
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

Highlights

2017— 2018



UNIVERSITAT DE
BARCELONA

Rector

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Introduction

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This document constitutes the executive summary of the Report on Social Responsibility 2017-2018. As done in previous versions, the summary includes some of the most significant results in terms of SR (find the abbreviations breakdown [here](#)). It also updates all economic data, so that the figures are final (see the *Monetary flows* section).

To conclude, these pages compile only a selection of the many actions implemented. For a full account of the University's achievements, please refer to the [Report on Social Responsibility 2017-2018](#). Furthermore, you can find comprehensive information on the UB in [The University of Barcelona in figures](#) booklet and in the [Report on the academic year 2017-2018](#).

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

As a public institution, the University has a duty to give back to society everything that society has provided to us. This report, which gives a public accounting of our efforts, reflects this commitment and its results with the utmost transparency. The report also demonstrates to society the values of excellence and fairness with which the University faces the challenges set before us.

JOAN ELIAS I GARCIA

We on the Board of Trustees want to emphasize the UB's social dimension beyond the activities that make up its core mission (teaching and research): it is necessary to underscore the range of the UB's direct impacts on the society, culture and economy of this country. As a consequence, the University is called upon to play an active role and contribute responsibly to the social, cultural and environmental development of society. To that end, the Report on Social Responsibility sets as future targets, first, to convey the UB's impacts linked to each of the Sustainable Development Goals, which seek to enhance living conditions both locally and globally, and, second, to lay out a sustainable development plan.

JOAN COROMINAS GUERÍN

Structures and strategy for social responsibility

STRUCTURES

The UB has a number of structures that are responsible specifically for social responsibility:

- **Office of the Vice-Rector for Equal Opportunities and Social Action:** one of its functions is to manage the UB's social responsibility.
- **Rector's Delegate for Sustainable Development:** this person implements and monitors the UB's Sustainable Development Goals.
- **OCI:** this office promotes the values of social responsibility, proposing mechanisms to ensure that the UB is more socially responsible. In addition, OCI prepares the annual Report on Social Responsibility and leads other projects and initiatives in the area of social responsibility.
- **Committee for Social Responsibility / Committee for Sustainable Development:** this committee sets the direction in the area of social responsibility and approves the Report on Social Responsibility and any other related project or initiative. In 2018, the Committee for Social Responsibility was disbanded and its functions were transferred to the Committee for Sustainable Development, which was slated to start work in 2019.

There are also other units, especially those reporting to the Office of the Vice-Rector for Equal Opportunities and Social Action, that are closely involved in social responsibility:

- Equality Unit and equality committees of faculties and schools
- OSSMA
- UB Healthy University

- UB Solidarity Foundation and UB Volunteering
- University of Experience
- Service-Learning Group
- Ombuds Office
- Support and Mediation Office

STRATEGY

The UB's strategy in the area of social responsibility and sustainability is set out in a handful of documents:

- Throughout the annual Report on Social Responsibility, but especially in the [Foreword from the Rector](#).
- In the [annual management report of the rector](#), which is submitted to the Senate each December.
- In the Sustainability Plan, which reports on the UB's policy in the area of sustainability, though its focus is on the environmental area.

Lastly, the UB is now preparing its Strategic Plan, which will set out the long-term aims of the institution (for 2030). In the forthcoming plan, the commitment to social responsibility will appear in the section headed *Committed Leadership of Society*.¹



1. Because the Strategic Plan is still in preparation, it is not possible to guarantee that the section called *Committed Leadership of Society* will bear this name or will even exist in the final version.

Responsible research and innovation at the University of Barcelona

UNITS IN CHARGE OF RRI AT THE UB

The UB does not yet have a specific, transversal unit tasked with coordinating and promoting the initiatives that would be part of an RRI policy. However, the UB has a clear commitment to RRI: there are units, research groups and structures that are carrying out actions aligned with the six policy keys for which the European Commission has provided more [specific normative guidance to achieve RRI](#). The six policy keys are:

- **Ethics and research integrity:** this focuses on research integrity (the prevention of unacceptable research and research practices) and on science and society (the ethical acceptability of scientific and technological developments).
- **Gender equality:** this is about promoting gender balanced teams, ensuring gender balance in decision-making bodies, and considering always the gender dimension in R&I to improve the quality and social relevance of the results.
- **Governance arrangements:** they must lead to acceptable and desirable futures. They must be robust and adaptable to the unpredictable development of R&I; be familiar enough to align with existing practices in R&I; share responsibility and accountability among all actors, and provide governance instruments to actually foster this shared responsibility.
- **Open-access policies:** this addresses issues of accessibility to and ownership of scientific information. Free and earlier access to scientific work can improve the quality of scientific research and facilitate fast innovation, constructive collaborations among experts, and productive dialogue with civil society.
- **Civic engagement:** this fosters R&I processes that are collaborative and multi-actor. All societal actors work together during the whole process in order to align outcomes to the values, needs and expectations of society.

- Scientific education: this focuses on enhancing the current education process to better equip citizens with the necessary knowledge and skills to take part in R&I debates, and increasing the number of researchers (promoting scientific vocations).

The table below identifies the UB units or structures that have competences in these six areas and organize activities related to the duties assigned to them. The table also features other actors who are voluntarily engaged in projects in subject areas related to RRI.

ASPECT OF RRI	UB UNITS THAT CARRY OUT ACTIVITIES IN THE AREA
Ethics and research integrity	The Ethics Committee, Bioethics Committee and Animal Experimentation Ethics Committee of the UB act according to the guidelines set by the Office of the Vice-Rector for Research, with guidance from the Research Committee .
Gender equality	UB Equality Unit .
Governance arrangements	The data protection team in the General Secretary's Office of the UB ensures the researchers conduct their research in a framework of respect for the rights of people. This unit gives support to researchers, emphasizing the autonomy of the research subject to give informed consent to the collection and disclosure of personal data, as well as ensuring confidentiality and data protection for the duration of a research project.
Open-access policies	Open-access policies are set by the Office of the Vice-Rector for Doctoral Studies and Research Promotion, with guidance from the UB Committee for Open Access. The unit most directly involved in the implementation and monitoring of these policies is the CRAI Research Unit .
Civic engagement	At the UB, there is a small number of research groups who, on their own initiative, work according to models of civic science in their projects. Here is a list of research groups that have been identified (it is neither complete nor exhaustive): <ul style="list-style-type: none"> • Urban bees • Bee-Path • Human Behaviour and Games • RIU.net • STEM For Youth
Scientific education	The UB directs much of its efforts in scientific education through its Scientific Culture and Innovation (UCC+i) Unit and the programme known as " La UB divulga ", which offers a range of initiatives for specific audiences. Highlights include: <ul style="list-style-type: none"> • The UB Expert Guide, which is a portal to disseminate the work of the UB's teaching and research staff so that the media has access to perspectives that are clearly argued, well-reasoned and objective on a large number of subjects. • The project called Forces, which seeks to promote research in secondary schools, "opening up" UB research groups to students in secondary and upper secondary schools so that they can pursue research projects under the guidance of their teachers and UB researchers. It is a good formula to promote scientific careers among young people.

Source: Office of the Vice-Rector for Research

UNITS IN CHARGE OF INNOVATION AND TRANSFER ACTIVITIES AT THE UB

Primarily, the UB manages its innovation and transfer activities through the [Bosch i Gimpera Foundation](#) (FBG), which offers the following services:

- Bringing UB teaching and research staff into contact with society (institutions, organizations, companies and investors) to improve their competitiveness, and
- Offering UB teaching and research staff the opportunity to promote their own scientific and technological capabilities and the results of their research through R&D contracts and licences and to set up knowledge-based companies.

In order to achieve these goals, the FBG has a team of professionals who specialize in contract research, in protection, valorization and licences, and in the creation of knowledge-based companies, and who also organize a wide variety of activities that are always posted on their website. In 2018, the FBG has generated **367** contracts valued at a total of **9.6** million euros, signed **12** new licencing contracts, obtained income from licences worth **343,384** euros and managed the creation of **2** new knowledge-based spin-offs.

In addition, the [Barcelona Science Park](#) (PCB) has a mission to promote research, knowledge transfer and innovation in the public and private sectors via smart space, technology and relations management as well as PCB discourse. The services offered by the PCB focus on the medical sector and are primarily laboratories, offices and specialized scientific services. To offer these services, the PCB has over **22,000** sq m of laboratory space and over **10,000** sq m of offices. At present, the PCB is home to **2,700** professionals and over **100** entities, **6** research centres, **83** private companies and other entities related to pharmacology, biotechnology and medical devices.

STEPS TO INTEGRATE RRI IN RESEARCH AND TRANSFER PROJECTS

Currently, the UB is promoting processes to integrate RRI that include, basically, steps to raise awareness and carry out training. In 2018, for example, the UB has held training sessions for researchers to give them the foundations of RRI. Part of the research activity now meets RRI principles, but the institutional tools that would give more coherence and visibility to RRI principles have yet to be created.

One of the recent training activities is a session on [“Responsible Research and Innovation \(RRI\)”](#) organized by IDP-ICE. Experts worked with a group of roughly **40** PDI and heads of PAS to look at the concepts of the European project Higher Education Institutions and Responsible Research and Innovation in order to promote more open research and innovation and respond more effectively to the needs of society.

USING RRI-RELATED CRITERIA TO ASSESS INTERNAL RESEARCH CALLS

To date, the UB has not included RRI-related criteria or standards in internal research calls. Research is basically assessed in accordance with conventional indicators of a quantitative and qualitative nature.

INSTITUTIONAL ACTIVITIES RELATED TO RRI

While the UB does not have a unit to coordinate institutional activities related to RRI or a specific budget allocated for such activities, a variety of groups and structures are taking part in the organization of activities that fit perfectly within the six policy keys linked to RRI.

For example, the UB held a training session for PDI on “Responsible Research and Innovation (RRI)”, which was mentioned earlier in the section on Steps to integrate [RRI in research and transfer projects](#).

Another important step is the intention laid out in the objectives for 2019 to approve a code of research integrity, which will be much more specific than the Code of Ethics on Integrity and Best Practices approved in 2018.

In addition, a number of teaching staff have promoted RRI on an individual basis. In this respect, Sergio Villanueva Baselga, assistant lecturer in the Department of Library and Information Science and Audiovisual Communication at the UB, has taken part in activities to train PDI in the area of RRI. Villanueva Baselga worked on the project [RRI Tools](#) and, based on his experience, has collaborated with the FBG in training for teaching staff on how RRI can gain the involvement of teaching and research staff in the social sciences and humanities. In this vein, he has taken part in 3 training sessions at the Faculty of Geography and History, at the Palau de les Heures (for teaching staff in the faculties of Education and Psychology) and at the Faculty of Library and Information Science. He has also collaborated with BIE on RRI training aimed at bachelor's students in Biology.

ETHICAL RESEARCH COMMITTEES, ETHICS COMMITTEES AND ANIMAL EXPERIMENTATION ETHICS COMMITTEES

In October 2017, the University set up the UB Ethics Committee, which prepared a [Code of Ethics on Integrity and Best Practices](#)¹ that was approved in October 2018. The Code of Ethics covers the areas of research, teaching, learning, publications, communication and management, among others. The UB Ethics Committee is responsible for interpreting the Code of Ethics if doubts arise as to its application.

At the UB, research projects that require animal or clinical experimentation often have ethical implications, which are evaluated by the Bioethics Committee or the Animal Experimentation Ethics Committee.

The Bioethics Committee evaluates research projects that are the responsibility of UB members (teaching and research staff) and are managed through the UB's offices of Research Management and International Projects. A favourable ruling from the Bioethics Committee of the institution where a project is to be carried out is a legal prerequisite before initiating any research involving human beings, biological samples of human origin or personal data. In addition, the Bioethics Committee issues various communications on cases raised by the research committee or on its own initiative.

The Animal Experimentation Ethics Committee, for its part, is recognized by the Government of Catalonia as the body authorized to assess and review the documentation that researchers are required to submit to the Government of Catalonia in order to obtain approval for any procedures that include using animals in experimental research to ensure that they respect and adhere to ethical principles.

The UB also has a Biosafety Committee, which advises, assesses and gives support to the University in the area of scientific research and in teaching activities that entail the use of biological agents. This is to ensure compliance with regulations on biosafety. The Biosafety Com-

1. The UB's Code of Ethics on Integrity and Best Practices, which was approved in 2018, is general in character. In 2019, the UB wishes to prepare a code on research integrity that addresses ethical issues of research in greater detail.

mittee was created on 1 March 2016 and is now at work on the definition of protocols to follow when applying for authorization of facilities and activities in which genetically modified organisms are to be handled, and it is identifying needs in this area.

The UB believes that it is very important for all members of the university community to be mindful of the ethical implications of research in the different branches of knowledge.

In line with the importance that the UB gives to the fact that members of the university community are mindful of the ethical implications of research, the UB became a signatory, in November 2017, of the agreement on transparency in animal experimentation sponsored by the Spanish Confederation of Scientific Societies in collaboration with the European Animal Research Association.

INNOVATION AND TRANSFER

The UB is committed to fostering the transfer of knowledge and technology from basic research at the university to the productive sectors of society. The aim is to bolster the level of R&D and technological innovation in private-sector firms and public-sector institutions.

The UB gives support to policies on research, development and innovation that seek to:

- Intensify collaboration between university researchers and their counterparts in the private sector;
- Foster new forms of association between the public and private sectors;
- Facilitate the creation of high-level technology platforms that foster basic research and the activities of firms to generate technological innovation, and
- Take steps to promote the creation of technology-based spin-offs.

To carry out these activities, the UB has created units that work on different parts of the knowledge and technology transfer process, such as the FBG, CCiTUB and PCB.

The [FBG](#) is the main UB unit responsible for the transfer of knowledge and technology. It performs this work through three basic channels: contract research, the creation of innovative companies and the commercialization of technologies, materials and licences. Of particular importance in this regard is the UB's Patents Centre.

The [CCiTUB](#) constitute one of the most extensive mid-sized science and technology infrastructure facilities in Spain and in Europe, with highly-qualified technical staff, and the broadest range of characterization technologies. These are grouped in technological units which include all kinds of microscopy and advanced characterization techniques, nuclear magnetic resonance, mass spectrometry, chemical spectroscopy, high-performance biotechnology, radiological protection, and animal facilities.

The [PCB](#) promotes research, knowledge transfer and innovation in the public and private sectors via smart space, technology and relations management as well as PCB discourse.

[+ information](#)

UB RESEARCH ACTIVITY THAT RAISES ETHICAL CONCERNS

Because projects of a biomedical nature or in the life sciences can require animal experimentation, there have been occasional, very rare protests from animal-rights groups. The institution has responded promptly on an ad hoc basis to any and all requests for information. The UB has even made it possible for interested parties to interact directly with the managers of the animal facilities at the University.

At all times, the UB seeks to ensure that research groups abide by EU and Spanish regulations on animal experimentation, which establish that animal experimentation centres must, in all protocols that use animal models for research, adhere to the principle of 3 Rs: replacement, reduction and refinement.

Environmental commitment of the University of Barcelona

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

The ten strategic lines of the Sustainability Plan are:

- preservation and dissemination of natural values
- planning and sustainable building
- mobility
- environmental quality
- energy and natural resources
- waste
- communication and awareness
- cooperation and volunteering
- curriculum greening and training in sustainability
- research on sustainability.

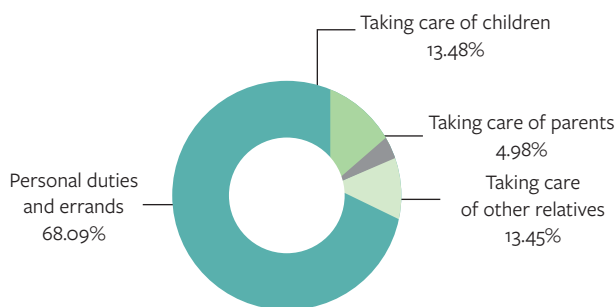
To assess the development of the Sustainability Plan, a series of monitoring indicators is updated each year. The most recent update to be published is the [Monitoring Report 2018](#), which contains data corresponding to the academic year 2017-2018. The indicators included in the report, in many cases, follow the logic of the academic year, but when this is not the case, the information corresponds to the calendar year 2017. In this respect, the figures in the Monitoring Report differ from most of the information in the present Report on Social Responsibility, which draws on information for the calendar year 2018 when the data do not refer to the academic year.

Social responsibility policies and initiatives addressed to staff

BETTER WORK-LIFE BALANCE

The UB has continued to offer a pool of **56** hours annually to PAS members to seek better work-life balance. When using these hours, PAS members must indicate whether they are using the hours for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.

Percentage of hours to seek better work-life balance in 2018



In 2018, **68%** of these hours have been requested to attend to personal duties and errands; **13.48%** to take care of children; **4.98%** to take care of parents and **13.45%** to take care of other relatives. In total, PAS members have used **90,619 hours**. The table below shows the information from the programme on work-life balance.

WORK-LIFE BALANCE			
TYPE OF REQUEST	HOURS REQUESTED BY WOMEN	HOURS REQUESTED BY MEN	TOTAL HOURS
Care of children	8,252	3,965	12,217
Care of parents	3,241	1,267	4,508
Care of other relatives	7,872	4,320	12,192
Personal duties and errands	40,996	20,703	61,700
Total	60,362	30,257	90,618

Source: Human Resources

In addition, the UB has a time management project with training and practical application. PAS members who voluntarily sign up for the project have 15 minutes a day within the workday to organize their tasks as effectively as possible. To have access to the 15 minutes in 2018, they had to take an online training course to raise awareness of cyber security at the UB. The course was approximately 6 hours in length. Of the 2,431 members of PAS¹ on staff in the academic year, 1,861 have completed the course (the figure was 1,823 in 2017), which represents 76.55% of total PAS. Of the PAS who have completed the course, 51.75% were women.

From the results of the satisfaction questionnaire, 84% of participants were very or completely satisfied with the course overall, giving it a 4 or 5 on a scale of 1 to 5.

MANAGEMENT OF THE WORK ENVIRONMENT: SUPPORT AND MEDIATION OFFICE²

Since 2010, the UB has had a Support and Mediation Office, which is responsible for mediating interpersonal conflicts that may arise among people in the university community, regardless of the group to which they belong.

The Support and Mediation Office seeks to help people who need to share concerns and problems. Over the past year, the unit has consolidated its role as an ideal tool for the resolution of interpersonal conflicts at the UB. Thanks to a change made to its internal regulations in 2016, the Support and Mediation Office has seen a sharp rise in recent years in the number of students seeking out the services on offer (prior to the change, only conflicts between staff could be addressed).

The activity of the Support and Mediation Office is based on the principles of voluntariness, impartiality, neutrality, good faith and confidentiality.

[+ information](#)

1. The PAS figure is higher than the figure appearing in the section called *Profile* (2,292 people). The reason for the difference is that employees could enrol in the course even if they had not worked at the UB for the whole year. By contrast, the figure in the *Profile* section corresponds to 31 December 2018.

2. While information on the Support and Mediation Office appears in the section entitled *Social responsibility policies and initiatives addressed to staff*, students have also been able to use the services since 2016.

Cases addressed

CASES ADDRESSED*	2015	2016	2017	2018
Total cases	20	19	21	18
Cases resolved**	94.12	94.74	90.48	94.44
Total number of people attended	44	36	40	37
PDI	3	5	2	9
PAS	38	24	30	18
Students***	3	7	8	10
Women	33	21	28	22
Men	11	15	12	15
PDI women	2	0	0	7
PDI men	1	5	2	2
PAS women	28	16	19	10
PAS men	10	8	11	8
Students, women	3	5	6	5
Students, men	-	2	2	5

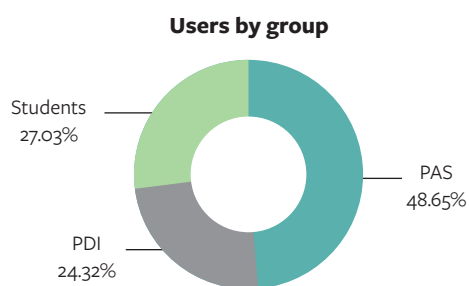
* The cases addressed also include cases from the prior year that had not yet been resolved.

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

*** In 2015, these cases were always referred to the Office of the Vice-Rector for Students and Language Policy, but starting in 2016 the Support and Mediation Office started to offer its services to students as well.

Source: Support and Mediation Office

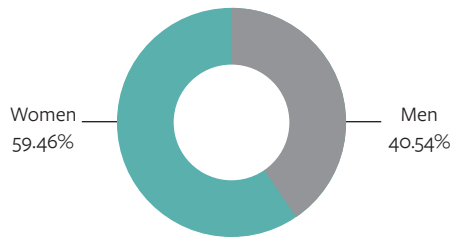
Of the **18** cases that the Support and Mediation Office managed in 2018, **17** were resolved. These cases involved **37** members of the university community. The pie chart below shows the users by group of origin.



Source: Support and Mediation Office

As the pie chart above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**48.65%**). Students and PDI employees represent **27.03%** and **24.32%** of total users, respectively.

Users by gender

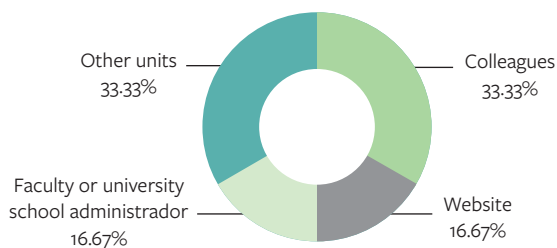


Source: Support and Mediation Office

This year has seen a sharp decline in the gender difference noted previously in the use of the Support and Mediation Office’s services, with **40.54%** of users being men and **59.46%** women.

Sources of consultation

Sources of consultation



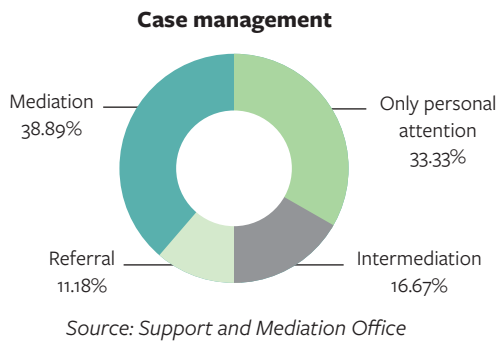
Source: Support and Mediation Office

As the pie chart above shows, people come to the Support and Mediation Office through four avenues. In 2018, the two most common avenues were through referrals from other UB units or through staff who knew about the existence of the Support and Mediation Office and shared their knowledge with colleagues adversely affected by some situation.

Case management

- **Attention.** The first step is to respond to the user’s request and work together to analyse the conflict. As a result of this activity, four alternatives are possible. The first and most common one is that the user decides to stop at this point, taking the institutional support as a positive stimulus to try to change his or her relationship with the environment. The other three alternatives are: mediation, intermediation and referral of the case to another unit. The Office and the user agree together which of the options is most appropriate based on the type of conflict.
- **Mediation.** After identifying and working on the conflict, the involved parties meet and look for a joint solution in the presence of a mediator(s), who guides them throughout the process. Mediation, where deemed necessary, is structured in a total of six sessions, both individual and joint ones, held over a period of two months.
- **Intermediation.** When mediation is not possible because of the complexity of the situation, the Office works separately with the parties involved in order to halt any escalation of the conflict and reach some minimum agreements for coexistence.
- **Referral.** When the cause of the conflict is not interpersonal or mediation is not possible, the Office refers the situation to the corresponding unit.

In all four scenarios, the Support and Mediation Office closely oversees each case throughout the entire process and periodically reviews closed cases.



Typically the management of a case ends in the attention or mediation phase. In the past year, there has been a significant rise in the number of cases managed through mediation (**38.89%**).

PARENTAL LEAVE OFFERED BY THE UB

The [University offers leave for the following reasons:](#)

- Birth, adoption or fostering
- Maternity
- Paternity
- Hospitalization of a premature new-born (immediately after birth)
- Prenatal exams and preparatory techniques for childbirth (only for the mother)
- Fertility treatments (only for the employee receiving treatment)
- Administrative procedures and/or home visits for adoption or permanent or pre-adoption fostering required by the Administration and conducted in Catalonia
- Reduced working day because of the hospitalization of a premature new-born (immediately after birth)
- Disability of child at birth or disability of adopted or fostered minor
- International adoption
- Breastfeeding
- Caregiving for children with disabilities
- Reduced working day with full pay to take care of a child
- Minors affected by cancer or another very serious illness
- Voluntary unpaid leave to take care of a child

PAS and PDI who have exercised their right to parental leave in 2018

PAS WHO HAVE EXERCISED THEIR RIGHT TO PARENTAL LEAVE					
MATERNITY		PATERNITY		TOTAL	
FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
16	1	0	12	16	13
17		12		29	

Source: Human Resources

PDI WHO HAVE EXERCISED THEIR RIGHT TO PARENTAL LEAVE					
MATERNITY		PATERNITY		TOTAL	
FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
59	3	2	37	61	40
62		39		101	

Source: Human Resources

PAS and PDI who have exercised their right to other leave for parents in 2018

PAS LEAVE			
TYPE OF LEAVE	FEMALE	MALE	TOTAL
Working hours reduced by 1/4 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced by 1/7 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced in half (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	1	0	1
Working hours reduced by 1/3 (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian	0	1	1
Working hours reduced by 1/3 (at 80% of total pay) to take care of a child under 6 years of age as legal guardian	6	0	6
Working hours reduced by a minimum of 1/8 and a maximum of 1/2 (the fraction desired must be indicated) (with proportional cut in pay) to take care of a child under 12 years of age as legal guardian, only when the job requirements allow	4	0	4
Leave for breastfeeding compressed into consecutive whole days	10	0	10
Working hours reduced by one hour a day (whole hour or two half hours) because of breastfeeding	1	1	2
Birth of a child, adoption or fostering	0	12	12
Working hours reduced by 1/3 for an entire year. Upon full return to work, the employee must work a full day for the rest of the year (at 80% pay). If the reduction is to a half-day, the conditions are the same, but the pay will be at 60%.	2	0	2
Working hours reduced by a maximum of 1/2 to take care of a relative (first degree by blood or marriage) because of very serious illness	3	0	3
Total	29	14	43

Source: Human Resources

PDI LEAVE			
TYPE OF LEAVE	FEMALE	MALE	TOTAL
Working hours reduced by 1/3 (at 80% of total pay) to take care of a child under 6 years of age as legal guardian	1	0	1
Leave for breastfeeding compressed into consecutive whole days	21	0	21
Leave because of risk during pregnancy	3	0	3
Total	25	0	25

Source: Human Resources

COSTS OF STAFF TRAINING

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

Economic cost of PDI training:

COSTS OF PDI TRAINING (EUROS)	2015	2016	2017	2018
Direct expenses				
Training costs covered by the UB	108,383.65	145,325.88	92,692.12	92,221.54
Subsidized costs	77,565.60	78,893.95	88,439.25	86,011.10
Total	185,949.25	224,219.83	181,131.37	178,232.64
Indirect costs				
Staff costs	495,048.15	516,788.31	520,750.46	534,035.29
Costs related to hiring classroom space	28,960	35,360	36,800	31,347.00
Total	524,008.15	552,148.31	557,550.46	565,382.29
Total spending on PDI training	709,957.40	776,368.14	738,681.83	743,614.93

Source: IDP-ICE

The overall cost of PDI training courses has risen slightly (**0.67%**) to **743,614.93** euros. The increase is the result of higher indirect costs, given that direct costs continue to fall.

Cost of PAS training:

BUDGET FOR PAS TRAINING	2015	2016	2017	2018
Cost of trainers (euros)	163,990	209,305.15	173,323.20	207,173.26
Cost of staff training (euros)*	72.43	92.12	75.75	90.39

* The calculation of the average for each year uses the figure at 31 December of that year. In 2018, for example, the average is the result of dividing the PAS total hours of training in 2018 by the number of PAS staff at 31 December 2018.

Source: Human Resources

The overall cost of the instructors who give PAS training courses has risen (from **173,323.20** euros in 2017 to **207,173.26** euros in 2018). The average investment per employee has also risen from **75.75** euros to **90.39** euros.

Social responsibility policies and initiatives addressed to students

COST OF STUDIES, GRANTS AND FINANCIAL AID

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

TUITION FEES	2014-2015	2015-2016	2016-2017	2017-2018
Average price per credit for bachelor's degrees	€ 33.52	€ 33.52	€ 33.52	€ 33.52
Average price per credit for university master's degrees*	€ 43.98	€ 43.98	€ 43.98	€ 43.98

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

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

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

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

Over the past academic year 2017-2018, **19,686** applications were received for **general and mobility grants** for bachelor's degrees, pre-EHEA degrees and diplomas, and university master's degrees. A total of **11,869** grants were awarded, with a total value of **28,481,780.96** euros.

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

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2014-2015	2015-2016	2016-2017	2017-2018
Applications	19,487	20,623	20,466	19,686
Grants awarded	12,101	12,346	11,861	11,869
Successful applications	62.10%	59.87%	57.95%	60.29%
Successful applications out of total students (pre-EHEA degrees/ diplomas, bachelor's degrees and master's degrees)	24.55%	25.26%	22.73%	

Source: [UB report 2017-2018](#)

Additionally, **9,526** applications for means-tested Equity grants were processed, of which **7,943** were awarded. These grants reduce enrolment fees for students by **10%** to **80%** according to which of six means-based categories they are classified in. In the academic year 2017-2018, these grants have also been offered to master's students, providing a reduction of between 5% and 25% in their enrolment fees.

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

- grants for students with special economic difficulties, which included three modalities and resulted in **216** applications and **166** awards (Modality A, for extraordinary circumstances: **47**; Modality B, a supplement for the Equity grant: **20**, and Modality C, for repeating subjects: **99**).
- grants for studying third languages, with **295** awards made.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

This section addresses students with special educational needs, which may arise for a variety of reasons, such as functional diversity, health problems or other issues.

Number of students with functional diversity

A distinction has been drawn between students who have a certificate of disability equal to or greater than 33% and students who do not have a certificate of disability, even though they do have special educational diagnoses and needs. This distinction is important because the tally of the first group is much more reliable (they receive government benefits) than the tally of the second group, which only includes students who have been helped by SAE, the UB service that addresses such situations.

	STUDENTS WITH CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, BUT NOT A CERTIFICATE	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	294	346	52	85
Master's or postgraduate degrees	41	47	-	2
Doctoral studies	20	24	1	-
Total	355	417	53	87
	Total students with certificate of disability: 772		Total students with special educational needs but not a certificate: 140	

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

Policies to promote the enrolment of students with functional diversity

The Royal Decree 412/2014 establishes a reserve of 5% of the places in official bachelor's degrees for students with functional diversity. In December 2017, the Governing Council of the UB approved extending the reserve of 5% to official master's degrees as well, reflecting a broader commitment from the UB than Spanish legislation requires.

Another highlight are the activities of UB units such as [UB Future Students](#), which when the academic offering of the University is disseminated and connections are forged with secondary-school students, publicizes the UB's support programmes for students and helps to connect students with special educational needs to the people who manage the relevant UB support programmes and can provide guidance and assistance.

Initiatives to help students with special educational needs in daily life at the UB

Providing assistance to students with special educational needs is the responsibility of the SAE's Integration Programmes Unit. The specific programmes on offer include:

- **The Fem Via Programme.** This programme is aimed at students with a certificate of disability equal to or greater than 33% who require special support to pursue their academic career adequately.
- **The Avança Programme.** This programme is aimed at students who do not have a certificate of disability but do have special educational needs and can provide medical diagnoses and/or documents to attest to the fact.

The actions carried out by the two programmes that are aimed at the university community as a whole can be categorized as follows:

- Conferences, workshops, materials to raise awareness, participation in institutional studies and working groups, participation in calls for assistance and more.

- Direct, personalized attention:
 - *Information.* Prior to completion of enrolment, information is provided to clarify the characteristics of the UB's departments and faculties, regulations, external assistance, the adaptation of premises to the special needs of students, etc.
 - *Personalized reports.* Personalized reports are prepared with the curriculum adaptations recommended for each student who requests one and, if needed, referrals to complementary services are proposed and/or actions that go beyond methodological suitability are coordinated with any faculties involved.
 - *Support products.* Various kinds of equipment and materials are obtained to facilitate and enhance the functional capacities of students with special educational needs. Examples include technical aids and other physical features to improve access to information and/or compensate for problems with motor skills; special software for students with specific learning problems; a zoomtext (a screen magnifier), and adapted furniture.
 - Ongoing support from classmates and professionals:
 - *Support classmates.* Some students who are autonomous in many respects benefit greatly from the support of somebody who understands their needs well and has shown a commitment to helping them. In this respect, there is a volunteer programme for students who want to lend support to their classmates in tasks related to note-taking and mobility around campus.
 - *Sign-language interpreters.* A portion of students with hearing impairment communicate primarily by means of sign language. Because the UB can offer sign-language interpreters during class hours and assessments, they are able to pursue their classes normally.
 - *Economic grants for students with reduced mobility in need of assistance.* Grants are offered to students to cover the cost of a personal assistant needed during their daily academic schedule.
- Promoting the employability of students with special educational needs: in collaboration with other services and units in the area of employability, opportunities are provided for students with functional diversity to take part in work placements, job offers and other special programmes.
- Promoting physical and digital accessibility: based on student requests and suggestions, the UB is preparing improvement proposals that involve the students themselves, specialized entities and the faculties and schools concerned.

Specific programmes aimed at high-achieving students

In some cases, a high level of ability can help students to achieve a high level of academic performance. In other cases, however, such gifts require educational adjustments to ensure that development is adequate. In this respect, high-achieving or gifted students that have special educational needs can also receive attention through the Avança Programme.

The SAE team not only provides guidance and assistance to these students, but also provides information to teaching staff on the characteristics of the students in order to make it easier to facilitate communication spaces outside the classroom, foster respect and promote divergent thinking, enrich the content on demand and, depending on students' learning styles, value individual effort or orient participation toward supplementary activities. All of these measures can help students to reach their goals at the University.

Actions to facilitate improved academic performance or ensure continued enrolment of students with health problems

The Studia Project, which is based on an agreement with Hospital Clínic in Barcelona, is an academic support programme for university students who are hospitalized for long periods because of long-term illness. The aim is to help all UB students to carry on with their studies when, because of clinical circumstances, their academic life is disrupted. To this end, the programme offers various types of activities and assistance to provide academic and intellectual support.

These actions can include:

- Reinforcement sessions, classes, etc. for the various subjects in which a student is enrolled;
- Intermediation between the student and the teaching staff, supervisors and coordinators in the faculty;
- Tutoring and supervision for exams and tests;
- Completion of academic procedures (enrolment, change of subjects, reduction or increase in credits, certification of qualifications, etc.), and
- Any other facet of academic and personal support, both in hospital and at home.

Everyone who participates in the above efforts is a UB graduate, postgraduate student or doctoral student.

EQUALITY

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

To achieve this goal, the UB has, since 2014, had a [protocol for prevention, detection and action in situations of sexual](#) or gender harassment to address the treatment and resolution of such situations. As a consequence of applying the protocol, however, it has been found to be in need of review and updating. Indeed, the protocol anticipated this possibility in its original section thirteen. In 2018, the UB's Equality Committee has approved a new version of the protocol and renamed it to address gender identity and sexual orientation, and to respond to other sexist behaviour as well. As the new name indicates, the protocol will apply to situations related to sexual and gender identity and other sexist behaviours that are different from harassment but also call for a change in sensitivity. Legal Services are currently reviewing the new version of the protocol before it proceeds to the UB's representative bodies for review and consensus.

The main goals of the protocol are prevention, assistance and advice for people who have been a victim of harassment. The protocol ensures rigorous and confidential help and it provides affected individuals with quick, high-quality channels to resolve any problems they are facing. In other words, it provides a protective response for affected people and it punishes harassment on the basis of sex, gender, gender identity or sexual orientation. It also clarifies the models for action and the competences of the people and/or bodies involved when such situations are detected at the UB.

In order to help in its application, the protocol will be accompanied by advisory and explanatory guidebooks. Training is also anticipated for the agents involved.

It is essential that the University of Barcelona seeks to prevent this form of violence through its educational activity and awareness-raising actions that focus on the value of equality and the need to combat sexist behaviours and social stereotypes that lead to inequality between women and men, as established in Article 25 of Organic Law 3 of 2007 March 2007 on effective equality between men and women, and Article 17 of Law 5 of 24 April 2008 on the right of women to eradicate gender-based violence.

Below is a description of the actions and projects undertaken by the Equality Unit during the academic year 2017-2018 in addition to the preparation of the protocol:

- Offering a support service for the entire university community, as a comprehensive protection measure against gender-based violence.
- Training and informational activities to combat gender-based violence in the university community have included a repeat of the course “Cuida’t, cuida”, which is aimed at the entire UB student body and seeks to offer tools for sexual and affective relationships that are both safe and healthy. The UB also organized a repeat of the lecture series on Gender, Health and Equality, which had a very successful turnout.
- Teaching and research activities have been carried out to promote the gender perspective, and activities organized to commemorate International Women’s Day, on 8 March, and the International Day for the Elimination of Violence against Women, on 25 November, have been publicized.
- Promoting participation in networks that foster the exchange of information and the development of joint activities in order to carry out cooperation projects involving nationally and internationally renowned professionals, as a measure to optimize and expand the initiatives and activities carried out by the equality committees in the UB’s faculties and university schools. Participating networks include:

Ibero-America:

- Ibero-American Universities Union (UIU)

Europe:

- LERU

Spain:

- Working Group on Gender Policies (Crue)
- Network of Gender Equality Units for University Excellence (RUIGEU)

Catalonia and the Mediterranean:

- Vives University Network
- Observatory for Gender Equality at the Catalan Women’s Institute

Social responsibility policies and initiatives addressed to society*

THE UNIVERSITY AS AN OPINION- AND DEBATE-GENERATING SPACE

The UB actively pursues its role as a key institution in Catalan society that generates opinion and facilitates rigorous debate on today's issues.

UB Expert Guide

As noted earlier in the section on [Other dimensions of research related to social responsibility](#), the UB has produced an [Expert Guide](#) listing the PDI members to contact in each subject area. The Expert Guide is now available so that the media and other members of the public know which members of the teaching staff to contact on any subject that they may wish to address.

UB Debates: Catalonia and Spain

In 2018, the UB has taken an additional step toward assuming its role as an opinion and debate-generating space with the organization of a debate series called [UB Debates: Catalonia and Spain](#). As part of the series, 6 debates were held to look at the relationship between Catalonia and Spain from a variety of perspectives. In this way, the UB offers a place for rigorous debate on the topic.

* Even though the following policies and initiatives appear in the section addressed to society, the university community can also make use of its services.

DISSEMINATION OF SOCIAL RESPONSIBILITY

With respect to disseminating social responsibility, two publications must be mentioned: first, the paper on adapting the GRI standards to universities, entitled “Adaptación de los estándares GRI y creación de indicadores de RSU: Un trabajo conjunto de la Universitat de Barcelona y la Universitat Pompeu Fabra”, written by members of OCI and the social responsibility team of the UPF and published in the Peruvian journal *Revista Digital de Investigación en Docencia Universitaria* in 2018; and second, the paper entitled “University Social Responsibility: Rationale and Increasing Need”, written by Maurici Romero and Jordi Miret, of OCI, and by Dr. Isabel Vidal, of the Faculty of Economics and Business at the UB, and published in a German book on lifelong learning entitled “*Die Lifelong Learning Universität der Zukunft: Institutionelle Standpunkte aus der wissenschaftlichen Weiterbildung*”.

A final highlight is the presentation made at the 3rd RSU-RRR conference on transparency and integrity in universities, which was held at Jaume I University in Castelló. The presentation, which was given by team members in the area of social responsibility at the UB (OCI) and UPF, addressed the implementation of GRI standards and social responsibility indicators for universities. It was called “Els estàndards GRI i els indicadors de RSU: de la teoria a la pràctica”.

CULTURE

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

The Office for Arts, Culture and Heritage has also promoted a line of work to strengthen and expand the UB’s tools for preserving, valuing and enriching the institution’s patrimony as a historic university of Catalonia.

Music

The UB has hosted its **31st Season of Music at the University**, bringing **17** concerts to the Paranymp in the Historic Building. The season included two performances of the traditional Christmas concert featuring the University of Barcelona Choir, the University of Barcelona Orchestra, the Schola Cantorum Universitaria Barcinonensis and various soloists who were invited to join in a performance of works by Vaughan Williams and Bruckner. One of the two performances was offered to the general public, while for the first time the other performance was reserved solely for members of the UB community.

This year’s concerts also included performances by students enrolled in music conservatories and in other advanced studies in music, including the Barcelona Municipal Conservatory of Music and the music school Escola Superior de Música de Catalunya.

The UB has also put a new ticketing system into operation through the UB Culture’s website, so that people can now book seats online.

Dance

The **8th Contemporary Dance Season at the UB**, entitled “Choreographing the Body”, featured three sessions in which professional choreographers described some of their most important creative projects.

Theatre

The **Aula de Teatre** at the UB’s Faculty of Geography and History has had two groups comprised of **15** and **18** people, respectively. In the first semester, participants in the two groups worked on various techniques of improvisational theatre. Over the second semester, each group prepared a performance that was staged in May 2018 at the Faculty of Geography and History. At the end of the academic year, the Aula de Teatre put on *Hanna and Her Sisters*, a play based on the film of the same name by Woody Allen.

Heritage and collections

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

The UB has also participated in a working day for the various vice-rectors of culture at Spain’s universities in order to implement the Historic Universities project, which draws on the participation of most of the historic universities across Spain. Along the same lines, the UB has taken part in meetings on the cultural heritage of universities hosted by the Complutense University of Madrid.

As it does every year, the UB has expanded its cultural heritage. In the past year, it has acquired the artworks of students graduating in Fine Arts in the academic year 2017-2018.

Other activities have focused on the conservation and improvement of the UB’s cultural and artistic heritage, including restoration work on *The Rape of the Sabine Women*, a painting on loan from the Prado Museum that now hangs in the meeting room of the Rector’s Office.

Virtual Museum

The UB’s Virtual Museum has featured news and reviews of **18** temporary exhibitions put on display at the UB’s various campuses throughout the academic year.

Guided tours

The UB has conducted **185** guided tours of the Historic Building for the general public, members of institutional delegations and various other organizations, drawing a total of **4,538** people. In addition, the combined tours of the Historic Building and the Seminari Conciliar de

Barcelona have become well established. In the past year, **6** combined tours were conducted for a total of **150** people.

Another highlight is the expansion of the UB's guided tours to cover two other spots of interest on the University's premises: the Pedro i Pons Estate (**3** tours for a total of **56** people) and the Eixample Building of the Faculty of Medicine and Health Sciences (**2** tours for a total of **41** people).

Agreements

The UB has signed an agreement with the Museum of the History of Catalonia to organize a new exhibition on the UB's bibliographic heritage to run from November 2017 to February 2018.

The UB has also modified an existing agreement with the Catalan Agency for Cultural Heritage to extend the development of a programme of temporary exhibitions to be held on the UB's historic and artistic heritage at the Museum of the History of Catalonia through 31 July 2021.

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

The Office of the Vice-Rector for Arts, Culture and Heritage has also taken part in or given support to a variety of workshops, lectures, conferences, seminars and other cultural and musical activities. Highlights include:

- Workshop on cultural management at universities organized by the Vives University Network
- Meeting of the Vives University Network's working group on cultural management
- Session of the council focused on promoting and disseminating Gaudí's work
- Conference dedicated to studying the work of Bertolt Brecht, entitled "Bajo el signo de Brecht".

Exhibitions

The UB has organized, hosted or given support to **11** exhibitions, including the following highlights:

- "The Pleasures of Looking: Treasures from the Bibliographic Collections of the University of Barcelona"
- "Victoria de los Ángeles: The Voice that Emerged from the University"
- Mural in commemoration of the victims of the Holocaust
- "Numbers and Humanity".

Monetary flows

9

MONETARY FLOWS 2018* (IN EUROS)	
Income	
Income from public sector transfers**	268.558.981,80
Income from academic fees	107.481.432,40
Services rendered	32.114.130,39
Assets	3.404.928,23
Total loans	2.076.895,90
Expenditure	
Purchases of goods and services from third parties	64.917.742,33
Staff salaries before withholding taxes and social security contributions	254.831.991,81
Borrowing outside the public sector: taxes and social security contributions	52.133.065,08
Investment	30.042.438,23
Grants awarded	13.591.912,58
Other expenses***	8.612.358,19

* The monetary flows refer to rights and obligations recognized in the budgetary year 2018 (except the line on public sector payments (taxes and social security contributions)).

** Transfers from the Government of Catalonia and Spain.

*** Includes financial expenses, amortization of loans and expenses arising from financial assets.

Source: Finance

With regard to the budgetary outcome, it can be anticipated that it will be positive, but it has not been definitively closed yet.