teaching staff must have sufficient knowledge of the official languages – Catalan and Spanish (both oral and written) – and be able to use these languages in teaching and academic activity. Language training of teaching staff started in the 1978-1979 academic year, and certification of Catalan language skills among this group began with the adoption of a resolution by the Governing Board on 30 October

1996, which was supplemented by further resolutions adopted on 18 April 1997 and 12 November 2004. Training and certification of the language skills of teaching staff are thus two key elements of this institution's language policy.

Furthermore, the official status of Occitan in Catalonia – declared in the Statute of Autonomy of 2006 and Law 35/2010, of 1 October, on Occitan (Aranese in Aran) – establishes the conditions for the use of this language in institutional information and attention to users for administrative purposes.

The multilingualism strategy of the University of Barcelona seeks to promote:

- Active European citizenship founded on the principles of effective communication, mutual cultural enrichment, and respect between peoples through cross-comprehension of languages and cultures, as well as life-long learning.
- Knowledge and use of foreign languages among members of the UB community who require language skills for various reasons: institutional; related to their international, academic and professional activities; employment-related; cultural; linguistic interest, and so on.
- Active multilingualism and interculturality of the entire University community, in line with the recommendations of the Language Policy Unit of the Council of Europe on linguistic diversity and intercultural communication.

As part of its commitment to multilingualism, in addition to the official languages of Catalonia, the University of Barcelona gives priority to knowledge and use of the following languages: *a*) English, the main lingua franca in most academic disciplines and in many fields of international relations; *b*) German, French and Italian, which along with English are the languages that the Catalan Secretariat for Universities and Research is prioritizing at the current stage (because they are taught in secondary education); *c*) other official languages of Spain, and *d*) other languages of member states of the European Higher Education Area, languages used for international communication, and those with a significant presence in Catalonia (such as Chinese, Arabic and Berber languages).

The University of Barcelona aspires to be:

- An outstanding institution at the international level in teaching, research and knowledge transfer.
- An institution committed to the use, development, study and promotion of Catalan as an academic language, based on functional distribution of languages in accordance with the principle of subsidiarity, which should ensure the preferential use of Catalan, particularly in bachelor's degree courses.
- An institution that promotes multilingualism in academic activities and the plurilingualism of members of the University community.

Starting point

This third edition of the Plan for Languages of the University of Barcelona is an updated and revamped version that further develops previously approved plans (for 2010–2012 and 2013–2015). As in the case of these two previous plans, the starting point is the UB's Regulations on Language Uses, approved by the Governing Council on 30 October 1996 and amended on 15 April 1999, which develop the linguistic competences granted to universities within the framework of applicable legislation. Mention should be made of the Language Normalization Plan and the Language Promotion Plan (both approved in 1989), which served as two clear references for the language policy of the University of Barcelona until the first Plan for Languages was drafted. The resolutions of the Language Policy Committee and the work processes set up by the Catalan Language Promotion Network should also be noted.

The current Plan proposes a series of actions aimed at meeting the objectives defined in previous plans. These actions, which focus on diagnosis, regulation, implementation and support, are presented together with a timetable for their execution. The Plan will remain in effect for four years, and the execution and timing of the proposed actions must be regularly monitored over this period. The Language Policy Committee, acting through a delegated committee, must ensure that monitoring is carried out in accordance with the established self-assessment system.

The Statute of the University of Barcelona, approved in 2003, defines Catalan as the official language of the UB (Article 6.1) and stipulates that both Catalan and Spanish, as official languages of Catalonia (Article 6.2), must be used in accordance with provisions on language policy. These provisions are included in Law 1/1998, of 7 January, on Language Policy, and Law 1/2003, of 19 February, on Catalan Universities.

It should be noted that prior to the approval of the Statute of the University of Barcelona, the 2006 Catalan Statute of Autonomy provided for a third official language in Catalonia: Occitan, also known as Aranese in Aran (Article 6.5). The use of this language was regulated in Law 35/2010, of 1 October, on Occitan (Aranese in Aran). In the same year, Law 17/2010, of 3 June, on Catalan Sign Language, was also adopted, establishing a framework for the recognition of this language.

Furthermore, in accordance with Articles 6.3 and 6.4 of the Regulations on Language Uses, the University of Barcelona is committed to promoting the Catalan language in research, teaching, and administrative and service activities; contributing to the incorporation of Catalan in all areas of knowledge; and promoting knowledge and study of Catalan language and culture. In addition, Article 6.5 of the Statute stipulates that the University of Barcelona shall be open to other languages and cultures, and, through UB Language Services, promote multilingual training and support for the academic activities of the University community.

Apart from regulations and other documents related to the use of languages at universities, it is also important to take into account strategies re-

lated to internationalization, multilingualism and multiculturalism, provided they do not contradict the language regulations of the University of Barcelona or those of the Government of Catalonia.

Regarding language proficiency requirements for teaching staff, the Plan refers to Decree 128/2010, of 14 September, on the Accreditation of Language Knowledge of University Teaching Staff in the Catalan University System.

The variable funding agreement for objectives approved by the Interuniversity Council of Catalonia (CIC) links funding of Catalan public universities to the achievement of language objectives in university teaching. Accordingly, this Plan for Languages also incorporates the objectives and linguistic data, evidence and indicators stipulated by the CIC.

In addition, the Plan takes into account the resolution approved by the CIC board on 22 June 2017 regarding postponement of the application of the requirement for students enrolled in bachelor's degree courses at Catalan universities to be proficient to at least CEFR level B2 in a foreign language, and the establishment of certification of CEFR level B2 in a foreign language on European Diploma Supplements.

Language policy actors

Given the cross-cutting nature of language policy, the entire University community, including the UB's various collegial bodies and units, must be involved in the Plan. However, the following actors have a particularly prominent role to play:

a) *Language Policy Committee*. According to the Statute of the University of Barcelona (Article 6.3), the Language Policy Committee, set up in 1986, is responsible for establishing guidelines on language policy and promoting the normalization of the Catalan language. As a delegated committee of the Governing Council, it is chaired by the rector or a person delegated by him/her. The Committee has passed a series of resolutions concerning language uses in UB-specific degrees; Catalan language requirements in competitive examinations for civil service and non-civil-service teaching posts; and language uses in teaching, teaching material and assessment activities.

b) *Catalan Language Promotion Network*. The Catalan Language Promotion Network was established in 1992 to ensure a systematic and harmonious approach in actions aimed at encouraging the use of Catalan in teaching, research, university administration and management, information, and representation of the University of Barcelona abroad. Additional objectives related to multilingualism are stipulated in the Plan for Languages. The Network is made up of language promotion committees that operate at each participating faculty/school and include representatives of relevant groups: teaching staff, administrative and service staff, and students. The regulations of UB faculties/schools stipulate the composition and functions of lan-

guage promotion committees. The Catalan Language Promotion Network, together with UB Language Services, draws together the actions of previously established working processes annually and submits them to the Language Policy Committee.

c) *UB Language Services*. The mission assigned to UB Language Services in Article 6.5 of the Statute of the University of Barcelona is to promote multilingual training and support for the academic, technical and administrative activities of the University community. In addition to contributing to the full linguistic normalization of Catalan, UB Language Services deals with the use of Spanish, English and other languages of communication within the framework of the European Higher Education Area; revision of scientific texts written in English by UB teaching staff; learning of Catalan for all groups in face-to-face sessions and via the Virtual Campus; and implementation of the linguistic and cultural welcome programme, which introduces newly-arrived students to oral and written Catalan and gives them an opportunity to learn about Catalan culture. All courses have official European ECTS certification, and levels are adapted to the Common European Framework of Reference for Languages. The certificates that UB Language Services issues to students who complete these courses are recognized by the Government of Catalonia and are equivalent to official certificates for all purposes.

d) *Hispanic Studies*. Hispanic Studies is a UB institution that has a long history in the teaching of Spanish language and culture for foreigners. Its activities include specific language courses for Erasmus exchange students. All courses have official European ECTS certification, and levels are adapted to the Common European Framework of Reference for Languages. Hispanic Studies is also an examination centre for the Diploma in Spanish as a Foreign Language, offered by the Instituto Cervantes.

e) *School of Modern Languages*. The School of Modern Languages, the University of Barcelona's foreign language training centre, serves the entire University community, as well as other institutions. The School currently offers courses in a wide range of languages and collaborates with various

international organizations that allow language learners to obtain official diplomas certifying knowledge of various European languages.

f) Institute of Education Sciences. Article 45.3 of the Statute of the University of Barcelona provides that training of UB teaching staff for academic work is to be carried out through the Institute of Education Sciences. To meet this objective, the University Section of the Institute analyses the training needs of teaching staff, as well as establishing strategies and designing proposals related to training activities, advisory services and dissemination – all with the aim of improving the quality of teaching and facilitating adaptation to new demands in the context of the European Higher Education Area.

Strategic areas and lines of action

Like the two previous editions, the Plan for Languages 2017–2020 continues to focus on four areas of action through strategic lines related to multilingualism.

- Area 1: Institutional information and communication
- Area 2: Management and administration
- Area 3: Teaching
- Area 4: Research, knowledge transfer and science communication

Each area has defined objectives; actions; data, evidence and indicators; and a timeline for all associated actions, in relation to the following strategic lines:

- Language skills
- Linguistic quality
- Language uses

The University of Barcelona's Plan for Languages is based on two lines of action, which must be pursued simultaneously:

- *Training in Catalan, Spanish, English and other languages*. Various specific actions are planned for the groups that make up the University community: academic staff, administrative and service staff, and students. Training is offered under the Plan for Training in Catalan (UB Language

Services), the Plan for Spanish Language Training for Foreigners (Hispanic Studies), the Plan for Training in Foreign Languages (School of Modern Languages), and the Language Training Plan for the Internationalization of Teaching, which focuses particularly on English (Institute of Education Sciences). In addition to these plans, support is provided through self-access language centres managed by UB Language Services.

- *Language support programmes aimed at teaching staff, administrative and service staff, and students*. Each programme integrates the full range of services and resources offered by the University of Barcelona – through UB Language Services, Hispanic Studies, the School of Modern Languages, and the Institute of Education Sciences. All language support programmes give visibility to the language(s) of the service or resource, which becomes a key element of choice for users.

Plan for Languages

Table of abbreviations

IR	Institutional Responsibility
VTAP	Office of the Vice-Rector for Teaching and Academic Planning
VDSRP	Office of the Vice-Rector for Doctoral Studies and Research Promotion
VSLP	Office of the Vice-Rector for Students and Language Politicy
VEOSA	Office of the Vice-Rector for Equal Opportunities and Social Action
VOI	Office of the Vice-Rector for Outreach and Internationalization
VR	Office of the Vice-Rector for Research
VDT	Office of the Vice-Rector for Digital Transformation

Guide to symbols

▶ Action in progress
▸▸| Completed action

Area 1. Institutional information and communication

Strategic line 1.1. Linguistic quality

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Ensure the linguistic quality of institutional texts	VSLP	**1.** Review texts and the institutional website, and those of cross-cutting services	▶	▶	▶	▶	Number of documents to which the quality control model for corrections and translations, established by the Interuniversity Working Group on Linguistic Quality, is applied (survey of a certain number of words each year)
		2. Review websites of faculties/schools	▶	▶	▶	▶	List of documents updated to improve the linguistic quality of institutional texts Number of pages of institutional documents corrected or translated

Strategic line 1.2. Language uses

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Ensure transparency of teaching-related information	VSLP VTAP	**3.** Provide information on and disseminate the principle of linguistic transparency	▶	▶	▶	▶	Number of schools/faculties that publish the language of instruction Number of bachelor's degrees that publish the language of classes and teaching hours Number of university master's degrees that publish the language of classes and teaching hours
		4. Inform students of the language of instruction for subjects before they enrol	▶	▶	▶	▶	Completeness of information in applications Number of measures aimed at ensuring the quality of linguistic transparency

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Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Promote foreign languages in institutional relations at the international level	VSLP VOI	**5.** Promote international and institutional activities in foreign languages	▸	▸	▸	▸	List of international and institutional activities in foreign languages
		6. Resume or promote relationships with international networks and associations	▸	▸	▸	▸	List of international networks and associations the UB participates in
		7. Update the glossary of terms related to university language policy	▸	▸▸|			Publication and maintenance of a glossary of terms related to university language policy Number of visits to the language policy glossary
Implement information actions to ensure application of the Plan for Languages	VSLP	**8.** Publish the Plan for Languages, disseminate the updated version, and engage all actors	▸▸|				Publication of the Plan for Languages in Catalan, Spanish and English
		9. Present the Plan for Languages to the groups that make up the UB community	▸	▸▸|			Number and type of information actions aimed at teaching and research staff, administrative and service staff and students
Implement mechanisms for monitoring and updating the Plan for Languages	VSLP	**10.** Link the Plan for Languages to social responsibility	▸	▸	▸	▸	Inclusion of the Plan for Languages within the framework of the University of Barcelona's annual report on social responsibility
		11. Ensure follow-up on resolutions passed by the Language Policy Committee of the Inter-university Council of Catalonia	▸	▸	▸	▸	Number of resolutions passed by the Language Policy Committee of the Inter-university Council of Catalonia that have been implemented
		12. Ensure follow-up on actions carried out under the Language Policy Plan of the Vives Network of Universities	▸	▸	▸	▸	Sessions and number of reports issued by the Monitoring Committee Number of actions carried out under the Language Policy Plan of the Vives Network of Universities

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Ensure non-discriminatory language in institutional communication	VSLP VEOSA	**13.** Develop resources to support use of non-discriminatory language	▶	▶	▶	▶	Number of actions related to use of non-discriminatory language Inclusion of guidelines on the use of non-discriminatory language in the Equality Plan
Ensure the linguistic rights of members of the University community	VSLP	**14.** Improve and integrate the system for handling queries on language use and monitor annually	▶	▶	▶	▶	Number of language-related complaints and queries Development of a query resolution process Dissemination of a list of FAQs Data for Catalan as a language of instruction
		15. Develop and update a list of FAQs	▶	▶	▶	▶	
		16. Ensure appropriate presence of Catalan as an academic language and in university life	▶	▶	▶	▶	

Area 2. Management and administration

Strategic line 2.1. Language skills

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Improve language proficiency in English and other foreign languages	VSLP General Manager's Office	**17.** Deliver courses for administrative and service staff to improve their language skills	▶	▶	▶	▶	Number of administrative and service staff enrolled in courses Number of administrative and service staff with certified language proficiency

Strategic line 2.2. Linguistic quality

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Improve the linguistic quality of administrative documents and multilingual management	VSLP VDT General Manager's Office	**18.** Ensure multilingual systematization of official names (academic programmes, subjects, units, locations, etc.)	▶	▶	▶	▶	Number of names defined Number of language reports produced Development of a process for determining names
		19. Review interfaces for research management, academic management, staff management, and financial and accounting management	▶	▶	▶	▶	Number of improvements to interfaces for research management, academic management, staff management, and financial and accounting management
		20. Update templates for administrative documents in Catalan, Spanish and English	▶	▶▶			Number of templates for multilingual administrative documents updated

Strategic line 2.3. Language uses

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Update criteria regarding language uses and the principle of language availability, by which public employees must be proficient in both Catalan and Spanish	VSLP	**21.** Update and disseminate criteria on oral language uses	▶	▶	▶	▶	Number of actions aimed at establishing and disseminating oral and written uses in service to the public
		22. Update and disseminate criteria on written language uses	▶	▶	▶	▶	Monitoring of the degree of compliance with language uses in academic and administrative documents
		23. Ensure that services and products provided by external suppliers use Catalan (to the extent possible, and other things being equal)	▶	▶	▶	▶	Number of specifications for provision of external products and/or services that contain clauses on language uses Number of products and services supplied by external providers that comply with such provisions

Area 3. Teaching

Strategic line 3.1. Language skills

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Improve language proficiency in English and other foreign languages	VSLP	**24.** Obtain information on language proficiency among students by processing admissions data	▶	▶	▶	▶	Number of courses in English and other foreign languages organized Number of teaching and research staff and students enrolled in foreign language courses Number of teaching and research staff to whom support has been provided for teaching in English or another foreign language Type of language support provided to teaching and research staff Type and number of incentives for teaching in English
		25. Offer language support to teaching and research staff who wish to teach in English or another foreign language	▶	▶	▶	▶	
		26. Deliver foreign language training for teaching and research staff	▶	▶	▶	▶	
		27. Establish incentives for teaching and research staff to teach in English	▶	▶	▶	▶	
Establish a system for certifying language skills	VSLP	**28.** Organize tests for teaching and research staff and students to certify language skills	▶	▶	▶	▶	Number of tests for each language and group Number of staff with certified language skills in Catalan, English and other foreign languages

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Improve knowledge of Catalan among teaching and research staff and students from outside the Catalan language area	VSLP	**29.** Carry out annual linguistic welcome sessions for teaching and research staff from outside the Catalan language area	▸	▸	▸	▸	Number of welcome sessions and number of schools/faculties where they are carried out
		30. Offer a linguistic welcome programme for students from outside the Catalan language area each semester	▸	▸	▸	▸	Number of students and teaching and research staff targeted by the welcome programme
		31. Offer Catalan courses each semester for students from outside the Catalan language area	▸	▸	▸	▸	Number of students and teaching and research staff who receive language training
		32. Bolster the language volunteer programme	▸	▸	▸	▸	Number and level of Catalan language courses offered for students from outside the Catalan language area
							Number of teaching and research staff and students registered in language volunteer programmes

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Bolster "internationalization at home" measures aimed at students	VSLP	**33.** Bolster the Language Exchange Service (conversation groups with domestic and foreign students)	▸	▸	▸	▸	Number of students participating in the Language Exchange Service Number of conversation groups offered Number of participants in the linguistic and cultural welcome programme Number of students in the Mou-te! programme and degree of programme implementation Number of actions to provide language training for domestic students who undertake periods of study abroad Number and type of courses offered for outgoing students Number of actions to promote completion of bachelor's and master's theses in English Number of standards for writing bachelor's and master's theses in English
		34. Bolster the linguistic and cultural welcome programme	▸	▸	▸	▸	
		35. Bolster the Mou-te! interculturality programme for outgoing students	▸	▸	▸	▸	
		36. Offer foreign language courses for domestic students who undertake periods of study abroad	▸	▸	▸	▸	
		37. Encourage the use of English in bachelor's and master's theses	▸	▸	▸	▸	

Strategic line 3.2. Linguistic quality

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Ensure the linguistic quality of academic texts	VSLP	**38.** Conduct a systematic review of teaching plans in Catalan for bachelor's and master's degrees	▸	▸	▸	▸	Number of teaching plans reviewed Number and amount of grants provided to teaching and research staff
		39. Provide annual grants for correction and improvement of academic texts in English	▸	▸	▸	▸	

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Improve the linguistic quality of academic papers written by students	VSLP VTAP	**40.** Collect and disseminate good practices regarding language uses in bachelor's and master's theses		▸	▸	▸	Document on good practices with respect to language uses stipulated in rules for final theses Rubrics for assessing the formal quality of final theses Number of linguistic quality prizes for final theses Measures to disseminate standards for writing final theses

Strategic line 3.3. Language uses

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Monitor language uses in bachelor's and master's degrees	VSLP	**41.** Publish language of instruction data annually	▸	▸	▸	▸	Publication of language of instruction data Development of a ranking of degree programmes by language Number of teaching and research staff that teach subjects in English Data on the languages in which bachelor's and master's theses are written and languages used in thesis defence (if applicable)
		42. Produce a ranking of degrees according to the various languages of instruction used		▸	▸	▸	
		43. Obtain language policy indicators within the framework of the variable funding agreement for objectives of the Secretariat for Universities and Research	▸	▸	▸	▸	
		44. Plan a system for obtaining data on the languages in which bachelor's and master's theses are written		▸	▸	▸	

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Increase teaching in Catalan in bachelor's degrees where it is under-represented	VSLP VTAP	**45.** Ensure the presence of Catalan in bachelor's degree subjects with more than one class group		▸	▸	▸	Language of instruction data
Increase teaching in English, or other foreign languages where appropriate	VSLP VTAP	**46.** Incentivize the participation of teaching and research staff in teaching innovation programmes linked to language uses, linguistic quality and the promotion of multilingualism (integrated learning of content and foreign languages)		▸	▸	▸	Number of teaching innovation programmes linked to teaching in English

Identification of the subjects in each bachelor's degree that are taught in English or other foreign languages, by school/faculty and programme

Identification of the subjects in each master's degree that are taught in English or other foreign languages, by school/faculty and programme

Number of teaching plans translated into English

Document on good practices for managing multilingualism

Publication of resolutions |
		47. Document and disseminate good practices for managing multilingualism in the teaching of bachelor's and master's courses		▸	▸	▸	
		48. Plan the function of English, and other languages, in master's courses aimed at attracting students from abroad	▸	▸	▸	▸	
		49. Publish academic guidance resolutions concerning multilingualism in bachelor's degrees		▸	▸	▸	

Area 4. Research, knowledge transfer and science communication

Strategic line 4.1. Linguistic quality

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Provide support to achieve good linguistic quality in research-related texts	VSLP VR VDSRP	**50.** Revise research-related documents and texts	▸	▸	▸	▸	Number of research-related documents and texts corrected and translated
Improve the linguistic quality of scientific journals	VSLP VDSRP	**51.** Make financial aid to scientific journals in Catalan conditional on the application of the linguistic quality standards used for the University of Barcelona's scientific journals	▸	▸	▸	▸	Number of institutional journals that meet linguistic quality standards Number of editorial boards involved in improving linguistic quality Number of actions involving teaching and research staff who are on editorial boards of journals
Improve the linguistic quality of research outputs and science communication in Catalan	VSLP VDSRP	**52.** Provide support for good linguistic quality in research outputs in Catalan		▸	▸	▸	Number of pages corrected Number of grants awarded
		53. Provide support for good linguistic quality in transfer and dissemination outputs in Catalan		▸	▸	▸	

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Encourage the involvement of the academic community in the updating of terminology in Catalan	VSLP	**54.** Encourage teaching and research staff, administrative and service staff and students to work on terminology projects	▸	▸	▸	▸	Number of hours that teaching and research staff devote to terminology projects
		55. Strengthen collaboration within the framework of the Vives Network of Universities and with institutions involved in codification (IEC and TERMCAT)	▸	▸	▸	▸	Number of terminology outputs produced Number of joint actions Number of terms processed

Strategic line 4.2. Language uses

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Promote and monitor language uses in management, dissemination and publication of research	VSLP VDSRP	**56.** Monitor doctoral thesis language data annually	▸	▸	▸	▸	Publication of thesis data
		57. Monitor languages used in University of Barcelona scientific publications		▸	▸	▸	Publication of data on scientific publications in the GREC current research information system
		58. Provide support to University of Barcelona publications related to research, knowledge transfer and dissemination in Catalan		▸	▸	▸	Number of CRAI measures to highlight research reported in Catalan
		59. Promote the publication of research results in scientific journals in non-official languages		▸	▸	▸	Number of grants awarded to University of Barcelona publications in Catalan

Objectives	IR	Actions	2017	2018	2019	2020	Data, evidence and indicators
Ensure that doctoral theses comply with rules on language uses	VSLP VDSRP	**60.** Ensure that doctoral theses written in a language other than Catalan or Spanish have an abstract in one of these languages so that they appear on the TDX or similar websites		▸	▸	▸	Percentage of theses that comply with the rules
		61. For candidates who wish to obtain a European Doctorate Mention, ensure that at least the abstract and conclusions of doctoral theses are written in one of the official languages of the European Union (other than the official languages of Catalonia)		▸	▸	▸	

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