REPORT ON SUSTAINABILITY
The University of Barcelona's commitment to the Sustainable Development Goals

2018–2019

UNIVERSITAT DE BARCELONA

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Important note: because of the Covid-19 pandemic, the UB's Office for Health, Safety and Environmental Issues (OSSMA) has been unable to provide pertinent information on the UB's environmental impact or its handling of workplace health and safety. Over the past several months, all OSSMA effort has been focused on tackling the crisis itself. Similarly, there is information missing from the Organization and Human Resources Area in relation to staff remuneration, differences in the positions and salaries of women and men (in relation to glass ceilings), diversity in the UB's governing bodies and its work-force as a whole, and parental leave for new mothers and fathers. At the same time, the shortfalls in information have also impeded our ability to give a complete picture of the UB's impact on the Sustainable Development Goals (SDGs), so the report only shows the impact that can be demonstrated from the available information.

List of abbreviations

ACUP	Catalan Association of Public Universities
AECID	Spanish Agency for International Development Cooperation
ApS	service-learning projects
AQU	Catalan University Quality Assurance Agency
BRD	grant for training in research and teaching
CCiTUB	UB Science and Technology Centres
CRAI	UB Learning and Research Resources Centre
CRUE	Spanish Universities Rectors Conference
FBG	Bosch i Gimpera Foundation
FTE	full-time equivalent
GRI	Global Reporting Initiative (institution that developed the first guide for sustainability reports)
ICT	Information and communication technologies
IDP-ICE	UB Institute for Professional Development
IL3	Institute for Lifelong Learning
LERU	League of European Research Universities
NGO	non-governmental organization
NPI	private not-for-profit institution
OCI	UB Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	UB International Mobility and Programmes Office
OSSMA	UB Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PCB	Barcelona Science Park Foundation

PDI	teaching and research staff
R&D&I	research, development and innovation
RRI	responsible research and innovation
SAE	UB Student Support Service
SD	sustainable development
SDGs	Sustainable Development Goals
SR	social responsibility
TFG	bachelor's degree thesis
TFM	master's degree thesis
UB	University of Barcelona
UPF	Pompeu Fabra University

Foreword from the Rector

The University of Barcelona is pleased to present our eleventh *Report on Sustainability*, which has until this year been called the *Report on Social Responsibility*. This report reflects our firm commitment to sustainable development and transparency.

The preparation of this year's report, much like all our activity at the university, has been severely affected by the Covid-19 pandemic, which has limited our ability to generate and obtain the information that is customarily included here. In the past several months, the world has been forced to address an unpredictable situation of unprecedented scope that has required (and will continue to require) enormous efforts from the whole of our society to tackle and limit the devastating effects of the current pandemic. As always, the University of Barcelona will do everything in its power to mitigate the negative impact of the pandemic on people and on society as a whole, while also giving special attention to our own university community.

In the following pages, readers will find comprehensive data on the governance of the UB, our teaching and research activity, our social commitment, our economic situation and much more. An important innovation this year, which I would like to point out now, comes with our first efforts to identify the UB's contributions to the Sustainable Development Goals that have been defined by the United Nations. We include this information in spite of the difficult circumstances of the past year in order to demonstrate our staunch commitment to the SDGs. Two clear examples of our sharp focus on sustainable development are our preparation of an action plan to achieve the SDGs and the creation of the interuniversity alliance CHARM-EU.

This report aims to provide a complete picture of the sustained hard work and diligence of everyone at the University of Barcelona to create an institution that is increasingly responsible and committed to the major aims that humankind will have to address in the decade ahead.

I invite you to pore at length over this *Report on Sustainability 2018-2019*, which offers an excellent insight into the many facets of the University of Barcelona.

Joan Elias i Garcia,
UB Rector

Foreword of the President of the Board of Trustees

Once again, the University of Barcelona has prepared our annual report on social responsibility, which this year for the first time is called the *Report on Sustainability* in keeping with the UB's commitment to the achievement of the Sustainable Development Goals (SDG).

This year the UB has approved a series of targets to achieve the SDGs, and in the academic years ahead we will evaluate the university's response to the challenges posed by global transformation and our contribution to the implementation of Agenda 2030.

We on the Board of Trustees want to emphasize the UB's social dimension and its commitment to contribute to the economic, social, cultural and environmental development of our society. These efforts are clearly evident in the present *Report on Sustainability*, which offers a comprehensive look at the UB's activities as a whole. The report is also an excellent tool to keep the public informed of our efforts and to show that the resources provided to the UB by the public, which make our activities possible in the first place, are a truly strategic investment for the country.

As we do each academic year, the Board of Trustees would once again like to thank the entire university community for their diligence and hard work and express our full support and assistance to carry out socially responsible teaching and research.

Joan Corominas Guerin,
President of the Board of Trustees

Our commitment to SDGs

The UB's commitment to the Sustainable Development Goals, which is one of the hallmarks of our identity, is clearly reflected in the UB Strategic Plan 2030. One of the first decisions taken in this regard was the creation of the rector's delegate for sustainability, who is in charge of connecting the UB's activity with the SDGs, principally through the UB's SDG action plan, which is now being finalized.

The plan has five key action areas:

- Governance

- Teaching and learning

- Research and technology and knowledge transfer

- Commitment to society

- Commitment to the environment

In each of these areas, the UB has defined targets for the achievement of the SDGs that the institution must meet. Each target is linked to a series of actions, which will determine whether the target has been met. For the purposes of evaluation, a set of indicators will be created to assist in measuring the extent to which the actions are fulfilled.

Over the coming years, the SDG action plan will give structure to the UB's commitment to the achievement of the SDGs established by the United Nations. It will also help to show very clearly the links between the UB's activity and the SDGs.

In accordance with the UB's institutional commitment, the present Report on Sustainability is the first of eleven to show the university's main impacts in relation to the Sustainable Development Goals: the following pages will explicitly identify which of the described actions have a clear and direct impact on the SDGs. In the case of actions, activities and units that are described in the report's many chapters, their link with the SDGs will be made explicit only once (typically where they first appear or in the section where they are described in detail). At the end of the Report on Sustainability, a table lays out the specific SDGs (and targets) to which the UB considers that it has contributed, including a reference to the page number where the link can be found.

THE UNIVERSITY OF BARCELONA AND ITS GOVERNANCE

Profile

Services rendered, knowledge areas and type of students

SERVICES RENDERED

Historically, the most important functions of the UB and public universities around the world have been teaching, research and knowledge transfer. Now it is also increasingly necessary to give greater consideration to the well-being of the university community and of society as a whole. Universities need to understand their social and environmental setting and take action to adapt to the changing needs of the society to which they belong. This report goes beyond a description of the most traditional functions of the University of Barcelona in order to place special emphasis on its social impact.[1] The pertinent information is available for in-depth consultation in the section entitled *Commitment to Society*.

KNOWLEDGE AREAS

The UB's academic offering and research activities encompass the main branches of knowledge:
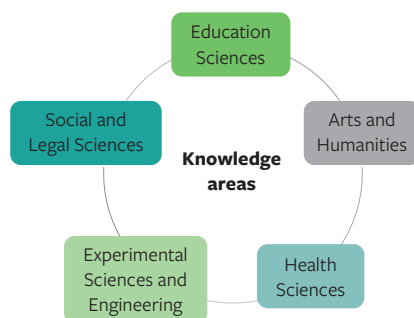
Source: OCI

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1. As is the case every year, our intention this year was to provide a detailed account of the UB's impact on the environment. As *explained earlier*, however, OSSMA has not been able to provide the pertinent information as a result of the coronavirus pandemic.

TYPE OF STUDENTS

As a Catalan public university, the UB seeks above all to provide higher education to any young person in Catalonia or elsewhere in Spain who, regardless of their socioeconomic status, wishes to pursue university studies. However, the UB is also very active in seeking to attract international students to attend the master's degrees, postgraduate studies and doctoral programmes on offer.

The system of access to the Catalan public university system...

Goal 4. Targets 4.3 and 4.5 It is regulated to ensure equal access for men and women. It also seeks to reduce gender disparities in higher education.

Goal 5. Target 5.1 Seeks to end all inequality between men and women in access to higher education.

Goal 10. Targets 10.2 and 10.3 Seeks to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status. It also seeks to ensure equal opportunity.

Size of the UB

The figures in the table below provide an accurate picture of the UB as an organization.

SIZE OF THE UB*	
PDI	6,375 (3,025 women and 3,350 men)
PAS	2,408 (1,543 women and 865 men)
Total number of employees	8,783 (4,568 women and 4,215 men)
Bachelor's degree students**	46,749 (42,165 in UB centres and 4,584 in affiliated centres)
University master's degree students	7,437 (5,635 in UB centres and 1,802 in affiliated centres)
Students in UB-specific postgraduate studies	10,115
Trainee researchers (doctoral students)	4,690
Total students***	76,743
Graduated students**	7,991 (7,210 in UB centres and 781 in affiliated centres)
Students who have obtained a university master's degree	4,339 (3,530 in UB centres and 809 in affiliated centres)
Doctoral theses read	599
Income****	432,740,259.01 €
Expenditure****	426,393,241.23 €
Bachelor's degrees*****	75 (63 in UB centres and 12 in affiliated centres), plus 12 dual study pathways
University master's degrees	157 (146 in UB centres and 11 in affiliated centres)
Postgraduate courses	902
Doctoral programmes	48
Surface area	682,800 sq m

▶

SIZE OF THE UB*	
Campus	6
Affiliated centres	9

* The figures relating to academic aspects reflect the academic year 2018-2019; the figures relating to research are from the calendar year 2018 (while they should relate to 2019, the figures for research always refer to a year earlier than the data from other units because they cannot be sufficiently updated by the time the report is written). The financial and staff figures correspond to 31 December 2019 (the financial figures are provisional).

** The figure for UB centres includes graduating students in Private Investigation, even though it is not taught in a UB centre.

*** The figure excludes students enrolled in postgraduate and lifelong learning courses managed by the UB and IL3.

**** The financial performance figures are provisional at 31 March 2020.

***** Including the UB-specific degree in Private Investigation, even though it is not a bachelor's degree.

Source: OCI based on data from Human Resources, Finance, the UB Report 2018-2019 and the statistical data from the Report for the Academic Year 2018-2019

Significant changes

In 2019, the University of Barcelona has experienced significant changes in a number of areas, including facilities, the governing team and the employment structure.

In the area of facilities:

- The Baldiri Reixach classroom building, which was formerly the home of the Industrial Relations department, now houses a UB affiliated centre, the School of New Interactive Technologies, thanks to a permit for temporary occupation.

In terms of the governing team, the following changes have occurred:

- Pedro Vázquez Pinilla has stepped down as Head of Cabinet at the Rector's Office, which is now occupied by Dolors Baena Tostado.

- The Office of the Vice-Rector for Teaching and Academic Planning, which was formerly under the direction of Dr Amelia Díaz Álvarez, has been divided into two offices: the Office of the Vice-Rector for Academic Planning and Quality, which Dr Diaz now holds, and the Office of the Vice-Rector for Teaching, which is held by Dr Sílvia Burset Burillo.

The following changes have been made in the UB's employment structure:

- In the past year, the UB has made a number of *additional public job* offers in response to the negative rates of staffing in 2015, 2016 and 2017. In other words, to compensate for the net departure of staff over the three years in question, the UB has made more public job offers than usual.

No significant changes have occurred in the UB's financial structure (based on the provisional data).

Fulfilment of objectives 2019

- In 2019, work has continued on the refurbishment of parts of the Faculty of Medicine that have been out of service.

Strategy

Precaution, impacts, opportunities and risks

At present, the UB has no formal mechanism to conduct a detailed analysis of any potential impacts on sustainability before making decisions. However, several units in the university do incorporate mechanisms of environmental, social and economic precaution in the performance of their duties. The principle of environmental precaution is a particular concern of OSSMA, which seeks to reduce the environmental impact of the UB's activities, but also collaborates actively with other units to do so.

Building Works and Maintenance is the unit that ensures compliance with existing regulations on the adoption of environmental standards and eco-efficiency on UB premises. In some cases, however, the unit has also started to apply measures that go beyond these regulations. For example, they are using materials respectful of the environment so that less waste is produced from major renovations now and in the future. In terms of maintenance, they are taking a number of steps to identify problems, anomalies and any potential opportunities for energy savings. Monthly consumption of electricity, water and gas is being monitored and analysed for all UB buildings. Daily consumption of water is being monitored to detect leaks, while the installation of LED lighting is being promoted as more economical.

Through the Office of the Vice-Rector for Equal Opportunities and Social Action, the UB incorporates the perspective of social sustainability in its decision-making. In this respect, various units linked to the Office of the Vice-Rector for Equal Opportunities and Social Action seek to ensure that the UB is an inclusive place where everyone can develop fully and that equal opportunity is available to all, including disadvantaged groups.

In the area of economic sustainability, the UB as a public institution is subject to a system of public accounting and budgeting that requires the preparation and approval of an annual bud-

get by the pertinent bodies, which in the case of the UB are multistakeholder bodies.[2] The approved budget is binding. That is, it is necessary to verify the existence of credit for any expenditure, which must be duly shown as necessary and appropriate. Various units have responsibility for oversight and supervision: the General Manager's Office, the Governing Council, the Board of Trustees and OCI, with preliminary auditing performed by the controller.

To safeguard the viability and survival of the UB as a public institution, there are a series of procedures that include the preparation of an annual budget, the participation of various bodies in the approval of the budget, and the preparation of economic sustainability plans that involve the formal oversight of spending processes and control mechanisms to ensure strict budget compliance.

The university must not only be aware of the impacts of its activity on sustainability, but it must also understand the social, economic and environmental reality and adapt its objectives and challenges accordingly, taking advantage of every opportunity. In this respect, the Governing Council, the Senate and other UB governing bodies have recently issued statements on matters of current concern that have a major impact on Catalan society and, when deemed necessary, they have implemented programmes or taken steps to address new situations.

Goal 13. Target 13.1 The UB's various environmental policies seek to strengthen resilience and adaptive capacity in the face of climate-related hazards.

Goal 16. Target 16.6 Incorporating precaution in the area of sustainability, being constantly aware of both the global and local realities, and ensuring the survival of the institution are all policies that contribute to the creation of an effective and responsible university.

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2. The UB has a multistakeholder model of governance that includes representatives from different stakeholder groups.

Structures and strategy for social responsibility and sustainable development

STRUCTURES

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

- **Office of the Vice-Rector for Equal Opportunities and Social Action:** one of its functions is to oversee the UB's social responsibility.

- **Rector's Delegate for Sustainable Development:** this person leads the UB's plan to implement the Sustainable Development Goals and also monitors progress.

- **OCI:** this office prepares the annual Report on Sustainability (formerly the Report on Social Responsibility) and leads other projects and initiatives in the area of social responsibility.

- **Committee for Sustainable Development:** this committee, which started work in 2019, has taken on the functions of the former Sustainability Committee and Committee for Social Responsibility. It is responsible for approving the Report on Sustainability and any other UB project or initiative in the area.

In addition, there are several 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 or sustainable development:

- Equality Unit and equality committees of faculties and schools

- OSSMA

- UB Healthy University

- UB Solidarity Foundation

- 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 Sustainability, 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 UB Strategic Plan, which lays out the long-term direction of the university (2030) and addresses its commitment to social responsibility and sustainable development in two strategic areas that address the UB's committed leadership of society and its training of future generations; and
- in the Sustainability Plan, which reports on the UB's policy in the area of environmental sustainability.[3]

Lastly, the UB is finalizing its response to Agenda 2030 for Sustainable Development, which is called the Plan for Sustainable Development. The UB's effort is discussed in greater detail in the section called *Our Commitment to the Sustainable Development Goals*.

Fulfilment of objectives 2019

- As planned, the UB has set up the Committee for Sustainable Development.
- The preparation of the UB's plan in response to Agenda 2030 for Sustainable Development has not yet been finalized, but it will be presented throughout 2020.
- The present report identifies the UB's impact on the SDGs.

Objectives for 2020

- To complete preparation of the UB's plan in response to Agenda 2030 for Sustainable Development, gain approval and implement the first actions.

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3. The plan was only in effect for a few months in the academic year 2018-2019 (until 31 December 2018).

Governance, ethics and integrity

Values and advisory mechanisms

The UB's principles appear in articles 3 and 4 of the Statute of the University of Barcelona, which was prepared by the Senate and approved by the Government of Catalonia in 2003. Bearing in mind that the Senate is a multistakeholder governing body, it is accurate to say that the UB's stakeholder groups played a prominent role in the drafting of the UB Statute.

VALUES

The UB participates in values and a culture of responsibility that begin with university autonomy and extend to academic freedom, tolerance and dialogue, diligence and professionalism in the taking of actions, excellence, engagement and debate about university changes and challenges, the search for knowledge, transparency of information and accountability, the efficient use of public resources, and high ethical standards and codes of conduct.

Throughout the term of the current governing team, the UB has sought to strengthen and facilitate ethical, professional and competent governance, based on consensus, dialogue, transparency and the greatest possible participation of the entire university community. As an example of this commitment, the UB set up the Ethics Committee in October 2017 to oversee integrity, the use of best practices and the application of ethical standards in all of the institution's activities. The UB also enacted a Code of Ethics on Integrity and Best Practices, which was approved in October 2018.

As the *Research* section will lay out, the UB also has specific codes and committees to regulate research.

Lastly, it is important to mention the Observatory on Bioethics and Law.

The Ethics Committee, the Code of Ethics on Integrity and Best Practices, and the Observatory on Bioethics and Law...

Goal 8. Target 8.8 Contribute to the fostering of a safe and secure working environment.

Goal 16. Targets 16.5 and 16.6 Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

ETHICAL AND LEGAL ADVISORY MECHANISMS

The UB's external advisory mechanisms are highly limited. One important example, however, is the Ombuds Office of Catalonia.

Internally, the UB has a Support and Mediation Office and its own Ombuds Office, which are the main places to address grievances and raise questions about unethical or illegal conduct or interpersonal conflict. The UB also has research committees that can respond to ethical questions linked to research activity. Lastly, OCI and departments in the General Manager's Office oversee the handling of any illegal or improper conduct in the accounting, academic or related areas, and Legal Services can resolve any legal questions that may arise among employees.

Legal Services, OCI, the Ombuds Office, the Support and Mediation Office and the departments in the General Manager's Office...

Goal 8. Target 8.8 Contribute to the protection of labour rights and the promotion of a safe and secure working environment, thanks to their advisory functions and their legal and ethical management.

Goal 16. Target 16.5 and 16.6 Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

Governance structure and composition of the governing bodies, and executive responsibility in economic, environmental and social areas

GOVERNANCE STRUCTURE AND COMPOSITION OF THE GOVERNING BODIES

The governance structure is defined in the third chapter of the [Statute of the University of Barcelona](). Below is a summary of the functions of the main governing bodies.

The **rector** is the highest academic authority of the UB: he or she leads and manages the institution. The **Executive Council** assists the rector in the exercise of his or her duties and powers as the highest authority of the UB. The Executive Council is made up of the rector, the vice-rectors, the general secretary, delegate members, the general manager and the head of cabinet at the rector's office. The members of the Executive Council, who are all PDI, are appointed by the rector.

Membership of Executive Council by gender (2019)

Women
39.29%

Men
60.71%
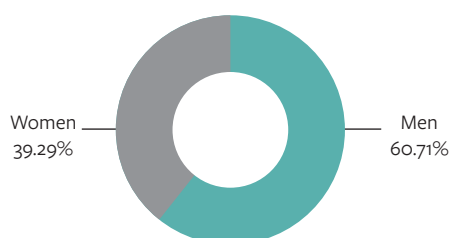
Source: General Secretary's Office

The **Senate** is the highest-ranking representative body of the university community. The Senate's duties include drafting, modifying and, where necessary, further developing the Statute of the University of Barcelona, overseeing the UB's management positions and governing bodies, defining the general lines of policy and, in extraordinary circumstances, calling elections to appoint a new rector. The stakeholder groups that make up the university community elect

delegates to the Senate every four years with the exception of student representatives, who are elected every two years.

Senate membership by group (2019)

Students 25.66%

PAS 11.32%

PDI 63.02%

Senate membership by gender (2019)

Women 45.28%

Men 54.72%
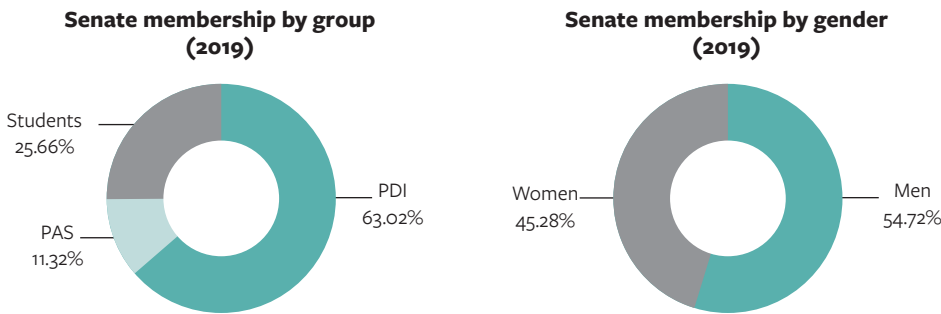
Source: General Secretary's Office

The **Governing Council** is the collegial body for governance at the University of Barcelona. The Governing Council establishes policy lines in terms of strategy and programming, as well as the directives and procedures necessary to implement them in the organization of disciplines and teaching staff, research, human and economic resources, and budget preparation. The members are renewed every four years with the exception of student representatives, who are renewed every two years.

Membership of Governing Council by group (2019)

Society 1.69%

Students 8.47%

PAS 6.78%

PDI 83.05%

Membership of Governing Council by gender (2019)

Women 32.20%

Men 67.80%
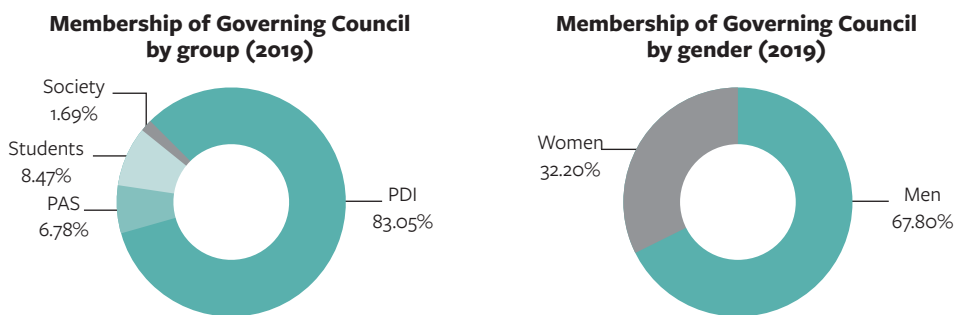
Source: General Secretary's Office

The **Board of Trustees** is the body through which civil society participates in the UB and the UB in turn interacts with civil society. In line with current legislation, the duties of the Board of Trustees include overseeing the institution's economic activities and the performance of its services, as well as promoting societal collaboration in the funding of the UB.

Membership of Board of Trustees by group (2019)

Representatives of the university community 42.86%

Society 57.14%

Membership of Board of Trustees by gender (2019)

Women 28.57%

Men 71.23%
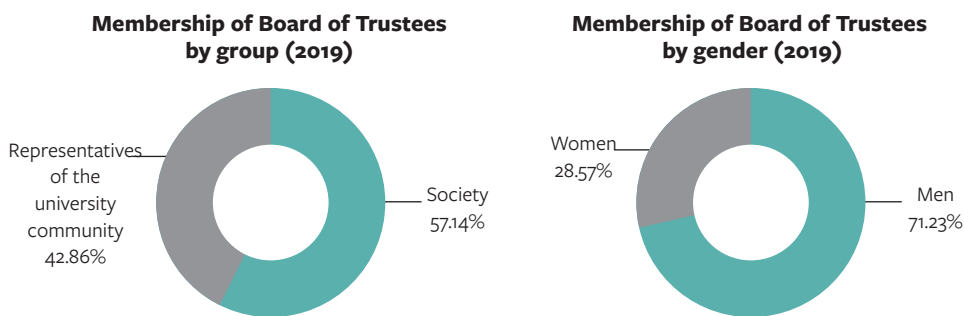
Source: Board of Trustees

The **Office of the General Manager** directs and manages university resources under the guidance of the rector and following the guidelines established by the Governing Council and the Board of Trustees.

EXECUTIVE RESPONSIBILITY IN ECONOMIC, ENVIRONMENTAL AND SOCIAL AREAS

In economic, environmental and social areas, the UB makes two types of decisions:

- General or strategic decisions, which are translated into internal regulations. These decisions are taken by the UB's governing bodies, which contain representatives of the institution's stakeholder groups. Accordingly, the stakeholder groups play an important role in this type of decision-making.

- Executive decisions, which implement the general or strategic lines of the UB. These decisions are taken by the executive team, whose membership reflects the electoral process established for the election of the UB rector.

The UB has a range of posts, committees and units with responsibility in the economic, environmental and social areas that assist the executive team by providing specialized knowledge. Strictly speaking, however, the executive team cannot be said to delegate its authority in these areas to other bodies.

Stakeholder inclusiveness

List of stakeholder groups and definition process

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                    ┌──────────────────────┐
                    │  Main UB stakeholder  │
                    │       groups          │
                    └──────────────────────┘
         ┌───────────────┬───────┴───────┬───────────────┐
    ┌─────────┐     ┌─────────┐     ┌─────────┐     ┌─────────┐
    │ Students │     │   PDI   │     │   PAS   │     │ Society │
    └─────────┘     └─────────┘     └─────────┘     └─────────┘
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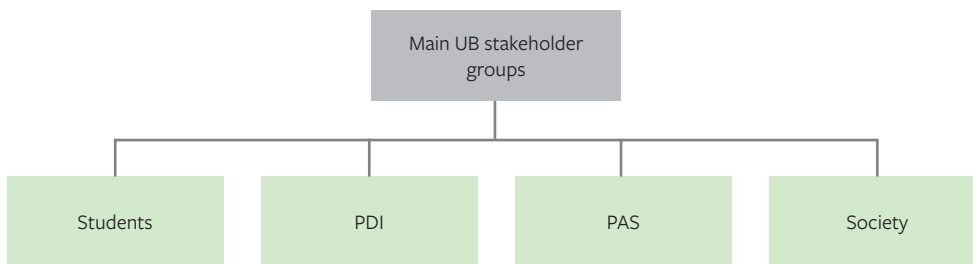
Source: OCI

The UB has **4** main stakeholder groups, which take part in the various governing bodies of the institution through their representatives.

The UB also has relationships with many other groups (e.g. suppliers, Barcelona City Council, the Spanish state, the European Union, businesses, etc.) that have not been identified formally as stakeholder groups and do not sit on the UB's governing bodies.

Stakeholder involvement at the University and in the creation of this report

STAKEHOLDER INCLUSIVENESS AT THE UNIVERSITY

The existence of multistakeholder governing bodies shows the strong commitment of the UB (and the rest of the Catalan public university system, which is also overseen by multistakeholder governing bodies) to interact with its stakeholder groups. This relationship gives the representatives of the UB's stakeholder groups a voice and a vote in decision-making and in the policies implemented by the UB.

> **Goal 16. Target 16.7** The ability of the UB's stakeholders to have an influence on the university's decision-making, through their participation in its governing bodies, contributes to the adoption of inclusive, participatory and representative decisions.

STAKEHOLDER INVOLVEMENT IN THE CREATION OF THIS REPORT

OCI, which is responsible for drafting the Report on Sustainability, held a preliminary meeting with representatives of PAS, PDI, students and civil society before the information-gathering process began. The participants in the preliminary meeting, which was suggested at the first meeting of the Committee for Sustainable Development,[4] agreed together on which content to include in the eventual document. A more detailed description of the steps taken to define the contents of the report appears in the section called *Process to define the content of the report*.

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4. The meeting was attended by a trade union representative acting on behalf of PAS; a representative of civil society, who sat on the Board of Trustees; and a lecturer with expertise in the area of service-learning projects, who represented PDI. The committee tried repeatedly to reach the student representative to ensure attendance at the meeting, but there was no response.

Management approach

UB Strategic Plan
and its assessment

The UB Strategic Plan arises out of the current governing team's platform, which was put forward in the most recent election for rector. However, the plan goes beyond the current rector's term, because its timescale extends to 2030. As a result, the content must be comprehensive and have a long-term focus. The aim of the UB Strategic Plan is to identify the institution's goals for 2030 and establish what needs to be done to meet them.

The preparation of the UB Strategic Plan has been designed to be a highly participatory process that seeks to engage the various actors who make up the university community and to gain their buy-in. The preparation process has five steps, which appear in the figure below.

As a starting point, the UB Strategic Plan has 4 key strategic areas, which are broken down into strategic lines and actions. It also features 3 facilitating elements.

The four key strategic areas are:

- *We will be committed leaders of society*
- *We will create a global university*
- *We will advance knowledge*
- *We will train future generations*

The three facilitating elements are UB staff, funding, and infrastructure and ICTs.

The first and fourth key strategic areas—*We will be committed leaders of society* and *We will train future generations*—contain the strategic lines most closely linked to sustainable development and social responsibility. For instance, strategic lines 1 and 5 of *We will be committed leaders of society* are, respectively, "To promote social responsibility in all UB activities and to strengthen our commitment to the planet" and "To train new generations of students so that they will adopt a proactive and entrepreneurial attitude toward the SDGs".

For information on all the strategic lines and actions for each key strategic area and for more complete information on the UB Strategic Plan as a whole, readers can consult this webpage.

In relation to the UB Strategic Plan, no specific evaluation has yet been planned. In any event, the UB conducts regular reviews of its teaching and research and AQU carries out an external evaluation.

Fulfilment of objectives 2019

- The UB Strategic Plan has not yet been formally approved, but the participatory phase has been concluded and a final version has been submitted to the Senate including contributions made by the university community.

TEACHING AND RESEARCH

Information on teaching

The UB is among the universities in Spain with the broadest course offering and the most students enrolled.

COURSE OFFERING

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2018-2019)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	20	31.25	5	7.81	10	15.63	13	20.31	16	25	**63**
University master's degrees	33	22.60	13	8.90	28	19.18	32	21.92	40	27.40	**146**

 * This does not include courses offered at the UB's affiliated centres.
** It includes the UB-specific postgraduate programme in Private Investigation, classified under social and legal sciences. The total is **63** instead of **64** (which would be the result from adding the figures in each area) because the bachelor's degree in Biomedical Sciences has been counted twice: in Health Sciences and in Experimental Sciences and Engineering.

Source: OCI based on statistical data from the report for the academic year 2018-2019
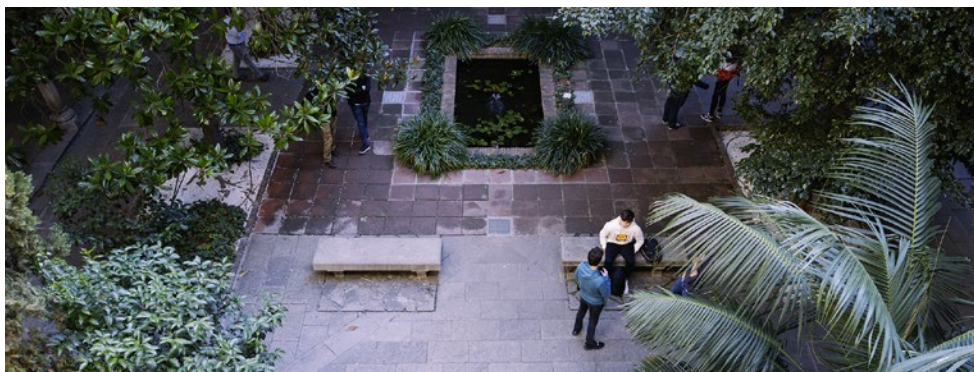
THE STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2018-2019)*										
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	7,937	18.82	5,974	14.17	9,064	21.50	12,730	30.19	6,460	15.32	**42,165**
University master's degrees***	1,132	20.09	1,133	20.11	1,151	20.43	1,268	22.50	951	16.88	**5,635**
UB-specific degrees****	519	8.15	442	6.94	3,309	51.95	1,695	26.61	405	6.36	**6,370**

 * This does not include courses offered at the UB's affiliated centres.
 ** It includes the UB-specific postgraduate programme in Private Investigation, classified under social
    and legal sciences.
 *** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete,
    because some students may be enrolled in another university.
**** This number includes all UB-specific master's degrees, expert courses, university extension diplomas,
    specialization/postgraduate diplomas, advanced university courses, and university extension courses
    that are not run by IDP-ICE or IL3 (or, as the footnote indicates, by any of the UB's affiliated centres).
    The exclusion of these groups of students puts the total number of students in master's degrees and
    postgraduate courses at **6,370** instead of **10,115**, which is the figure that appears in the table *Size of the UB*.

Source: OCI based on statistical data from the report for the academic year 2018-2019

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2018-2019)*										
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	2,101	20.36	1,449	14.04	2,005	19.43	3,191	30.92	1,573	15.24	**10,319**
University master's degrees***	634	16.41	969	25.08	805	20.83	735	19.02	721	18.66	**3,864**

 * This does not include courses offered at the UB's affiliated centres.
 ** It includes the UB-specific postgraduate programme in Private Investigation, classified under social
    and legal sciences.
*** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete,
    because some students may be enrolled in another university.

Source: OCI based on statistical data from the report for the academic year 2018-2019

GRADUATING STUDENTS PER AREA OF KNOWLEDGE (ACADEMIC YEAR 2018-2019)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	1,269	17.60	1,237	17.16	1,685	23.37	1,988	27.57	1,031	14.30	**7,210**
University master's degrees***	523	14.82	934	26.46	756	21.42	634	17.96	683	19.35	**3,530**

  * This does not include courses offered at the UB's affiliated centres.

  ** It includes the UB-specific postgraduate programme in Private Investigation, classified under social and legal sciences.

*** In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled in another university.

Source: OCI based on statistical data from the report for the academic year 2018-2019

Goal 4. Targets 4.4 and 4.c The UB's teaching helps to increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship. The existence of education in specific knowledge areas contributes to increase substantially the supply of qualified teachers.

ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP-OUTS	2015-2016	2016-2017	2017-2018	2018-2019
Academic performance rate in bachelor's degrees	83.92	84.00	84.20	84.71
Academic performance rate in university master's degrees	90.02	93.70	94.76	95.14
Rate of withdrawal in year 1 of bachelor's degrees	17.96	17.34	17.40	–
Overall drop-out rate in bachelor's degrees	8.43	8.42	–	–

Source: OCI based on statistical data from the report for the academic year 2018-2019

WORK PLACEMENTS

	STUDENTS IN WORK PLACEMENTS*	TOTAL STUDENTS**	% OF STUDENTS IN PLACEMENTS	STUDENTS IN PAID WORK PLACEMENTS*	% STUDENTS BEING PAID OVER THE TOTAL STUDENTS IN WORK PLACEMENTS
Bachelor's degrees	8,608	40,253	21.38	1,291	15
University master's degrees	2,250	5,681	39.61	495	22
UB-specific degrees	714	7,645	9.34	71	9.94
Doctoral studies (trainee researchers)	26	4,698	0.55	14	53.85
Total	**11,598**	**58,277**	**17.81**	**1,871**	**16.13**

 * This is an estimation based on a sample of 7,000 students in the academic year 2018-2019.
** The figures for enrolled students differ from the figures appearing elsewhere in this report, because the source is not the same. For the table above, the figures have been collected from the portal UB Statistics.

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

Goal 4. Target 4.4 Work placements help to increase the number of youth who have relevant skills for employment and decent jobs.

UB teaching activity that raises ethical concerns among stakeholder groups

The UB offers no teaching in any area whose nature has raised concerns or unease among stakeholder groups on ethical grounds.

Information on research[5]

The University of Barcelona is internationally renowned for the quality and the innovative nature of its research, making it a leader in Spain.

RESEARCH STRUCTURE

UB research structure
• **15** UB research institutes
• **2** UB university research institutes
• **5** research centres
• **9** observatories
• **3** documentation centres

UB coparticipation with other institutions
• **12** research institutes
• **2** observatories
• **4** interuniversity institutes.

Source: UB Report 2018-2019

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5. The information on research corresponds to 2018, because no information for 2019 was available at the time of data collection. If any specific information refers to 2019, it will be clearly noted.

INCOME GENERATED THROUGH COMPETITIVE AND NON-COMPETITIVE RESEARCH FUNDING

INCOME FROM RESEARCH	2015		2016		2017		2018	
	NUMBER	AMOUNT €	NUMBER	AMOUNT €	NUMBER	AMOUNT €	NUMBER	AMOUNT €
Competitive projects								
Regional government	89	5,772,037.13	112	6,413,326.51	118	7,877,005.71	396	11,219,818.94
National government	299	26,226,823.03	347	32,305,584.75	175	10,938,062.52	273	29,771,622.32
Local government	1	5,000.00	2	26,257.23	1	6,000	1	6,289.40
Foreign government	3	79,967.58			3	156,130.23	2	45,403.86
Other	4	80,978.97	10	383,214.53	19	380,824.54	4	221,900.00
European Commission	41	10,549,332.30	49	14,369,130.86	32	10,545,486.43	45	9,005,040.11
Private sector: NPIs and business	30	1,154,837.82	28	1,045,270.17	28	1,312,195.07	17	979,465.11
Public sector: NPIs	22	1,710,107.75	22	1,178,914.96	21	980,504.26	41	4,389,388.75
Research projects of institutes	123	24,157,573.65	142	25,614,937.99	257	25,985,942.27	334	38,621,384.84
Non-competitive projects								
Research projects of institutes		11,086,716.25	382	9,762,438.48	595	15,501,015.45	805	22,325,315.75
UB research agreements		248,305.75		444,801.98		522,063.35		758,853.32
FBG contracts		10,865,160.40		12,532,155.48		10,747,516.20		13,658,182.20
CCiTUB services		3,236,328.13		3,249,672.43		3,373,158.76		3,445,367.60
Total income from research and technology transfer		**95,173,169**		**107,325,705**		**88,325,904.79**		**134,448,032**

Source: Technical Cabinet at the Rector's Office

RESEARCH ACTIVITY

	2015	2016	2017	2018
Doctoral theses read	1,131	1,158	461	599
Scientific publications in WoS	5,186	5,381	5,714	5,707
PDI engaged in competitive research and transfer out of total PDI (FTE)	62.5%	58.9%	56.9%	57.4%
Trainee predoctoral researchers	546	584	611	574
Consolidated research groups	301	303	276	251
Active research projects	892	997	878	877
Patent applications	93	67	75	69
Priority patent applications	20	12	12	16

▶

	2015	2016	2017	2018
New technology-based spin-offs	6	4	1	2
UB research institutes and centres	25	20	20	20
Research institutes to which the UB contributes	10	10	12	10
Interuniversity institutes	2	4	4	5
Documentation centres	3	3	3	3
Observatories	10	10	9	10
Contracted research doctors	222	216	191	194
PAS supporting research	300	316	347	285*
International patent extensions	15	14	9	12

* Starting in 2018, this figure refers to specialist PAS who provide research support (previously calculated as a financial allocation).

Source: UB Report 2018-2019 and statistical data from the report for the academic year 2018-2019

Active research projects and doctoral theses submitted by area of knowledge

	2015	2016	2017	2018
Arts and Humanities	151	173	152	148
Education Sciences	80	71	55	62
Health Sciences	172	194	176	194
Social and Legal Sciences	128	143	119	128
Experimental Sciences and Engineering	361	416	376	345
Total	**892**	**997**	**878**	**877**

Source: statistical data from the report for the academic year 2018-2019

DOCTORAL THESES READ BY AREAS OF KNOWLEDGE (ACADEMIC YEAR 2018-2019)										
ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
124	20.70	22	3.67	271	45.24	47	7.85	135	22.54	**599**

Source: OCI based on statistical data from the report for the academic year 2018-2019

UB UNITS RESPONSIBLE FOR INNOVATION AND TRANSFER

Primarily, the UB manages its innovation and transfer activities through the Bosch i Gimpera Foundation (FBG), whose services focus on:

- Bringing UB teaching and research staff into contact with society (institutions, organizations, companies and investors) to improve competitiveness.

- Offering UB teaching and research staff the opportunity to develop their own scientific and technological capabilities, implement the results of their research through R&D contracts and licences, and 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 licensing, and in the creation of knowledge-based companies (spin-offs). The professionals on the team also organize a wide variety of activities that are always posted on the FBG website. In 2019,[6] the FBG has generated **389** contracts and R&D&I agreements valued at a total of **7.9 million euros**, signed **10** new licensing contracts, obtained income from licences worth **216,893 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 within the PCB community. To offer these services, the PCB has over **22,000 sq m** of laboratory space and over **10,000 sq m** of office space. Primarily, the PCB offers scientific services specially designed to meet the needs of the healthcare sector. At present, the PCB is home to **2,700 professionals** working in over **100** entities, **6** research centres, and **83** private companies and other entities related to pharmacology, biotechnology and medical devices.

> **16 PAU, JUSTÍCIA I INSTITUCIONS SÒLIDES** **Goal 16. Targets 16.6 and 16.7** The FBG and PCB help the UB to be an effective, responsible and transparent institution and to ensure inclusive, participatory and representative decision-making, thanks to their efforts to conduct transfer and connect research and society.

6. Provisional data.

TECHNOLOGY AND KNOWLEDGE TRANSFER

The UB is committed to fostering the transfer of knowledge and technology from basic research 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 supports 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
- 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, PCB and CCiTUB.

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.

In 2019, some of the highlights of the UB's efforts in innovation and the transfer of technology and knowledge include:

- Being ranked **75th** in Europe and **1st** in Spain in the Reuters Top 100: Europe's Most Innovative Universities
- Being ranked **4th** as an institution/company in Spain in terms of most patents awarded
- Being ranked **1st** among Spain's universities in the submission of European patents, according to the report from the Spanish Patent and Trademark Office
- Creating **27** spin-offs
- Signing **389** contracts and R&D&I agreements

TRAINEE RESEARCHERS

The UB has **4,690** trainee researchers and **32%** of them are international.

COMPETITIVE DOCTORAL AND POSTDOCTORAL GRANTS AND FINANCIAL AID

COMPETITIVE DOCTORAL GRANTS AND FINANCIAL AID		COMPETITIVE POSTDOCTORAL GRANTS AND FINANCIAL AID	
FI grantholder (research training)	99	Postdoctoral trainee lecturers and researchers	18
FPI grantholder (research staff training)	163	Marie Sklodowska-Curie Actions	7
FPU grantholder (university teacher training)	130	Junior doctors	8
APIF grantholders (predoctoral research staff)	126	Beatriu de Pinós researchers	12
ADR grantholders (training in teaching and research)	5	Juan de la Cierva researchers	32
Marie Sklodowska-Curie Actions	15		
La Caixa grants	7		
Total	**545**		**77**

Source: UB Report 2018-2019

RESPONSIBLE RESEARCH AND INNOVATION AT THE UB

This section sets out a detailed description of the UB's commitment to responsible research and innovation (RRI).

Units in charge of RRI at the UB

The UB does not yet have a specific, transversal unit in charge of coordinating and promoting 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 carry out actions aligned with the **6 policy keys for which the European Commission has provided specific normative guidance to achieve RRI** (ethics and research integrity, gender equality, governance arrangements, open-access policies, civic engagement and scientific education).

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

more detailed description of each area, follow the link to the Report of Social Responsibility 2017-2018.)

RRI KEY AREA	UB UNITS THAT CARRY OUT ACTIVITIES IN THE AREA
Ethics and research integrity	The Ethics Committee, Bioethics Committee and Animal Experimentation Ethics Committee all act in accordance with the guidelines set by the Office of the Vice-Rector for Research, with guidance from the Research Committee.
Gender equality	The Equality Unit is in charge of this area.
Governance arrangements	The data protection team in the General Secretary's Office ensures that researchers conduct their research in a framework of respect for the rights of people. The unit provides support to researchers, while also emphasizing the autonomy of the research subject to give informed consent for 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 are a small number of research groups who, on their own initiative, work according to models of civic science in their projects. Examples include: • Urban bees • Bee-Path • Human Behaviour • RiuNet • STEMForYouth
Scientific education	The UB directs much of its effort in scientific education through the Scientific Culture and Innovation Unit (UCC+i) and the programme known as "La UB divulga", which offers a range of initiatives aimed at specific audiences. Highlights include: • The UB Expert Guide, which is a portal to disseminate the work of UB teaching and research staff so that the media can gain access to perspectives that are clearly argued, well-reasoned and objective on a large number of subjects. • The Forces project, which seeks to promote research in secondary schools by 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

The various committees and units that address the issue of ethics and research integrity at the UB, together with the data protection team in the General Secretary's Office...

Goal 8. Target 8.8 Contribute to the promotion of a safe and secure working environment.

Goal 16. Targets 16.5, 16.6 and 16.7 Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels. The open-access policies implemented by the UB also contribute to the aim of effectiveness and transparency. Lastly, the research groups who, on their own initiative, work according to models of civic science in their projects, contribute to inclusive, participatory and representative decision-making.

Steps to integrate RRI in research and transfer projects

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

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 using conventional indicators that are quantitative or qualitative in 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 take part in the organization of activities that fit perfectly within the **6** policy keys linked to RRI.

In this respect, it is important to note the approval, in 2018, of the Code of Ethics on Integrity and Best Practices and the aim, in 2020, of approving the Code of Conduct for Research Integrity (which has the distinct feature of being much more specific than the Code of Ethics).

Also important are the courses and training sessions related to RRI that have been organized for teaching and research staff by IDP-ICE. In 2018, the offering included a course on varieties of feminism and transforming knowledge at the university, training sessions on sustainable research management and the appropriate management of open-source publications, and a workshop on explaining science to the public, including performance and storytelling techniques.

The UB Doctoral School offers a series of transversal training activities that seek to give supplementary training to doctoral students in addition to their training as researchers. The activities, which are targeted at all researchers enrolled in a doctoral programme at the UB, are organized in "training capsules" that address a wide range of subjects, some of which are clearly linked to RRI, such as the ethical aspects of research, the dissemination of research and open-access publishing. Each capsule is generally **4** hours in length.

Goal 4. Target 4.7 The RRI-related training activities offered by IDP-ICE and the Doctoral School contribute to ensuring that all learners acquire the knowledge and skills needed to promote sustainable development.

UB research activity that raises ethical concerns

Projects of a biomedical nature or in the life sciences can require animal experimentation. As a result, there have been occasional, very rare protests from animal-rights groups. The university has responded promptly on an ad hoc basis to any and all requests for information and has even permitted interested parties to interact directly with the managers of animal facilities.

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.

OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

Institutional activities related to social entrepreneurship

Entrepreneurship activities at the UB are coordinated by the FBG, StartUB! and the Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation.

StartUB!, which falls under the Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation, opened formally in October 2019 to assist and train UB students who are interested in innovation. The new undertaking has replaced the former Barcelona Entrepreneurship Institute (BIE), which previously took responsibility for the effort. Also newly opened is the working space StartUB!Lab, which enables the UB to give concrete support to entrepreneurship. The SDGs are one of the main strategic focuses of the new space, which will offer training on sustainability. Also, sustainability and social responsibility will be a determining factor in decisions on which entrepreneurship projects to give StartUB! support.

Broadly speaking, the promotion and support of entrepreneurship offered by StartUB! already includes the aim of ensuring that entrepreneurship has social impact. In any case, **2** initiatives implemented in 2019 are closely linked to social entrepreneurship.[7]

Social Entrepreneurship Forum of the Faculty of Economics and Business

For several years, StartUB! (formerly known as the BIE) has taken part in the Social Entrepreneurship Forum to promote entrepreneurship as an employment option and to raise awareness of the UB services and resources on offer for members of the university community who wish to become entrepreneurs.

The forum sets out to give greater visibility to entities operating in the third sector, encourage students to seek employment in this area,[8] and promote the Faculty of Economics and Busi-

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7. They are described below.

8. Entities operating in the third sector present their projects and attract talent from among the students in the Faculty of Economics and Business.

ness's co-working space so that students can focus on their initiatives at the forum and improve their visibility. The co-working space has been created for entrepreneurial students to have a place and means to pursue their projects.

Aracoop: Social Economy

The Aracoop project, which is part of the Social Entrepreneurship Forum, seeks to consolidate specific training on the social economy and it aims, in the future, to incorporate and establish the social economy in bachelor's degrees within the Faculty of Economics and Business. At the same time, it provides an important focal point for bachelor's degree and master's degree students throughout the UB, thanks to the host of activities held throughout the year, including symposiums, conferences, seminars, film forums, and more.

Goal 4. Target 4.4 The activities to promote entrepreneurship at the UB contribute to increase the number of youth and adults who have relevant skills for entrepreneurship.

Research projects, published scientific papers, submitted doctoral theses and newly created businesses related to social responsibility and the SDGs

The UB has not yet set a standard to define when a research project, scientific paper, doctoral thesis or business start-up is related to social responsibility or the Sustainable Development Goals. As a consequence, it has not been possible to respond to these questions.

However, it is important to share some highlights. In the case of research projects related to the SDGs, it is anticipated that the UB's Office of Research Management, which receives all applications for project funding that UB researchers intend to submit to calls of the Spanish

R&D&I plan prior to submission, will be able to indicate in the UB database whether a project proposal fits within one of the SDGs.

Also, **6** start-ups created in 2019 as part of StartUB! are oriented toward the achievement of the SDGs, given that this is one of the conditions set by the initiative. As for the two new spin-offs created in 2019, Neureka Lab develops online tools to enhance learning and seeks to contribute to SDG 4, while Qilimanjaro Quantum Tech develops quantum technologies and seeks to have an impact on SDG 9.

Institutional actions aimed at the promotion of interdisciplinary research

As set out in the UB Statute, multidisciplinary research is channelled through the UB's own research institutes, which, by definition, bring together researchers from different faculties and departments who are then able to address complex issues from a variety of complementary viewpoints.

At present, the UB has 17 research institutes. The Office of the Vice-Rector for Research keeps in regular contact with the institutes' leadership and their management and promotional units in order to encourage synergies. Given their subject matter and areas of expertise, most of the institutes carry out projects and research and dissemination activities that are aligned with a number of the 17 SDGs.

> **Goal 17. Target 17.16** Institutional actions to promote interdisciplinary research contribute to enhancing the global partnership for sustainable development through the exchange of knowledge and expertise in order to support the achievement of the SDGs.

Fulfilment of objectives 2019[9]

- While the UB's Code of Conduct for Research Integrity is at an advanced stage of development, it has not yet been possible to finalize the document. As a result, the established target has not been achieved.

Objective for 2020

- To prepare and approve the Code of Conduct for Research Integrity originally set to be finalized in 2019.

- To have the Office of Research Management indicate in the UB database whether a project for which funding is requested through the Spanish R&D&I plan fits within one or more SDGs.

- To give mandatory training on the creation of sustainable enterprises to all students with entrepreneurship projects who wish to join StartUB!

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9. While research data generally relate to 2018 because most of the figures for 2019 are not yet available, it has been viewed as appropriate to evaluate the fulfilment of this objective because the information was already available.

- To achieve broader participation from entrepreneurs committed to sustainability in the talks held to promote entrepreneurship as an employment option, which are hosted regularly in the StartUB! space and in the UB's various faculties.

- To include a two-hour session on social enterprises, social responsibility and the SDGs in introductory courses on business creation that are offered regularly.

- To enhance the impact of technology and knowledge transfer. Specifically, to achieve a higher European ranking in Reuters Top 100: Europe's Most Innovative Universities and to increase the number of contracts and R&D&I agreements by 5% compared to 2019.

Objective for the academic year 2020-2021

- The objectives set in previous editions of the Report on Social Responsibility remain in place.

Scientific dissemination and impact in the media and social networks

The UB's Publications and Editions office produces **news items, articles and reports**, holds **press conferences** and puts UB researchers in **contact with local, national and international media outlets**. The office also establishes the inverse process and puts media outlets in touch with UB researchers.

More than **250** contacts with local and national media

43,600 impacts* in the media

60% of web news and press releases come from results by UB researchers

Economic valuation** of media impacts: **303 million** euros
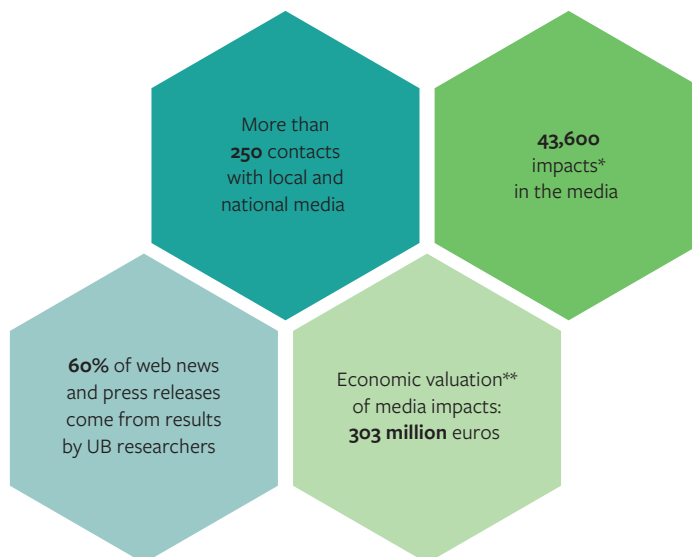
* Impacts: Impact is defined as any mention of the UB or its staff in external media channels (the UB website is not taken into account).

** Estimated value: The estimated value of media impacts is calculated on the basis of the channel and format in which each impact appears and the corresponding advertising rate of that channel.

Research results are also disseminated through audiovisual products. For example, the series *A bord del Beagle* [in English, "Aboard the HMS Beagle"], which was created in 2018, features a member of the UB teaching and research staff, who makes key points to help viewers

to understand a current topic in the news. The series released **4** episodes in 2018 and another **6** episodes in 2019. Other examples include videos and audiovisual series prepared for com-memorations and other important events.

PRESENCE ON SOCIAL MEDIA IN 2019

190,200 followers	27,200 followers	55,000 followers	97,300 followers	9,000 subscribers

DISSEMINATION ACTIVITIES: "LA UB DIVULGA"

"La UB divulga" is another major tool to explain UB research to members of the public. For 2019, the results of the programme's activities include:[10]

- **Espai Ciència.** The event lasted five days and attracted **1,000** young people.

- **Camins infinits.** At present, **17** young researchers from diverse branches of knowledge take part. In 2019, a total of **20** sessions have been held in secondary schools across Catalonia, drawing **700** students.

- **Toc-toc.** At present, **18** researchers take part. During 2019, a total of **39** talks were given in **25** different locations in **14** cities, attracting **1,300** people.

- **Festa de la Ciència.** The UB's fifth running of the science festival **"Festa de la Ciència"** took place, offering **51** demonstration workshops in various branches of knowledge. Nearly **180** researchers participated. While there was no headcount taken of the general public in

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10. For projects that have already been described in previous editions of the report, a link is provided to their earlier description and the information here is updated solely with figures for 2019.

attendance because admission was free, the UB did count the number of students attending: **1,400** children and young people from early childhood education through secondary school took part from **23** different schools.

- **ArqueUB.** It included two actions. The first, designed for all audiences, is called "How the residents of the Raval lived in past centuries: Guided tours of the experimental field of Archeology on the UB's Campus of Humanities". A total of **40** people attended the **3** sessions on offer. The second session was attended by students in their final year of secondary school or their first year of upper secondary school who had an interest in archaeology. Over the course of a week, students had a chance to perform the tasks of an archaeologist. In total, **8** students participated, and prepared a field diary in digital format that has been posted on the project website.

- **Magnet. Alliances for Educational Success.** You can find more information on their website.

- **Neuroart Project**. The project encourages children and young people to create artistic representations of the nervous system. In 2019, **20** schools and **1,280** students have taken part.

- **Crystallization at School Contest.** Secondary-school teachers receive training in crystallography at universities and then transfer their experience to the classroom so that their students can learn how to obtain crystals. This year, over **1,900** young people across Catalonia have taken part.

- **Scientific cafes.** To celebrate European Research Night, various UB faculties held a total of **10** debates involving UB researchers and **217** participants.

Goal 16. Target 16.6 The UB's various activities to disseminate scientific knowledge contribute to making it an effective, accountable and transparent institution.

Fulfilment of objectives 2019

- The UB has completed its communication plan, consolidated collaboration with the portal The Conversation (which now facilitates, on average, **8** contacts a week), and developed new actions within the framework of the "La UB divulga" programme (specifically the scientific cafes).

- The UB has not met the objective of designing a new magazine. This objective has been replaced with an objective to adapt and improve the contents and regularity of the internal newsletters for PAS, PDI and students.

Objective for 2020

- To design new audiovisual products in connection with a variety of commemorations and other special events.

How the UB compares to other universities

For up-to-date information on the UB's position in the foremost university rankings and a description of the rankings themselves, you can consult the following webpage.

UB POSITION IN THE LEADING UNIVERSITY RANKINGS												
	2016			2017			2018			2019		
	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE
Academic Ranking of World Universities	1	56-82	151-200	1-3	83-122	201-300	1	58-80	151-200	1	57-79	151-200
Best Global Universities	1	26	90	1	24	86	1	35	96	1	37	98
QS World University Rankings	1	–	166	1	66	160	1	64	156	2	71	166
Times Higher Education World University Rankings	3	86	174	3	101-126	201–250	3	101-127	201–250	3	99-126	201–250

Source: OCI based on information from the websites of the four rankings and from the UB's Office for Strategic Institutional Projects

Social responsibility
and sustainable development
in teaching and research activity

As organizations providing knowledge and training to our society's leaders of tomorrow, universities play a paramount role in the area of social responsibility. A socially responsible university must not only manage itself in accordance with the objectives of sustainable development and promote a positive impact on its environment and among its stakeholder groups, but it must also disseminate social responsibility to society as a whole, particularly among future generations.

Social responsibility is a key part of the teaching and research activity of the UB. Students are able to study subjects with content that is closely related to social responsibility, ethics or the environment and sustainability. In some cases, special sessions are devoted to these issues within more general subjects. In addition, the UB offers master's degrees that comprehensively address subjects closely linked to social responsibility. At present, however, because of the complexity of the process and the resources that would be needed, the UB has not conducted a rigorous analysis of the role of sustainable development or social responsibility in all teaching and research at the UB. Consequently, the university does not know the extent of the budget allocated to teaching in social responsibility.

In addition, service-learning projects play an increasingly important role at the UB.

Goal 4. Target 4.7 Teaching in social responsibility and sustainable development helps to ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

Goal 17. Target 17.16 The UB's service-learning projects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities.

Internationalization

UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

Globalization has transformed universities. Their geographical scope has frequently been stretched beyond their previous limits by a new reality that makes the social and economic impact of their activities increasingly global. In this respect, the UB views globalization as a desire, an intention and a duty. The UB has a mission to contribute to society through the provision of education, learning, research and knowledge transfer at the highest international levels.

The creation of a global university is one of the UB's **4** key strategic areas for 2030 and it affects the very essence of our institution and our activities.

In the area of internationalization, the UB's milestones for 2030 focus on **5** core strategic lines:

1. Internationalization of teaching

2. Internationalization of research

3. Acquisition of global competence

4. Internationalization of impact

5. Communicating the view of an inclusive, global University of Barcelona that seeks permanent, constructive dialogue with the international reality and everything that occurs in the world

THE EUROPEAN UNIVERSITY: CHARM-EU

In December 2017, the European Council adopted an initiative to build networks of European universities to improve the international competitiveness of institutions of higher learning and to strengthen the sense of belonging to Europe.

In response, the CHARM-EU alliance was created. Led by the UB, the new alliance is the most important initiative linked to the UB's internationalization policy. The UB, Trinity College (Dublin), Utrecht University, the University of Montpellier and Eötvös Loránd University (Budapest) have built the alliance to create a new European university that will have interdisciplinary foundations and that will follow a challenge-based approach for students. The proposal is to adapt to the multidisciplinary reality of the twenty-first century and push beyond classic methodology through the provision of a singular and innovative academic offering that revolves around the SDGs.

In December 2021, CHARM-EU will begin the micro-pilot testing of various training modules in which between **100** and **200** students from the **5** member universities will take part. Also in the academic year 2021-2022, a pilot test of a master's degree in sustainability will be run as a proof of concept to test the university model.

Goal 4. Target 4.7 The pilot test of a master's degree in sustainability to be taught as part of the CHARM-EU alliance, together with many other teaching activities of the alliance, is designed to ensure that learners acquire the knowledge and skills needed to promote sustainable development.

Goal 17. Targets 17.9 and 17.16 CHARM-EU will contribute to enhancing the global partnership for sustainable development, because it involves intensive collaboration among different universities. The alliance will also lead to collaboration and support in different countries and universities of different cultural contexts to implement training programmes in other territories with the aim of achieving all the SDGs.

INTERNATIONAL STAFF: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL[11]

PAS BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	2,308	97.71	1,486	98.35	822	96.59
Remaining EU	28	1.19	14	0.93	14	1.65
Rest of the world	26	1.10	11	0.73	15	1.76
Total	**2,362**		**1,511**		**851**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

11. Unlike all the other data on staff, these figures correspond to 31 December 2018 and not to 31 December 2019.

Notably, more than half of all PAS from the rest of the world come from South America and Central America.

PDI BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	5,317	92.10	2,498	91.87	2,819	92.31
Remaining EU	212	3.67	94	3.46	118	3.86
Rest of the world	244	4.23	127	4.67	117	3.83
Total	**5,773**		**2,719**		**3,054**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

Notably, the number of PDI from South America is **137**, which represents **56.15%** of all PDI from the rest of the world.

INTERNATIONAL STUDENTS: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL[12]

BACHELOR'S DEGREE STUDENTS BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	43,738	93.56	26,822	93.20	16,916	94.13
International students	3,011	6.44	1,957	6.80	1,054	5.87
Total	**46,749**		**28,779**		**17,970**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

UNIVERSITY MASTER'S DEGREE STUDENTS BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	4,193	56.38	2,559	55.81	1,634	57.29
International students	3,244	43.62	2,026	44.19	1,218	42.71
Total	**7,437**		**4,585**		**2,852**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

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12. This includes the UB-specific degree in Private Investigation in the case of bachelor's degree students and it includes students attending affiliated centres in the figures for bachelor's degree students and university master's degree students.

POSTGRADUATE STUDENTS						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	7,302	72.19	5,243	73.76	2,059	68.47
International students	2,813	27.81	1,865	26.24	948	31.53
Total	**10,115**		**7,108**		**3,007**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

TRAINEE RESEARCHERS (DOCTORAL STUDIES) BY NATIONALITY						
	TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	3,190	68.02	1,793	68.75	1,397	67.10
International students	1,500	31.98	815	31.25	685	32.90
Total	**4,690**		**2,608**		**2,082**	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

INTERNATIONAL ACADEMIC OFFERING

The academic offering provided jointly with international universities is also an indicator of the degree of internationalization at the UB, which offers **2** joint degrees[13] and **9** Erasmus Mundus joint degrees (**7** interuniversity master's degrees[14] and **2** doctoral programmes).[15]

INTERNATIONAL ACADEMIC OFFERING	2015-2016	2016-2017	2017-2018	2018-2019
Double degrees	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus	6	7	8	7
Erasmus Mundus doctoral studies	2	2	2	2

Source: Academic Management

The UB's academic offering (bachelor's degrees, master's degrees-university and UB-specific- and doctoral degrees) is publicly accessible to international students on the UB's website. To ensure that students can find out the language of instruction before enrolling in a course, the Language Services website provides the relevant information for each class group. In addition, promotional material specifies the bachelor's degree subjects on offer in English and identifies which bachelor's degrees, master's degrees and doctoral degrees have a percentage of instruction in English that is higher than **80%**.

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13. These are bachelor's degrees with course curricula agreed by the UB and a foreign university. When students graduate, they obtain their official degree from both universities.

14. These are taught by two or more universities in different countries. Students receive part of their teaching in at least two of the participating universities.

15. These are taught by two or more universities in different countries. Students complete part of their doctorate in at least two of the participating universities.

Fulfilment of objectives for 2018-2019

● While the objective was set for the academic year 2019-2020, it has already been possible to provide information on the number of joint degrees. As a result, this objective has been met.

AGREEMENTS WITH FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS

In 2019, the UB signed **468** agreements, including **129** with foreign institutions (**27.56%**). Of the **129** agreements with foreign institutions, **33** are framework agreements[16] (**25.58%**) and **56** are academic in nature (**43.41%**).

Of the total number of current agreements (regardless of their year of signing), the UB is a party in 2019 to **4,299**, including **2,324** with foreign institutions (**54.05%**). Of the **2,324** agreements with foreign institutions, **314** are framework agreements (**13.51%**) and **234** are academic in nature (**10.06%**).

Goal 17. Target 17.16 The UB's agreements with other institutions in the area of the SDGs or similar subjects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities. Depending on the subject matter of each agreement, it may also address other SDG targets.

16. A framework agreement is an agreement in which the parties express their desire to cooperate in areas of common interest; subsequently, the parties specify the actions to be taken by means of specific agreements in which the duties of each party are set down.

OFFICIAL REPRESENTATIONS OVERSEAS

As a result of actions carried out by its campuses of international excellence, specifically the Barcelona Knowledge Campus, the UB has created "antenna offices", which aim to strengthen exchanges between the universities involved and to act as a permanent focus of attraction for students and teaching and research staff by forging a relationship with a certain degree of privilege between the institutions involved. One of the antenna offices was opened in 2013 at the Shepard Broad Law Center at Nova Southeastern University (Florida).

In the context of the HUBc, which is the UB's other campus of excellence, the UB has had a stable site at the Higher University of San Andrés (Bolivia) since 2011 with the aim of coordinating a postgraduate course and master's degree programme in tropical medicine. This is part of the Campus of the Americas project, which has an academic proposition that is based on an ethical and holistic view of North-South relations and focuses on preparing students to carry out professional work in low-to-medium-income countries in order to improve the health of their populations.

17 ALIANCES PER A ASSOLIR ELS OBJECTIUS

Goal 17. Targets 17.9 and 17.16 The UB's antenna offices overseas contribute to enhancing the global partnership for sustainable development by giving support to national plans to implement all the SDGs.

PDI, PAS AND STUDENTS AT THE UB WHO HAVE DONE STAYS ABROAD

PDI WHO HAVE DONE STAYS ABROAD, BY PROGRAMME			
	MEN	**WOMEN**	**TOTAL**
Erasmus+ in the EU	18	31	49
Erasmus+ outside the EU	8	7	15
International mobility financial aid*	11	13	24
Funding from Santander**	0	3	3
Erasmus Mundus Action 2***	0	1	0
Total	**37**	**55**	**92**

* This is a UB-specific call funded by the Office of the Vice-Rector for Outreach and Internationalization. The call provides financial assistance to promote the individual actions of PDI. It also offers institutional assistance to centres and departments that can contribute added value to teaching and research by creating medium-to-long-term bonds with: a) geographical areas that the UB is currently focused on (Asia-Pacific and Latin America); and b) European universities with which the UB is forging long-term alliances for collaboration.

 ** Santander Bank sponsors funding to strengthen the mobility and exchange of young teaching and research staff and doctoral students among Ibero-American universities and research centres. This is viewed as a necessary condition for progress toward the creation of an Ibero-American space of socially responsible knowledge.

*** Mobility programme from Europe to Asia coordinated by the UB and funded by the EU.

Source: OMPI

PAS WHO HAVE DONE STAYS ABROAD, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU	10	27	37
Erasmus+ outside the EU	2	4	6
Erasmus Mundus Action 2	0	1	1
Total	**12**	**32**	**44**

Source: OMPI

STUDENTS WHO HAVE DONE STAYS ABROAD, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU: study	333	731	1,064
Erasmus+ in the EU: placement	38	86	124
Erasmus+ outside the EU: study	7	5	12
Coimbra Group*	1	2	3
Bilateral agreements**	46	109	155
Interuniversity Centre for Development (CINDA)***	0	5	5
Individual applications***	0	2	2
Total	**425**	**940**	**1,365**

* Mobility programme for a group of long-standing European universities.
** Agreements signed between the UB or one of the UB's faculties and faculties or universities in other territories.
*** CINDA is a network of Spanish universities (and one Italian university) and Latin American universities that seeks to promote exchanges between Latin America and Spain.
**** Students seeking to study at another university for a given period of time reach an agreement with their faculty to receive recognition for the subjects that they complete at the other university.

Source: OMPI

PDI, PAS AND STUDENTS FROM OTHER UNIVERSITIES WHO HAVE DONE STAYS AT THE UB

PDI WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU*	–	–	–
Erasmus+ outside the EU	9	11	20
Coimbra Group	2	0	2
International mobility financial aid	6	3	9
Visiting**	96	110	206
Total	**113**	**124**	**237**

* At present, the UB has no established system to determine the number of PDI members from other universities in the European Union who are doing temporary stays at the UB as part of the Erasmus+ programme.
** This figure includes PDI from other universities who have done a temporary stay at the UB through their relationships with somebody at the UB.

Source: OMPI

PAS WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU	4	15	19
Erasmus+ outside the EU	5	6	11
Total	**9**	**21**	**30**

Source: OMPI

STUDENTS WHO HAVE DONE STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU: study	397	804	1,201
Erasmus+ in the EU: placement	29	55	84
Erasmus+ outside the EU: study	15	21	36
Bilateral agreements	60	148	208
Coïmbra Group	2	3	5
Interuniversity Centre for Development (CINDA)	1	11	12
Study Abroad[15]	78	190	268
Carolina Foundation[16]	1	2	3
AECID[17]	2	0	2
Individual applications	24	45	69
Total	**609**	**1,279**	**1,888**

* Students come from the United States and China to study at the UB for a given period of time as part of a programme that is specific to them.

** The Carolina Foundation is an institution that promotes cultural relations and educational and scientific cooperation between Spain and the countries that make up the Organization of Ibero-American States.

*** These students come to the UB through the AECID exchange programme.

Source: OMPI

Fulfilment of objectives for 2018-2019

- The UB has incentivized researchers to submit competitive proposals for international projects thanks to the University Internationalization Hub created by the UB and the European University Foundation, and thanks to the hiring of more staff in the UB offices responsible for promoting and managing international projects.

- The UB has reorganized the technical office for project support and improved the assistance given to researchers.

- The UB has forged strategic alliances with other universities to increase internationalization. One highlight is the UB's new membership in the European University Foundation.

- The UB has hosted a mobility fair, inviting China as the guest nation. The UB has also taken part in international university fairs in Latin America and Asia in order to promote exchanges with the two regions.

- The UB has reviewed its indicators of internationalization and corrected deficiencies in the transmission and publication of the figures in UB documents and in national and international databases, including the figures sent to CIC and the UNEIX database.

Objectives for 2020

- The objectives set for 2020 in the Report on Social Responsibility 2016-2017 remain in place.

- To improve communication so that information on issues related to internationalization more readily reaches the target recipients.

Objective for the academic year 2020-2021

- To gain European commitment to the Erasmus Without Paper programme, which is based on the digitalization of the Erasmus programme's administrative practices in order to phase out the use of paper.

Languages at the UB

The Language Plan 2017-2020, which was approved by the Governing Council in February 2018, seeks to establish and develop the UB's language policy for the coming years, taking into account the university's dual commitment to international reach and to the Catalan language. This dual commitment has two direct implications: first, to put multilingualism at the heart of the university because of the context established by the current EHEA and related academic and professional mobility; and second, as one of the leading academic institutions in Catalonia, to reiterate the commitment made to Catalan society to protect, use and promote the Catalan language, as stipulated in the UB's Statute and General Regulations on Language Use.

The tables below show language use in teaching at the UB during 2018-2019. For a more in-depth analysis of the data or a comparison with previous years, go to the Language Services website.

LANGUAGE OF INSTRUCTION[17]

GLOBAL DATA	
LANGUAGE	PERCENTAGE
Catalan	63.4
Spanish	27.2
English	7.7
Other	1.7

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

BACHELOR'S DEGREE DATA	
LANGUAGE	PERCENTAGE
Catalan	69.3
Spanish	23.3
English	5.3
Other	2

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

UNIVERSITY MASTER'S DEGREE DATA	
LANGUAGE	PERCENTAGE
Catalan	37
Spanish	44.6
English	18.1
Other	0.3

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

17. From the academic year 2018-2019, bridging courses for university master's degrees will no longer be counted so as to avoid the duplication of subjects that already form part of the academic offering of bachelor's degrees.

EVOLUTION OF TEACHING IN CATALAN

	ACADEMIC YEAR			
	2015-2016	2016-2017	2017-2018	2018-2019
Teaching in Catalan	65.58%	64.80%	64.5%	63.4%

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

Objectives for 2020[18]

The objectives are defined in the Language Plan 2017-2020.

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18. The fulfilment of these objectives will be reported upon completion of the period covered by the Language Plan 2017-2020. However, where it is considered significant, partial completion will be monitored prior to 2020.

Assessment of teaching staff, subjects, services, activities and facilities

The UB conducts surveys on students' satisfaction with the teaching received.

- Aggregate survey reports (identification as a member of the UB community is required for access)

Incoming students are asked to complete a survey on their entry into the UB. For the results, see:

- New bachelor's degree students
- New master's degree students
- Summary of results

Surveys are administered to all students on the subject of the UB's services, activities and facilities. The most recent results appear in:

- UB services and global report for 2018

In addition, graduates are surveyed. In this case, the most recent available data are from 2017:

- Global report
- Detailed report by course of study
- Detailed report by faculty/university school

Series of statistical information have been created in relation to student satisfaction and the assessment of teaching staff. For the results, see:

- Student satisfaction surveys
- Assessment of teaching activity

In addition, the AQU, by agreement with all the universities in the Catalan university system, conducts a survey on labour market outcomes with graduates of bachelor's degrees, master's degrees and doctoral programmes every three years. The most recent published surveys correspond to 2017:

- Surveys on labour market outcomes for graduates receiving bachelor's degrees
- Surveys on labour market outcomes for graduates receiving master's degrees
- Surveys on labour market outcomes for graduates receiving doctoral degrees

The AQU also has a website with specific data on the labour market outcomes for each bachelor's, master's and doctoral degree.

COMMITMENT TO SOCIETY

Responsibility to staff

Our staff[19]

A total of **8,783** people work at the UB, of which **6,375** (**72.58%**) are teaching and research staff (PDI) and **2,408** (**27.42%**) are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.[19]

EMPLOYEES BY GROUP,[20] EMPLOYMENT CATEGORY,[21] GENDER AND AGE

	PAS																		
	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	6	7	4	15	6	45	4	17	21	10	13	14	12	13	16	13	82	134	8.97
51-60	15	24	16	75	65	205	12	117	59	67	43	37	68	50	35	76	313	651	40.03
41-50	2	6	11	33	18	48	22	123	40	53	40	32	84	71	27	31	244	244	26.62
31-40	0	1	5	14	5	10	20	60	17	30	18	22	55	60	10	11	130	208	14.04
<30	0	0	2	7	1	2	20	40	8	14	9	13	53	73	3	4	96	153	10.34
Total by gender	23	38	38	144	95	310	78	357	145	174	123	118	272	267	91	135	865	1,543	100
Total	61		182		405		435		319		241		539		226		2,408		

Source: Human Resources

19. All information on staff is from 31 December 2019.

20. The groups in question are PAS and PDI.

21. Here is a breakdown of PDI and PAS by level: PDI includes full professors, senior lecturers, associate lecturers etc., while PAS includes groups A1, A2, C1 and C2 for civil servants and groups I, II, III and IV for university-contracted staff.

As the table above shows, there are **2,408** PAS employees, reflecting **1,543** (**64.08%**) women and **865** (**35.92%**) men. As for age, the two most numerous groups are **between 51 and 60 years of age** (**40.03%**) and **between 41 and 50 years of age** (**26.62%**). Among the PAS who are civil servants (A1, A2, C1 and C2), the employment categories C1 and C2 are by far the most common (**405 and 435 staff**, respectively). In the case of university-contracted staff (I, II, III and IV), the most numerous is group III (**539 staff**).

PDI																						
	UNIVERSITY PROFESSORS		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSORS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		GENERALITAT LECTURERS SECONDED TO IDP-ICE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	236	67	5	4	192	111	15	13	22	18	92	40	71	26	3	3	2	2	60	18	0	0
51-60	122	61	0	4	245	223	26	27	98	86	288	250	178	128	2	5	5	14	0	0	2	3
41-50	13	11	0	0	57	42	4	8	130	167	411	437	115	172	1	4	9	13	0	0		0
31-40	1	0	0	0	1	0	0	0	41	28	281	400	53	96	0	0	0	0	0	0	0	0
<30	0	0	0	0	0	0	0	0	0	0	92	89	9	15	0	0	0	0	0	0	0	0
Total by gender	372	139	5	8	495	376	45	48	291	299	1,164	1,216	426	437	6	12	16	29	60	18	2	3
Total	511		13		871		93		590		2,380		863		18		45		78		5	

PDI (CONTINUATION)									
	ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	2	1			1		701	303	15.75
51-60	12	6			3		981	807	28.05
41-50	28	37		1	22	29	790	921	26.84
31-40	45	38	4	7	106	80	532	649	18.53
<30					245	241	346	345	10.83
Total by gender	87	82	4	8	377	350	3,350	3,025	100
Total	169		12		727		6,375		

* These figures include BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, trainee predoctoral researchers with funding (but not from La Caixa or the Government of Catalonia), predoctoral researchers with grants from La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

Of the **6,375** staff who are PDI, **3,350** (**52.55%**) are men and **3,025** (**47.45%**) are women. The most numerous groups by age are **between 51 and 60 years of age** (**28.05%**) and **between 41 and 50 years of age** (**26.84%**). The most common employment category is adjunct lecturer (**2,380**), followed by senior lecturer (**871**).

PERMANENT AND TEMPORARY STAFF BY GROUP, CONTRACT TYPE,[22] GENDER AND AGE

	PAS								% OF PERMANENT STAFF BY AGE AND GENDER	
	PERMANENT				TEMPORARY					
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	19	73	52	42	1	11	10	8	86.59	85.82
51-60	99	358	178	180	9	63	27	50	88.50	82.64
41-50	30	100	78	74	23	110	113	113	44.26	43.83
31-40	3	18	3	6	27	67	97	117	4.62	11.54
<30	1	0	1	0	22	49	72	104	2.08	0
Total civil servants and contracted staff	701		614		382		711		53.64	55.15
Total permanent and temporary staff	1,315				1,093				54.61	

Source: Human Resources

The UB has **1,315** staff in PAS who are permanent (**54.61%**) and **1,093** who are temporary (**45.39%**). As the table above shows, the percentage of temporary staff grows as the age falls. No significant differences can be observed in the relationship between gender and temporary staff. It is also important to note that PAS includes **1,083** civil servants (**44.97%**) and **1,325** university-contracted staff (**55.03%**).

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22. Contract type refers to the classification of employees as civil servants or university-contracted staff.

PDI									
	PERMANENT				TEMPORARY				% OF PERMANENT STAFF BY AGE AND GENDER
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	437	192	96	43	3	0	165	68	76.03	77.56
51-60	381	311	117	111	1	1	482	384	50.76	52.29
41-50	68	53	146	189	0	2	576	677	27.09	26.28
31-40	1	0	41	28	0	0	490	621	7.89	4.31
<30	0	0	0	0	0	0	346	345	0	0
Total civil servants and contracted staff	1,443		771		7		4,154		38.42	30.64
Total permanent and temporary staff	2,214				4,161				34.73	

Source: Human Resources

The UB has **2,214** staff in PDI who are permanent (**34.73%**) and **4,161** staff who are temporary (**65.27%**). As the table above shows, the percentage of temporary staff in PDI grows as the age falls, just as it does with PAS. In terms of gender differences and temporary employment, PDI women have, on average, more temporary contracts (**69.35%**) than men do (**61.58%**). It is also important to note that PDI includes **1,450** civil servants (**22.75%**) and **4,925** university-contracted staff (**77.25%**).

FULL-TIME AND PART-TIME STAFF BY GROUP, GENDER AND AGE

PAS						
	FULL TIME		PART-TIME		% FULL-TIME PAS BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	47	108	35	26	57.32	80.60
51-60	307	645	6	6	98.08	99.08
41-50	234	380	10	17	95.90	95.72
31-40	113	172	17	36	86.92	82.69
<30	45	86	51	67	46.88	56.21
Total men and women	746	1,391	119	152	86.24	90.15
Total full-time and part-time staff	2,137		271		2,408	

Source: Human Resources

Of PAS, **88.75%** (**2,137** people) have a full-time job, while **11.25%** (**271** people) have a part-time job. In terms of gender, women have a higher percentage of full-time jobs (**90.15%** of women compared to **86.24%** of men). In terms of age, there are more part-time contracts among PAS who are under 30 years of age and over 60 years of age.

	PDI					
	FULL TIME		**PART-TIME**		**% FULL-TIME PDI BY AGE AND BY GENDER**	
	MEN	**WOMEN**	**MEN**	**WOMEN**	**MEN**	**WOMEN**
>60	442	215	259	88	63.05	70.96
51-60	498	426	483	381	50.76	52.79
41-50	260	310	530	611	32.91	33.66
31-40	197	151	335	498	37.03	23.27
<30	245	241	101	104	70.81	69.86
Total men and women	**1,642**	**1,343**	**1,708**	**1,682**	**49.01**	**44.40**
Total full-time and part-time staff	**2,985**		**3,390**		**6,375**	

Source: Human Resources

Of PDI, **46.82%** (**2,985** people) have a full-time job, while **53.18%** (**3,390** people) have a part-time job. In terms of gender, men have a higher percentage of full-time jobs (**49.01%** of men compared to **44.39%** of women). In terms of age, there are more full-time contracts among PDI who are under 30 years of age and over 60 years of age.

LEVEL OF OFFICIAL STUDIES OF EMPLOYEES

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2016	2017	2018	2019
PhD	3,802	3,791	3,814	3,899
Graduates, pre-EHEA degree and diploma holders	3,287	3,676	3,818	3,884
Total	**7,985**	**8,536**	**8,606**	**8,783**

Source: Human Resources

UB staff are highly qualified: out of a total workforce of **8,783** staff, **7,783** (**88.61%**) have a diploma, a pre-EHEA degree, a bachelor's degree or some level of higher education.

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2016	2017	2018	2019
PhD	3,678	3,683	3,696	3,754
Graduates, pre-EHEA degree and diploma holders	2,035	2,565	2,618	2,621
Percentage of PDI who are PhD holders	64.38%	58.95%	58.54%	58.89%
Total	**5,713**	**6,248**	**6,314**	**6,375**

Source: Human Resources

Of PDI, **58.89%** are PhD holders. The remainder have a pre-EHEA degree, a bachelor's degree or a diploma.

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)*	2018	2019
PhD	118	145
University master's degree	81	107
Graduates and holders of pre-EHEA degree or diploma	892	968
Holders of diploma or equivalent qualification	227	295
Upper secondary school education or equivalent	594	695
Compulsory secondary education or equivalent	380	198
Total	**2,292**	**2,408**

* Starting in 2018, the figures reflect minor changes in the groupings used in the collection of data. The figures for 2016 and 2017 can be found in the Report on Social Responsibility 2017-2018.

Source: Human Resources

Of the **2,408** PAS members, **1,515** (**62.91%**) are graduates, holders of pre-EHEA degrees or diplomas or they have higher levels of studies.

NUMBER OF EXTERNAL STAFF ENGAGED IN WORK ACTIVITY AT THE UB

The UB outsources a number of services. As a consequence, external staff work on the UB's premises. To be specific, there are **7** areas managed by external organizations:

- maintenance of large facilities
- minor repairs
- cleaning
- gardening
- bars
- copy services and bookshops
- security

EXTERNAL EMPLOYEES			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	64	0	64
Minor repairs	18	0	18
Cleaning	44	301	345
Gardening	17	3	20
Bars	52	48	100
Copy services and bookshops	7	33	40
Security	73	11	84
Total	**275**	**396**	**671**

Source: Building Works and Maintenance, Patrimony and Safety units

In 2019, **671** external staff in the seven areas listed above have worked on the UB's premises. Of the total, **59.02%** were women, primarily because the workforce of the cleaning companies is made up largely of women. By contrast, only men work on the maintenance of large facilities and on minor repairs.

New hires, staff turnover, retirement and resignations[23]

This section shows new hires and staff turnover at the UB.

NUMBER OF NEW HIRES BY GROUP, EMPLOYMENT AND CONTRACT TYPE, GENDER AND AGE

	PAS NEW HIRES																		
	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
51-60	0	0	1	1	0	0	1	13	1	0	1	0	0	1	0	0	4	15	6.71
41-50	0	1	0	2	0	0	3	9	0	1	0	2	3	3	2	4	8	22	10.60
31-40	0	0	1	2	0	0	1	12	1	6	1	2	16	20	4	2	24	44	24.03
<30	0	0	1	3	2	2	6	9	7	10	6	5	46	66	2	1	70	96	58.66
Total by gender	0	1	3	8	2	2	11	43	9	17	8	9	65	90	8	7	106	177	100
Total	1		11		4		54		26		17		155		15		283		

Source: Human Resources

Throughout 2019, **283** new hires have joined PAS: **177** women (**62.54%**) and **106** men (**37.46%**). Of the new hires, **70** (**24.73%**) are civil servants (A1, A2, C1 and C2) and **213** (**75.27%**) are university-contracted staff (groups I, II, III and IV). Group III has had the highest number of new hires: **155**. In terms of age, most of the new hires are less than 30 years of age (**58.66%**).

PDI NEW HIRES																		
	UNIVERSITY PROFESSORS		CONTRACTED FULL PROFESSORS		ASSISTANT LECTURERS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		VISITING LECTURERS		20INVESTIGADORS AMB FINANÇAMENT ESPECÍFIC*		GENERALITAT LECTURERS SECONDED TO IDP-ICE		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	1	0	0	0	0	0	6	1	3	1	0	0	0	0	0	0	10	2	1.62
51-60	0	0	0	0	0	2	20	31	7	12	0	0	0	0	0	1	27	46	9.86
41-50	0	0	2	0	4	4	60	74	15	26	0	0	4	3	0	0	85	107	25.95
31-40	0	0	2	0	4	3	50	78	14	26	2	4	29	21	0	0	101	132	31.49
<30	0	0	0	0	0	0	43	44	4	11	0	0	70	58	0	0	117	113	31.08
Total by gender	1	0	4	0	8	9	179	228	43	76	2	4	103	82	0	1	340	400	100.00
Total	1		4		17		407		119		6		185		1		740		

* These figures include BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, predoctoral researchers with funding (but not from La Caixa or the Government of Catalonia), predoctoral researchers with grants from La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

Throughout 2019, **740** new hires have joined PDI: **400** women (**54.05%**) and **340** men (**45.95%**). The largest number of new hires have joined as adjunct lecturers: **407**. In terms of age, the most numerous are staff between 31 and 40 years of age (**31.49%**).

Goal 8. Target 8.5 The UB's hiring of new staff contributes to employment.

TURNOVER BY GROUP, EMPLOYMENT CATEGORY, GENDER AND AGE

	A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
PDI ACTIVE IN 2019 AND NOT ACTIVE AT 31/12/2019																			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	3	4	1	5	3	14	1	2	1	0	4	3	5	4	2	0	20	32	14.48
51-60	0	0	0	2	0	0	1	6	2	0	0	1	1	4	1	1	5	14	5.29
41-50	0	0	0	1	0	1	2	9	5	3	1	2	6	9	0	3	14	28	11.70
31-40	0	1	0	1	1	0	1	12	8	8	4	5	22	36	1	0	37	63	27.86
<30	0	0	1	0	1	0	4	5	9	9	4	5	51	55	2	0	72	74	40.67
Total by gender	3	5	2	9	5	15	9	34	25	20	13	16	85	108	6	4	148	211	100
Total	8		11		20		43		45		29		193		10		359		

Source: Human Resources

A total of **359** people in PAS have left the UB in 2019. The age group most affected by turnover is made up of people who are less than 30 years of age (**40.67%**). By employment category, the most affected groups are university-contracted staff in Group III (**193** people) and in Group I (**45** people).

PDI ACTIVE IN 2019 AND NOT ACTIVE AT 31/12/2019																					
	UNIVERSITY PROFESSORS		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSORS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		GENERALITAT LECTURERS SECONDED TO IDP-ICE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	13	5	1	1	21	13	2	6	1	0	24	14	11	8	0	1	0	1	24	19	0	0
51-60	1	2	0	0	0	2	0	0	0	0	24	28	5	9	0	0	0	0	0	0	1	0
41-50	0	0	0	0	0	0	0	0	1	0	47	80	9	27	0	0	0	0	0	0	0	0
31-40	0	0	0	0	0	0	0	0	0	0	55	88	5	11	0	0	0	0	0	0	0	0
<30	0	0	0	0	0	0	0	0	0	0	17	33	0	3	0	0	0	0	0	0	0	0
Total by gender	14	7	1	1	21	15	2	6	2	0	167	243	30	58	0	1	0	1	24	19	1	0
Total	21		2		36		8		2		410		88		1		1		43		1	

Source: Human Resources

PDI ACTIVE IN 2019 AND NOT ACTIVE AT 31/12/2019 (CONTINUATION)									
	ASSISTANT LECTURER		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	0	0	2	0	0	0	99	68	19.81
51-60	0	0	0	0	1	0	32	41	8.66
41-50	0	0	0	0	7	12	64	119	21.71
31-40	2	0	3	2	44	47	109	148	30.49
<30	0	0	0	1	62	47	79	84	19.34
Total by gender	2	0	5	3	114	106	383	460	100
Total	2		8		220		843		100

* These figures include BRD trainee predoctoral researchers, researchers in the Beatriu de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, trainee predoctoral researchers with funding (but not from La Caixa or the Government of Catalonia), predoctoral researchers with grants from La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching.

Source: Human Resources

A total of **843** people in PDI have left the UB in 2019. The age group most affected by turnover is made up of people between 31 and 40 years of age (**30.49%**). By employment category, the most affected are adjunct lecturers and researchers with specific funding.

RETIREMENTS BY GROUP, EMPLOYMENT CATEGORY, GENDER AND AGE

RETIRING PAS																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
3	4	1	5	4	14	0	2	1	0	3	3	5	3	2	0	19	31
7		6		18		2		1		6		8		2		50	

Source: Human Resources

In 2019, **50** members of PAS have retired. Of the total, **31** (**62%**) are women and **19** (**38%**) are men. By employment category, the most retirements are in Group C1 (**18**).

RETIRING PDI																						
	UNIVERSITY PROFESSORS		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSORS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	12	4	1	1	21	14	2	6	1	0	10	3	6	1	0	1	0	1	17	3	70	34	95.41
51- 60	0	1	0	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	3	4.59
Total by gender	12	5	1	1	22	16	2	6	1	0	11	3	6	1	0	1	0	1	17	3	72	37	100
Total	17		2		38		8		1		14		7		1		1		20		109		

Source: Human Resources

In 2019, **109** members of PDI have retired. Of the total, **72** (**66.06%**) are men and **37** (**33.94%**) are women. By employment category, the highest number of retirements are among university senior lecturers (**38**). Of the total retirements, **54** were voluntary, **52** were required by age and **3** occurred as a consequence of disability.

APPLICATIONS FOR VOLUNTARY RETIREMENT BY GROUP

PDI	PAS	TOTAL
86	37	123*

* The figure reflects individuals who were no longer active on 31 December 2019.

Source: Human Resources

Work conditions and workplace management tools

This section sets out information on the working conditions of staff at the UB and describes workplace management tools adopted by the university to improve conditions.

TEMPORARY STAFF BY GROUP AND GENDER

TEMPORARY PDI		TEMPORARY PAS		% TEMPORARY OUT OF TOTAL	
MEN	WOMEN	MEN	WOMEN	PDI	PAS
2,063	2,098	382	711		
4,161		1,093		65.27	45.39
5,254					

Source: Human Resources

As the table above shows, **45.39%** of all PAS and **65.27%** of all PDI have temporary contracts. When analysing the figures, however, it must be borne in mind that some jobs are temporary by nature. If we remove PAS hired through specific funding (temporary by definition), the total PAS figure falls from **2,408** to **2,125,** the figure for temporary PAS falls from **1,093** to **810** people, and the percentage of PAS with temporary contracts falls to **38.11%**. If we do the same thing for PDI members and remove PDI with specific funding as well as adjunct lecturers and adjunct medical lecturers, the temporary PDI figure falls from **6,375** to **2,405** people and the percentage of PDI with temporary contracts falls to **11.22%**.

ADJUSTING THE OFFICIAL LIST OF STAFF POSITIONS TO THE UB'S REALITY

The UB has established a system to adjust the official list of staff positions to emerging needs: administrative units propose any changes that they deem pertinent and then the changes are negotiated with staff representatives and submitted to the PAS delegate committee that reports to the Governing Council. Lastly, the Governing Council and the Board of Trustees approve any changes to the official list of staff positions.

MINIMUM NOTICE PERIODS REGARDING CHANGES TO WORKING CONDITIONS

The UB does not have specific regulations on the minimum notice periods required in the case of making changes to working conditions. Formally, collective bargaining agreements and the pertinent Catalan and Spain-wide regulations apply.

POLICIES FOR BETTER WORK-LIFE BALANCE

The UB has continued to offer an annual pool of **56** hours to PAS members to achieve better work-life balance. When using these hours, PAS members must indicate whether the time is for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.

Hours for work-life balance in 2019

Care of parents 5.08%
Care of chindren 15.40%
Care of other relatives 12.43%
Personal duties and errands 67.09%
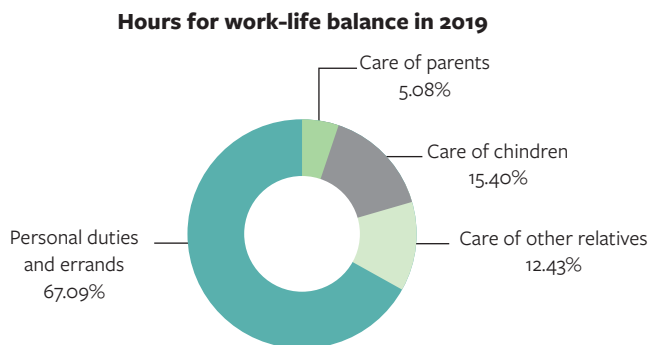
In total, PAS members have used **88,621.1** hours to achieve better work-life balance.

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 normal workday to organize their tasks as efficiently as possible. To have access to the 15 minutes in 2019, they had to take an online training course to raise awareness of online resources available at the UB. The course was approximately 6 hours in length. Of the **2,512** members of PAS[24] who enrolled in the course, **1,867** finished (the figure in 2018 was 1,861). This figure represents **74.32%** of the total enrolment number. Of the total PAS completing the course, **53.44%** were women.

From the results of the satisfaction questionnaire, **84%** of the participants were very or completely satisfied with the course overall, rating it as 4 or 5 on a scale of 1 to 5. Overall, the course received an average rating of **6.9** out of **8** (equivalent to **8.63** out of **10**).

24. The PAS figure that appears here is higher than the figure in the section *Profile* (2,408 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 2019.

Policies for better work-life balance...

Goal 8. Target 8.8 Contribute to the promotion of a safe and secure working environment.

Goal 5. Targets 5.4 and 5.c Recognize and value unpaid care and domestic work and promote gender equality.

MANAGEMENT OF THE WORK ENVIRONMENT

Support and Mediation Office[25]

The Support and Mediation Office seeks to listen to and help members of the university community who need to share concerns and problems. Year after year, the unit has consolidated its role as an ideal tool for the resolution of any interpersonal conflicts that may arise at the UB.

+ information

Cases addressed

	2016	2017	2018	2019
Total cases*	19	21	18	18
Cases resolved**	94.74	90.48	94.44	94.44
Total number of people helped	36	40	37	31
PDI	5	2	9	7
PAS	24	30	18	18
Students	7	8	10	6
Women	21	28	22	16
Men	15	12	15	15
PDI women	0	0	7	1
PDI men	5	2	2	6
PAS women	16	19	10	10
PAS men	8	11	8	8
Students, women	5	6	5	5
Students, men	2	2	5	1

 * 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.

Source: Support and Mediation Office

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25. While information on the Support and Mediation Office appears in the section *Responsibility to Staff*, students have also been able to use the services since 2016.

Of the **18** cases that the Support and Mediation Office managed in 2019, **17** have been resolved. These cases involved **31** members of the university community.

Sources of consultation in 2019

Managers
11.11%

Website form
22.22%

Referral from other units
27.78%

Face-to-face
38.89%
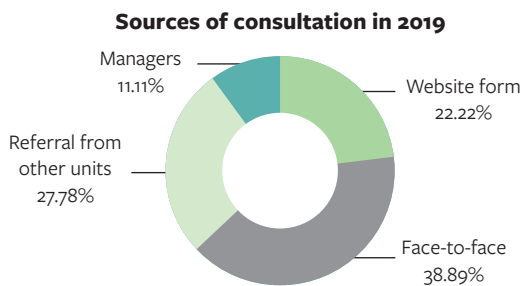
Source: Support and Mediation Office

Ordinarily, people who turn to the Support and Mediation Office do so of their own accord and appear in person (**38.89%**). However, at other times, people use the form available on the website (**22.22%**) or they are referred by other UB units (**27.78%**). Only **11.11%** are sent by their managers.

Case management 2019

Referral
22.22%

Intermediation
16.67%

Care
38.89%
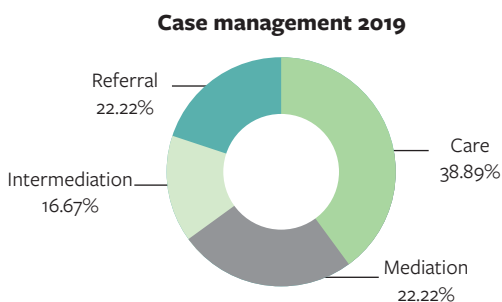
Mediation
22.22%

Source: Support and Mediation Office

Conflicts that reach the Support and Mediation Office are managed in four stages: attention, mediation, intermediation and referral. Typically the management of a case ends at the attention stage (**38.89%**). However, some cases require mediation (**22.22%**) and some go to intermediation (**16.67%**). Of the total cases, **22.22%** of conflicts are referred elsewhere.

Goal 8. Target 8.8 The Support and Mediation Office contributes to the fostering of a safe and secure working environment.

Fulfilment of objectives 2019

- It has not been possible to improve the position of the Support and Mediation Office on the UB intranet in order to make it better known among the university community; as a result, the target has not been met.

- It has not been possible to prepare a protocol for the prevention of interpersonal conflicts among students, which has been renamed the anti-harassment protocol. This objective is postponed until 2020.

Objectives for 2020

- To prepare and approve the anti-harassment protocol and introduce it to PAS and PDI.

- To provide training to PAS and PDI on the anti-harassment protocol.

Objective for 2021

- To raise awareness and provide training to PAS and PDI on the usefulness of mediation.

Phrase Competition for the UB Calendar 2020

The UB held its first competition for inspirational phrases to feature on the annual calendar. After an initial sorting and subsequent online voting, the top **12** phrases were selected for the purpose of creating a better working environment.

The competition drew a total of **55** submissions. Then a jury of OSSMA staff selected **34** finalists to be posted on the PDI and PAS intranet, where staff voted electronically (**173** people cast a vote) to select the **12** most inspirational phrases.

Objective for 2020

- To publish the **12** winning phrases on the UB calendar for 2020.

Training

UB staff receive ongoing training to improve and refresh their skills for use in their daily work.

TRAINING FOR PAS

The UB's unit Corporate Training manages training services. Each year, it prepares a training plan that includes a variety of courses, conferences and workshops in response to the professional and personal training needs of both administrative and service staff. In addition, tuition assistance is available, for example, to study official languages of the European Union at the UB's School of Modern Languages or at the Escola Oficial d'Idiomes. Self-access learning resources are also available.

In addition to providing tailor-made courses, Corporate Training also manages financial assistance for staff to attend external professional development courses that are not covered in the PAS training plan and it gives level tests for accreditation in computer skills and competence in the use of the Catalan language.

Highlights include specific courses for the management of experience, which are offered to staff nearing retirement. In 2019, **17** PAS members have taken part in volunteer activities (**88.24%** are women) and **79** PAS members have attended courses (**84.81%** are women).

Training takes place during or outside the workday, depending on the type of course: when the training is necessary for a job, it occurs during the workday. If it is related to the job but not crucial, it occurs during the workday up to a maximum of **40** hours a year. When it is not related to the job, it occurs outside the workday.

+ information

Catalogue of courses organized for PAS by Corporate Training

In 2019, Corporate Training offered **309** courses in **18** subject areas.

SUBJECT AREA	NO. OF COURSES
E-administration	3
Communication	24
Learning and Research Resources Centre (CRAI)	8
Academic management/admin of students and teaching	3
Staff management	1
Knowledge management (time management project)	1
Economic and financial management	27
Management skills	21
Foreign languages	52
Legal issues	17
Laboratories and animal facilities	3
Catalan	12
Facilities maintenance	1
Mobility	1
Organization and quality	8
Health, safety and the environment	60
ICT	59
Others	8
Total	**309**

Source: Corporate Training

PAS hours of training

	BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*											
	2016						2017					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	41,546.75	28.69	3,570	11.64	1,264	32.87	48,621	32.79	3,661	13.28	1,296	37.52
Men	14,883	18.06	1,290	11.54	626	23.77	14,738.75	18.31	1,144	12.88	609	24.20
Total	**56,429.75**	**24.84**	**4,860**	**11.61**	**1,890**	**29.86**	**63,359.75**	**27.69**	**4,805**	**13.19**	**1,905**	**33.26**

* The calculation of the average for each staff member uses the figure at 31 December. In 2019, for example, the average hours for women is the result of dividing the PAS total training hours of women in 2019 by the number of PAS female staff members at 31 December 2019.

Source: Corporate Training

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER (CONTINUATION)*												
	2018						2019					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	48,202.25	33.43	3,977	12.12	1,314	36.68	46,808	30.34	4,415	10.60	1,560	30.01
Men	18,979.15	22.33	1,485	12.78	625	30.36	20,359	23.54	1,634	12.46	414	49.18
Total	**67,181.40**	**29.31**	**5,462**	**12.29**	**1,939**	**34.64**	**67,167**	**27.89**	**6,049**	**11.10**	**1,974**	**34.03**

* The calculation of the average for each staff member uses the figure at 31 December. In 2019, for example, the average hours for women is the result of dividing the PAS total training hours of women in 2019 by the number of PAS female staff members at 31 December 2019.

Source: Corporate Training

Evaluation of courses taken by PAS

The table below shows the marks given by users of Corporate Training courses, grouped by area.

SUBJECT AREA*	COURSE MARK	INSTRUCTOR MARK
E-administration	8.63	9.81
Communication	9.14	9.75
Learning and Research Resources Centre (CRAI)	8.63	9.38
Academic management/admin of students and teaching	9.1	9.85
Knowledge management (time management project)	8.63	–
Economic and financial management	8.56	9.06
Management skills	8.91	9.28
Foreign languages	8.73	9.21
Legal issues	8.09	8.96
Laboratories and animal facilities	9.53	8.66
Organization and quality	8.88	9.26
Health, safety and the environment	8.70	9.76
ICT	8.54	9.53
Others	8.56	9.94
Average	8.76	9.43

* For the **4** subject areas that do not appear in the table (personnel management, Catalan, facilities maintenance and mobility), the courses have not been evaluated.

Source: Corporate Training

TRAINING FOR PDI

IDP-ICE is responsible for providing specific training to PDI members to improve their performance.

+ information

Catalogue of courses organized for PDI by IDP-ICE

The training offered by IDP-ICE in the academic year 2018-2019 falls into three areas: teaching, research and management.

Training in teaching

IDP-ICE offers **9** types of courses on teaching:

- **Teacher training for new hires**: this is a **14-hour course** for teaching staff who have recently joined the UB. The course addresses basic aspects of university teaching.

- **Competences in the planning and management of teaching:** this is a course called Enthusiasm in the classroom: Keys to designing motivational learning.

- **Competences in methodology:** there are **11** courses to improve competences in methodology.

- **Digital competencies:** there are **8** courses to improve digital competence.

- **Competencies in communication and interpersonal skills:** there are **5** courses to improve competencies in communication and interpersonal skills.

- **Training plan in languages to achieve internationalization:** there are **8** courses to improve competencies in foreign languages (especially English).

- **Competencies in teamworking:** this is a course called Teamworking: New times, new approaches.

- **Personal development:** there are **15** personal development courses for teaching staff.

- **Master in University Teaching for New Lecturers:** this is a UB-specific master's degree that requires 60 ECTS credits over two academic years. The aim of the programme is to provide basic training for new lecturers to successfully pursue a process of professionalization as university instructors. The programme is aimed at new UB lecturers and grantholders who are assigned teaching duties.

Management training

There are **6** courses on offer in the area of management training.

Training in research

IDP-ICE offers a range of courses in research for teaching staff and for young researchers at the UB:

- **Training in research for teaching staff:** there are **7** courses on offer.

- **Training in research for young researchers:** there are **4** courses on offer.

PDI hours of training

| | BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR* | | | | | | | | | | | |
| | 2015-2016 | | | | | | 2016-2017 | | | | | |
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	36,965.35	14.62	3,662	10.09	2,276	16.24	29,333.5	11.38	2,095	14.00	1,290	22.74
Men	18,376.45	6.12	2,028	9.06	1,318	13.94	17,765	5.66	1,194	14.88	766	23.19
Total	**54,341.80**	**9.82**	**5,690**	**9.55**	**3,594**	**15.12**	**47,098.5**	**8.24**	**3,289**	**14.32**	**2,056**	**22.91**

* The calculation of the average hours for each staff member uses the figure at 31 December in the year in which the academic year begins. In the academic year 2018-2019, for example, the average hours is the result of dividing the PDI total hours of training in the academic year 2018-2019 by the number of PDI staff at 31 December 2018.

Source: IDP-ICE

| BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR (CONTINUATION)* | | | | | | | | | | | | |
| | 2017-2018 | | | | | | 2018-2019 | | | | | |
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	45,246	15.40	3,659	12.37	2,336	19.37	41,890	14.03	3,435	12.20	2,162	19.38
Men	21,729	6.56	1,885	11.53	1,104	19.68	21,077	6.33	1,831	11.51	1,068	19.74
Totals	**66,975**	**10.72**	**5,544**	**12.08**	**3,440**	**19.47**	**62,967**	**9.97**	**5,266**	**11.96**	**3,230**	**19.49**

* The calculation of the average hours for each staff member uses the figure at 31 December in the year
  in which the academic year begins. In the academic year 2018-2019, for example, the average hours
  is the result of dividing the PDI total hours of training in the academic year 2018-2019 by the number
  of PDI staff at 31 December 2018.

Source: IDP-ICE

Evaluation of courses organized by IDP-ICE

For courses organized by IDP-ICE, participants receive a satisfaction questionnaire to rate various aspects of the training. Below is a table showing the average scores for IDP-ICE courses.

The table does not include any training activities organized by faculties and accredited by IDP-ICE as part of the training plan for UB teaching staff, because the evaluation of these activities is up to the faculties.

PROGRAMME	SCORE
Training in teaching	
Teacher training for new hires	8.83
Competence in the planning and management of teaching	9.17
Competencies in methodology	8
Digital skills	7.5
Competence in communication and interpersonal skills	7.83
Training plan in languages to achieve internationalization	8.67
Competencies in teamworking	6
Personal development	8.33
Master's degree in University Teaching for New Lecturers*	–
Management training	
Management training	7.17
Training in research	
Training in research for teaching staff	8.33
Training in research for young researchers	8.33

* The evaluation of the master's degree is external to IDP-ICE. The evaluation information
  was not available at the time of the report's preparation.

Source: IDP-ICE

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.

COSTS OF PDI TRAINING* (EUROS)	2016	2017	2018	2019
Training costs covered by the UB (trainers and materials)	145,325.88	92,692.12	92,221.54	30,046.93
Subsidized costs	78,893.95	88,439.25	86,011.10	95,153.22
Total	**224,219.83**	**181,131.37**	**178,232.64**	**125,200.15**
Cost of staff training (euros)**	**39.25**	**28.99**	**28.23**	**19.64**

 * The costs of PDI training in 2016, 2017 and 2018 are higher than in 2019 because they include other direct costs in addition to costs for trainers
   and materials (e.g. class fees and travel expenses). In 2019, the decision was taken to change the criteria in order to unify the costs included
   in PDI and PAS training.
** The calculation of the average for each year uses the figure at 31 December of that year. For example, the average euros per staff member
   in 2019 is calculated by dividing the total cost of the teachers delivering training to PDI during 2019 by the number of PDI staff
   at 31 December 2019.

Source: IDP-ICE

As noted earlier, the evolution of training costs is not analysed here because of a change in the criteria for quantifying costs from 2019 onwards.

COSTS OF PAS TRAINING (EUROS)	2016	2017	2018	2019
Training costs covered by the UB (teachers and materials)	130,411.20	84,883.95	121,162.16	97,204.80
Subsidized costs	78,893.95	88,439.25	86,011.10	95,153.22
Total	**209,305.15**	**173,323.20**	**207,173.26**	**192,358.02**
Cost of staff training (euros)*	**92.12**	**75.75**	**90.39**	**79.88**

* The calculation of the average for each year uses the figure at 31 December of that year. For example,
  the average euros per staff member in 2019 is calculated by dividing the total cost of the training delivered
  to PAS during 2019 by the number of PAS staff at 31 December 2019.

Source: Corporate Training

The overall cost of PAS training has fallen from **207,173.26 euros** in 2018 to **192,358.02 euros**
in 2019. The average investment per employee has also declined, falling from **90.39 euros** to
79.88 euros.

Promotion of healthy behaviours and habits

UB HEALTHY UNIVERSITY

Through UB Healthy University, the institution is responding to an awareness that it is an environment in which staff and students spend a third of their day in most cases. As a consequence, the UB's physical and social conditions and any health-related actions that are undertaken on campus can have a major impact on the quality of life for groups in the university community. So it is important for the UB to develop policies aimed at preventing damage to health and providing the means needed to improve physical fitness and enhance mental health and well-being.

Through UB Healthy University, the UB participates and collaborates in a variety of university networks focusing on health and it attends interuniversity committees and meets with the health department of the Government of Catalonia to address subjects related to health.

Highlights of the actions taken by UB Healthy University in 2019 include the following:

- Health Week was held in the first week of April, featuring events linked to physical health (a Zumba class), healthy eating (a demonstration of healthy cooking) and emotional well-being (meditation workshops).

- Courses on healthy cooking were held as part of the PAS training plan.

- The Zero Plastics Committee was created to phase out plastics at the UB. The committee's first actions included:
  – The installation of filtered water fountains in some faculties and offices.
  – The drafting of new terms and conditions for public tenders involving bars and restaurants and automatic vending machines, so that any new contracts spell out a commitment to the elimination of plastics and waste, vending machines dispense healthy products, and the UB's bars offer healthy products and meals.

- Delivery of a course called "En plenes facultats" at the Mundet and Bellvitge faculties, focusing on addiction prevention and healthy sexuality.

- Two courses on emotional competencies and healthy lifestyles for PAS and PDI.

- Several meditation workshops for PAS (in addition to the ones in Health Week).

- Design and implementation of the website for UB Healthy University.

The UB Healthy University...

Goal 3. SDG 3. Contributes to SDG 3 broadly, although it does not match any specific target.
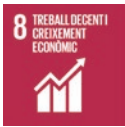
Goal 8. Target 8.8 Contributes to the fostering of a safe and secure working environment.

Fulfilment of objectives for 2019

- The objective concerning the UB Healthy University programme has been met: the three planned activities all took place in the framework of Health Week.

Objectives for 2020

- To distribute a survey on healthy habits designed by the Catalan Healthy Universities Network to all members of the university community. A UB research group will analyse it and present its conclusions.

- To implement three health-related prizes for bachelor's degree and master's degree theses among all Catalan universities in collaboration with the health department of the Government of Catalonia and the CIC.

- To prepare two videos with tips for well-being and healthy eating entitled *10 consells per al teu benestar* and *Consells per a una alimentació saludable*.

- During Health Week, to raise the visibility of all UB efforts to promote healthy habits.

UB SPORTS

The UB promotes physical activity through UB Sports. In the academic year 2018-2019, UB Sports has aimed its efforts specifically at the achievement of the **17** SDGs, especially the goals in which sporting activities have a greater impact. The efforts of UB Sports are also guided overall by the UB's Strategic Plan.

Through UB Sports, members of the university community can take part in **50** different sports in **25** different venues that have **100,000 sq m** of facilities. In the academic year 2018-2019, the UB has offered a wide range of supervised activities and provided access to excellent facilities as part of its promotion of physical activity, sports and healthy habits. The UB's facilities fea-

ture a pool, tennis and padel courts, supervised activities rooms and fitness rooms, a football pitch with artificial grass and a rugby field, a multi-use sports centre, an athletics track and more. In the academic year 2018-2019, UB Sports has had **2,187** members on average. Men account for **65%** of members and women account for **35%**.

Most users are members of the UB community:

UB Sports users

Other groups not related to the UB 10%

Relatives/other 5%

UB Alumni 13%

PDI 10%

PAS 4%
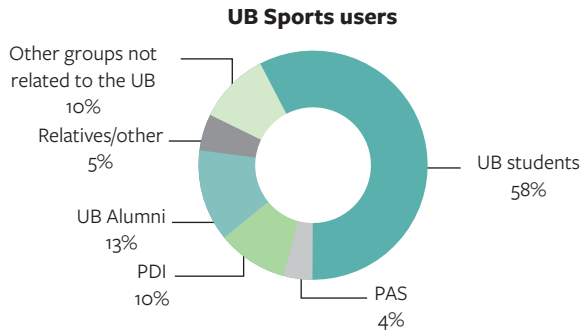
UB students 58%

Source: UB Sports

The participation of UB students in university competitions has been high in the academic year 2018-2019:

Barcelona University Leagues	University Championships of Catalonia	University Championships of Spain	European University Championships
• Participation of every university in the city • **85** UB teams (out of a total of **106**) • **1,000** UB participants (out of a total of **1,679**) • Establishment of a fair-play table	• Participation of **12** Catalan universities who are members of Catalan University Sport • **389** UB students (**176** women and **213** men) • **12** UB teams • **98** UB medals (**43** gold, **27** silver and **28** bronze)	• UB participation in **15** sporting events • **165** UB students (**110** women and **55** men) • **28** UB medals (**6** gold, **8** silver and **14** bronze)	• **39** UB students (**20** women and **19** men) • **3** UB medals (**2** gold and **1** bronze)

Source: UB Sports

Unirun

The UB sponsored the creation of Unirun, the top running competition for Catalan universities, which held its fifth annual event in the academic year 2018-2019. The race drew **4,248** participants, with **982** runners sporting the colours of the UB (**465 women** and **517 men**). As sponsor of this solidarity event, the UB proposed that all proceeds go to the UB Solidarity Foundation's programme to provide assistance to refugee students.

In addition, UB Sports has organized activities to promote health and provide assistance to top-flight student athletes. Notable examples include:

Health Promotion

- Personalized advice and guidance for **50** members of PAS or PDI
- A talk to raise awareness of the need for physical activity (**60** participants)
- Activa't UB courses (**30** participants)
- Annual course on senior activity for individuals older than 55 (**30** participants)
- Health promotion among students through programmes to raise awareness of the need for physical activity, resulting in ECTS credits (**513** participants)

Assistance programme for top-flight student athletes

The aim of the programme is to help top-flight student athletes at the UB to achieve a balance between their involvement in sports and their academic responsibilities, ensuring access, monitoring and completion of university studies.

In the academic year 2018-2019, the programme has helped **281** students (**164 men** and **117 women**).

Goal 3. SDG 3. UB Sports contributes to SDG 3 broadly, although it does not match any specific target.

Objectives for the academic year 2019-2020

- To increase the number of students who engage in physical activity.
- To work transversally with other UB units to raise awareness among PAS and PDI of the importance of physical activity and healthy habits and to provide tools to make improvements in this area.

Objectives for the academic year 2020-2021

- To design a digital platform to ensure that UB Sports and its services reach the entire university community, thanks to the advantages offered by the platform: online sessions, monographic courses on physical activity and health, and live broadcasts of competitions involving UB teams.
- To establish online systems to help in taking active breaks at work and in face-to-face and online sessions.

Diversity

PAS AND PDI WHO NOTIFIED THE UB OF THEIR FUNCTIONAL DIVERSITY IN 2019

	BETWEEN 33 AND 64%		BETWEEN 33% AND 64% WITH THIRD-PARTY HELP		MORE THAN 65%		TOTAL BY GENDER AND AGE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
<30 years old	2	2	0	0	0	1	2	3
30-50 years old	13	19	1	0	5	4	19	23
>50 years old	20	47	1	3	4	9	25	59
Total by gender and degree of functional diversity	**35**	**68**	**2**	**3**	**9**	**14**	**46**	**85**
Total	**103**		**5**		**23**		**131**	

Source: Human Resources

In 2019, **131** staff members have notified the UB of their disability. Most of them (**78.63%**) indicated that their disability is between 33% and 64%. They represent **1.49%** of the **8,783** people who work at the UB.

Goal 10. Target 10.2 The presence of PAS and PDI with functional diversity contributes to empowering and promoting the social and economic inclusion of all.

Responsibility to students

Cost of studies and grants

COST OF STUDIES

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	2015-2016	2016-2017	2017-2018	2018-2019
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

GRANTS AND FINANCIAL AID

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

- for bachelor's degrees
- for university master's degrees
- for UB-specific master's degrees or postgraduate courses
- for doctoral studies

Over the past academic year 2018-2019, **19,605** 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 **11,660** grants were awarded, with a total value of **27,899,919** euros.

The table below shows the grant figures over the past 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	2018-2019
Applications	19,487	20,623	20,466	19,686	19,605
Grants awarded	12,101	12,346	11,861	11,869	11,660
Successful applications	62.10%	59.87%	57.95%	60.29%	59.47%

Source: UB Report 2018-2019

Additionally, **14,021** applications for means-tested Equitat grants were received and **10,356** grants were awarded. These grants reduce enrolment fees for students by **10% to 80%** depending on which of six means-based categories applies. In addition to the usual grants given by the Spanish Ministry (general and mobility) and the Government of Catalonia (Equitat), 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 took advantage of flexible payment options and **361** grants were awarded.

BKUB PROGRAMME: GRANTS AWARDED BY TYPE	
Study grants for extraordinary circumstances	23
Equitat grant supplement	36
Repeating subjects	106
University master's student grant	24
Third-language study grant	172
Total	**361**

Source: UB Report 2018-2019

Goal 10. Targets 10.2 and 10.4 The bkUB programme, by preventing anyone from being excluded from the UB on financial grounds, contributes to empowering and promoting social and economic inclusion. It is also a social protection policy that progressively achieves greater equality.

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 is 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 (e.g. attention deficit hyperactivity disorder, dyslexia, chronic illness, etc.). 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 counts students who have been helped by SAE as the UB service that addresses such situations.

	STUDENTS WITH CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL NEEDS, BUT NOT A CERTIFICATE OF DISABILITY	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	272	346	64	112
Master's degree/ postgraduate studies	48	46	3	5
Doctoral studies	22	25	–	1
Total	**342**	**417**	**67**	**118**
	759		**185**	

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

POLICIES TO PROMOTE THE ENROLMENT OF STUDENTS WITH FUNCTIONAL DIVERSITY

Royal Decree 412/2014 establishes a reserve of **5%** of the places in official bachelor's degrees for students who have a (recognized) degree of disability equal to or greater than **33%**. In December 2017, the UB Governing Council approved an extension of the reserve of 5% to official master's degrees as well, reflecting a broader commitment from the UB than Spanish legislation requires.

Other highlights include the activities of units such as UB Future Students. When the UB's academic offering is disseminated and connections are forged with secondary-school students, UB Future Students publicizes the university's student support programmes and helps to connect any students with special educational needs to the people who manage the relevant programmes and can provide guidance and assistance.

INITIATIVES TO HELP STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN DAILY LIFE AT THE UB
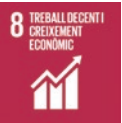
Providing assistance to students with special educational needs is the responsibility of the SAE's Integration Programmes Unit. The specific programmes on offer include:

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

- **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 activities of the two programmes that are addressed to the university community as a whole can be categorized as follows:

- Actions to **raise awareness** and **promote best practices** among the university community and society in general, such as organizing or taking part in training, campaigns, studies, workshops, specific projects and other efforts in relation to the special needs of students.
- Direct, personalized assistance:
  – *Information on specific resources and procedures.* Prior to enrolment, students who may have special needs are provided with information to clarify the characteristics of the UB's departments and faculties, available tools and strategies, regulations, external assistance that can be requested, procedures that must be followed and more.
  – *Reasonable proposals for adaptations or adjustments.* Personalized reports can be prepared with recommended curriculum adaptations for any student who requests one and, if needed, referrals to complementary services are proposed and/or actions going beyond methodological suitability are coordinated with the faculties involved.
  – *Provision of resources.* Various kinds of equipment and materials can be obtained to facilitate and enhance the functional capacities of students with special educational needs. Examples include technical and physical aids to improve access to information and/or compensate for problems with motor skills; special software for students with specific learning problems; 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 other students who understand their needs well and have a commitment to helping them. In this respect, there is a volunteer programme for students who want to lend a hand to classmates in tasks related to note-taking and mobility around campus.
  - *Sign-language interpreters.* Some students with hearing impairment communicate primarily by means of sign language. Because the UB can offer sign-language interpreters during class time and assessments, they are able to pursue their classes normally.
  - *Economic grants for students with reduced mobility in need of assistance.* Any students in need of assistance can apply for a grant to cover the cost of personal assistance 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 prepares improvement proposals that involve the students themselves, specialized entities and the faculties and schools concerned.

Goal 10. Target 10.2 Providing assistance to students with special educational needs contributes to empowering the social inclusion of all, irrespective of their conditions or circumstances.

Goal 4. Target 4.5 The measures and assistance aimed at students with special educational needs help to ensure equal access to education for people with disabilities.

Goal 8. Target 8.5 The training and hiring of people with disabilities helps them to gain employment and ensures decent work.

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 a student's development is adequate. In this respect, high-achieving or gifted students that have special educational needs can also receive help through the SAE's Integration Programmes Unit.

The SAE team not only gives information and advice to such students, but also provides information on their characteristics to teaching staff 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, recognize the value of individual effort or steer participation toward supplementary activities. All of these measures can help students to achieve their goals at the UB.
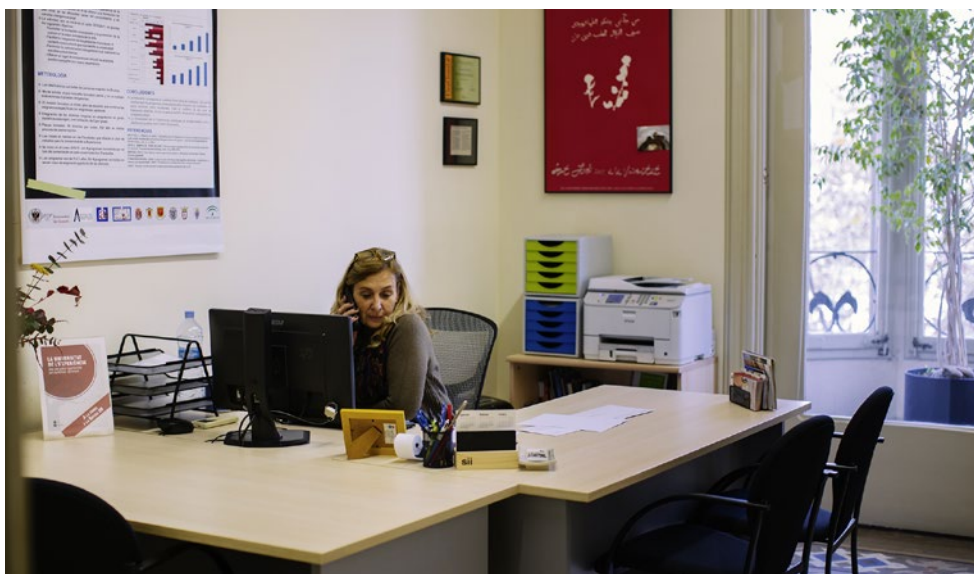
ACTIONS TO FACILITATE IMPROVED ACADEMIC PERFORMANCE OR ENSURE CONTINUED ENROLMENT OF STUDENTS WITH HEALTH PROBLEMS

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 or who must interrupt academic life on clinical grounds. The project's aim is to help all UB students to continue with their studies. To this end, the programme offers a range of activities and assistance to provide academic and intellectual support. Examples include:

- Reinforcement sessions, classes, etc. for any subjects in which a student is enrolled.

- Intermediation between a 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.).

- 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.

Providing assistance to students with health problems...

Goal 10. Target 10.2 Empowers the social inclusion of all, irrespective of their conditions or circumstances.

Goal 4. Target 4.5 Ensures access to education for people who are vulnerable for health reasons.

OTHER SUPPORT PROGRAMMES AND ACTIVITIES CARRIED OUT BY SAE

In addition to the programmes described above, the SAE has carried out other support actions for students in the academic year 2018-2019. They are described below.

Collaboration agreement with the NGO Projecte Home

Since 2009, the UB has been engaged in a collaboration agreement with the Fundació Gresol Projecte Home, an NGO that focuses on the prevention and treatment of drug dependency in Catalonia. The collaboration is defined by lines of action that seek to meet the following goals:

1. To bring Projecte Home closer to the UB through:

   - an annual workshop to raise awareness on subjects of interest for the university community and for related associations.

   - the promotion of volunteering.

   - the organization of scheduled visits to Projecte Home.

   - counselling and treatment for UB students, as needed.

   - collaboration on UB research projects related to drug dependencies.

2. To bring the UB closer to people in treatment, their relatives, and the volunteers, collaborators and staff who work at Projecte Home.

In the academic year 2018-2019, the tenth annual conference on drug dependencies addressed the importance of values and health in the Catalonia of the future. Entitled "**Valors, salut i addicions en la Catalunya del futur**", the event drew **201** attendees.

Goal 3. Target 3.5 The UB's collaboration agreement with the Fundació Gresol Projecte Home contributes to strengthening the prevention and treatment of substance abuse and addiction.

The Viure i Conviure Programme

This is a solidarity programme managed by the Roure Foundation in collaboration with the CIC and the Barcelona City Council. It helps university students to find accommodation in the homes of seniors and fosters intergenerational relations, exchange and solidarity. The aim is twofold: to respond to the needs of seniors for company and to address the lack of accommodation for young students. The entire process is supervised by a team of professionals who seek to ensure that the experience is profitable for everyone.

The Viure i Conviure Programme...

Goal 10. Target 10.2 Empowers and promotes social and economic inclusion of all, irrespective of age or economic situation.

Goal 11. Target 11.1 Helps to ensure access to safe and affordable housing.

Grant and work placement programme of Fundación ONCE and CRUE

CRUE and Fundación ONCE for the Cooperation and Social Inclusion of People with Disabilities have signed a collaboration agreement as part of the Operational Programme for Social Inclusion and Social Economy 2014-2020. The agreement enables university students with functional diversity to pursue external work placements in companies as part of their degree course or outside their degree course. The aim is to enhance their employability and increase their future job prospects.

The call in the academic year 2018-2019 drew on the participation of **5** students, who have carried out three-month work placements.

The grant and work placement programme of Fundación ONCE and CRUE...

Goal 10. Target 10.2 Empowers the social inclusion of all, irrespective of their conditions or circumstances.

Goal 4. Target 4.5 Helps people with disabilities to gain access to higher education.

The training and hiring of people with disabilities...

Goal 8. Target 8.5 Helps them to achieve employment and ensures decent work.

Collaboration agreement between the Catalan Ministry of Economy and Knowledge and the Catalan universities to promote better labour market outcomes for young students and university graduates

The aim of this agreement is to help students and new graduates of the UB to enter the labour market. The actions taken under the agreement include:

- Guidance and development of competencies to carry out job searches.

- Management of university job banks and job offers.

- Training on the performance of specific jobs in particular workplaces.

- Advice and training on entrepreneurship, cooperatives and the social economy, as well as the special scheme that governs self-employed workers.

Secondary School and Obligatory Secondary School Debating League

The aim of the league is to promote students' abilities to use words to defend a position on a current issue in competitive debates against other teams. The programme places value on abilities like teamworking, formulating robust arguments, and speaking precisely and fluently in both semantic and formal terms. The activity provides a learning space in which secondary school and obligatory secondary school students can learn public speaking, teamwork and how to defend a position in support of or in opposition to an issue, using Catalan as a working language.

In the current academic year, the debates have revolved around the question "Does humour have limits?" and **24** schools have taken part.

The Odisseu Programme for external academic work placements in rural organizations in Catalonia

The Odisseu Programme, which is named after the Greek hero Odysseus, is funded by Catalonia's Directorate-General for Youth and Secretariat for Universities and Research. The aim is to incentivize university students to undertake stays in rural environments in order to foster business competitiveness and encourage young people to return to rural areas and settle there.

Fulfilment of objectives for 2018-2019

- The UB has met the objective to sign an agreement with the Asperger Association of Catalonia to collaborate in helping students on the autism spectrum.

Objectives for the academic year 2019-2020

- To start Meetup workshops for students on the autism spectrum. The workshops will be supervised group activities that are held regularly to share experiences and learn coping strategies for university life.

- To review the terms and conditions of sign-language interpreters who provide services at the UB.

- To organize actions to raise awareness and give training to the university community on disabilities and special educational needs.

- To promote the creation of working groups to help in the implementation of measures to solve specific situations, such as potential flare-ups at assessment time for students with chronic illnesses or alternatives for students who cannot take part in certain field trips.

- To offer personal assistance as a service to students with a high degree of dependence.

Equality[26]

The UB unit dedicated to gender equality works together with the delegate equality committee of the Governing Council and the equality committees in the UB's 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.[26]

To attain this goal, the UB has **2** tools: (1) the Second Equality Plan, which was approved in 2011 and is now undergoing review in order to approve the Third Equality Plan in 2020; and (2) a protocol for prevention, detection and action in situations of sexual or gender harassment or in response to other sexist behaviour (now called the protocol against sexual harassment),[27] which is part of the current equality plan.

The main goals of the protocol, which was approved in May 2019, are prevention, assistance and advice for people who have been a victim of sexual harassment. The protocol ensures rigorous and confidential help and it provides affected individuals with quick, high-quality channels to resolve any problems they may face. 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 competence of the people and/or bodies involved when situations of this kind are detected at the UB.

In order to help in its application, the protocol will be accompanied by advisory and explanatory guidebooks that lay out the concepts and planned actions. So far, the UB has published the guidebook for students. The remaining guidebooks for other groups will appear shortly.

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26. Even though the Equality Unit appears in the section *Responsibility to Students*, UB employees can also make use of its services.

27. As distinct from the general anti-harassment protocol. The anti-harassment protocol does not focus on sexual harassment and is pending final approval (more detailed information about this protocol can be found in the section on the Support and Mediation Office).

To support the effort, it is important to note the intention expressed in the protocol to inform, educate and train PDI, PAS and students on the subject of preventing, detecting and reporting violent conduct. During the academic year 2018-2019, a training course has been delivered to members of the equality committees in the UB's faculties, the dean's teams in every faculty, the top officials in PAS, and students. The course focused on tools to address the challenges of identifying and reporting sexual harassment and it looked at the protocol itself. The course was called "Dimonis disfressats d'amor, eines per desemmascarar-los: el Protocol de la Universitat de Barcelona contra l'assetjament".

In the academic year 2018-2019, the Equality Unit has carried out a number of initiatives that go beyond the preparation of the protocol. Activities include: providing the usual support service for the entire university community as a comprehensive protection measure against gender-based violence; holding training and informational activities to combat gender-based violence in the university community; and promoting participation in networks that foster the optimal use of resources and the sharing of initiatives and activities. Highlights specifically related to the academic year 2018-2019 include the publication of a book entitled _Les primeres professores de la Universitat de Barcelona_, which recognizes the first women to become members of the UB's teaching staff; the first call for the Clara Campoamor and Rosalind Franklin prizes for the best bachelor's degree and master's degree theses with a gender perspective (funded by the Office of the Vice-Rector for Equal Opportunities and Social Action); and a campaign to rename some of the UB's classrooms after distinguished women.

The Equality Unit, the Equality Plan and the protocol against sexual harassment...

Goal 10. Target 10.2 Promote social inclusion.

Goal 8. Target 8.8 Foster a safe and secure working environment.

Goal 5. Target 5.1 Collaborate to end all forms of discrimination against women.

Fulfilment of objectives for 2018-2019

- For legal reasons, it has not been possible to increase the number of equality committees.

- The target to improve the communication policy of the Equality Unit has been partly met: as intended, there has been an improvement in the dissemination of activities through Facebook, Twitter and the Equality Unit's own webpage. However, an increased focus on social media has led to the decision not to prepare a bulletin with information on what is new and improved in the area of equality, which was an objective in the previous Report on Social Responsibility but has now been discarded as an insufficiently effective tool for communication.

- The UB has raised the visibility of women researchers at the UB through a campaign to rename classrooms and other spaces in UB faculties after distinguished women.

- The protocol against sexual harassment was approved in May 2019.

- The UB has begun to provide training to PDI, PAS and students on the protocol against sexual harassment.

Objective for the academic year 2019-2020

- To approve the Third Equality Plan of the UB.

Objective for the academic year 2020-2021

- To create a prize for the best doctoral thesis with a gender perspective.

Ombuds Office[28]

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

+ information

Queries received

A portion of the Ombuds Office's activity involves responding to preliminary queries that have not yet been formalized as a written complaint. In the academic year 2018-2019, the Ombuds Office has responded to **331** preliminary queries. Of these, **127** have turned into formal complaints that the Ombuds Office has addressed.

Cases addressed

The table below shows the trend in the number of cases addressed over the past four years. The information distinguishes the gender of the individual submitting a complaint or request and the group to which they belong.

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28. Even though the UB's Ombuds Office appears in the section *Responsibility to Students*, UB employees can also make use of its services.

CASES ADDRESSED	2015-2016	2016-2017	2017-2018	2018-2019
Total	112	94*	161**	127***
Cases resolved	90.3%	96.8%	94.41%	89%
PDI	7	13	18	18
PAS	4	7	28	11
Students	95	74	84	92
Other	6	–	31	6
Women	75	59	93	72
Men	37	31	65	51

  * The total for women and men is 90 (not 94) because one case was anonymous and another case involved
    a group (including three men and women).
 ** Of the 161 cases addressed, 157 were individual cases and 4 involved groups (that is, multiple people
    lodged a complaint about the same issue). The total for women and men is 158 (not 161) because three
    cases involved mixed groups of men and women and they have therefore not been categorized by gender.
*** Of the 127 cases addressed, 123 were individual cases and 4 involved groups (that is, multiple people
    lodged a complaint about the same issue). The total for women and men is 123 (not 127) because three
    cases involved mixed groups of men and women and they have therefore not been categorized by gender.

Source: Ombuds Office

Users by group

Other
4.72%
PAS
8.66%
PDI
14.17%
Students
72.44%
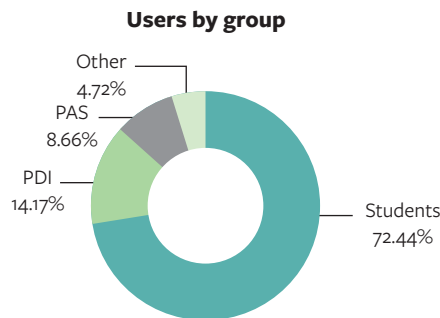
Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students
(**72.44%**).

Users by gender

Collective cases
3.15%
Men
40.16%
Women
56.69%
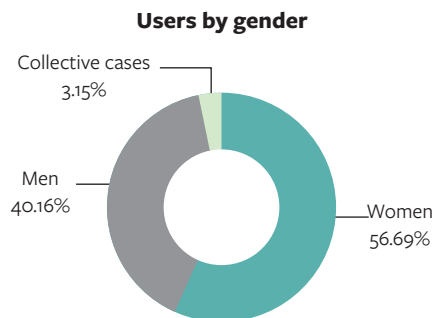
Source: Ombuds Office

In the case of gender, the percentage of women (**56.69%**) who contact the Ombuds Office is
greater than the percentage of men (**40.16%**).

Types of dispute

The types of disputes have varied greatly. However, the most common issues concern:

- Assessment (**19** cases)
- Proof of accreditation of degrees (**15** cases)
- Enrolment (**10** cases)
- Competitive calls (**10** cases)
- Workplace situation (**10** cases)

The graph below shows the evolution of the number of cases over the past four years relating to the five issues listed above, together with other issues related to grants and delays in issuing degrees, which were important in previous academic years:

Evolution of cases by subject area
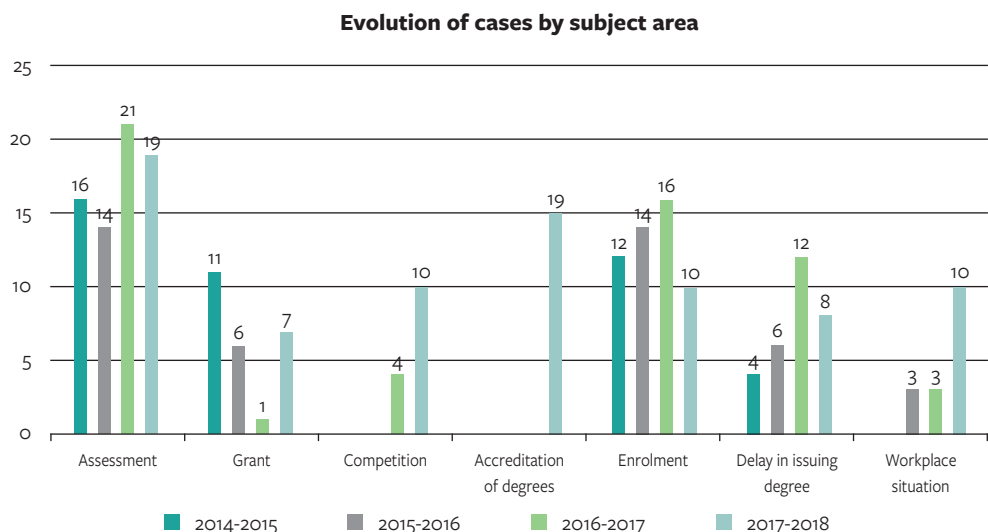
Source: Ombuds Office

Of the **127** total cases, the Ombuds Office has referred **51** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In referral cases, the Ombuds Office has indicated to the individual involved where and how to submit a request to the pertinent authorities, and has monitored the situation. In **16** of the cases addressed, the Ombuds Office ruled in favour of the individual filing the complaint.

Goal 16. Target 16.6 The UB's Ombuds Office seeks to protect the rights and freedoms of students, PDI and PAS, contributing to the development of a more effective, accountable and transparent university at all levels.

Responsibility to the environment

University impact on local environment

The University of Barcelona has **6** campuses and **9** affiliated centres located in the city of Barcelona and its environs.

Many of the facilities and services offered by the UB to the university community are also open to the public. In this respect, a member of the public can take advantage of the services offered by UB Sports, the School of Modern Languages, and Publications and Editions, though rates and fees for the public are different from the rates and fees for the university community. The UB's libraries are also open to the public, but the public does not have access to all library services and use of the libraries may be limited only to members of the university community at certain times of the year (such as exam periods).

The UB also runs a variety of programmes that have an impact on the surrounding environment beyond the university community. For example, the UB offers cultural activities that are open to the public, the UB has a Social Policy and University Access (PSAU) programme, and the UB takes part in many programmes through the Solidarity Foundation (e.g. the activities held in the Eucalyptus Building in Torre Baró, which are described in the section *UB support programme for refugees and people fleeing conflict zones*) and the activities of the UB Healthy University programme.

Goal 11. Target 11.1 By opening the UB's libraries and sports facilities to the public, the institution is collaborating to ensure access for all to adequate, safe and affordable basic services.

INFRASTRUCTURE

UB INFRASTRUCTURE	
Faculties	16
Affiliated centres	9
Departments	60
Libraries	16
Surface area	682,800 m²
UB research institutes	15
Halls of residence	3

Source: *UB report 2018-2019*

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2015-2016	2016-2017	2017-2018	2018-2019
Places offered by the UB*	848	848	836	836
Places filled	837	844	818	812
Employees	98.70%	99.53%	97.85%	97.13%

* In the academic years 2015-2016 and 2016-2017, there were 39 additional places reserved for temporary stays, which had a degree of variable occupancy.

Source: Common Services Area and UB Group

The UB's three halls of residence —Sant Jordi, Penyafort-Montserrat and Ramon Llull— have offered **836** places in the academic year 2018-2019. Their total occupancy rate was **97.13%**.

COST OF MAINTENANCE AND MODERNIZATION OF INFRASTRUCTURE IN 2019*
10,448,583.55 €

* Provisional data

Source: Economic Planning and Budgeting

ASSETS	2016	2017	2018	2019*
Income from sales	o	o	o	o
Spending on acquisitions	8,495,272.90 €	8,508,632.23 €	9,902,350.19 €	8,951,504.54 €

* Provisional data

Source: Economic Planning and Budgeting

Fulfilment of objectives for 2018-2019

- The construction of a hall of residence for students on the Barcelona Knowledge Campus (the Aleu Hall of Residence) was completed in mid-2019 and the building was set to begin operations in the academic year 2019-2020.

- The UB has been unable to meet the other two objectives: first, the construction of a hall of residence for students on the Bellvitge Health Sciences Campus has faced a number of delays beyond the UB's control; and second, it has not been possible to prepare new regulations to govern the operation and legal regime of the UB's halls of residence and other university accommodation at the UB or its affiliated centres.

Objective for the academic year 2019-2020

- To begin operation of the new hall of residence for students on the Barcelona Knowledge Campus (the Aleu Hall of Residence).

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 current issues.

UB EXPERT GUIDE

As noted earlier, the UB has produced an Expert Guide listing the PDI members to contact in each subject area. The Expert Guide is now available to media outlets and members of the public in order to inform them of which members of the UB's teaching staff to contact on any subject that they may wish to address. The Expert Guide has a search engine to enable searches by subject or keyword. In the area of social responsibility, the UB has up to **7** listed experts available through the Expert Guide.

UB DEBATES: CATALONIA AND SPAIN

In 2018, the UB took an additional step toward fully assuming its role as an opinion and debate-generating space with the organization of a series called UB Debates: Catalonia and Spain. As a continuation of the series, **2** new debates have taken place in 2019. The first debate concluded the initial phase of UB Debates, which analysed the conflict between Catalonia and Spain, while the second debate opened a second phase, which focused on the prison sentences handed down to Catalan political and social leaders. In this way, the UB has offered a place for rigorous debate on the issue.

The UB has also published a first volume to collect the contributions made in the early sessions of the UB Debates: Catalonia and Spain.
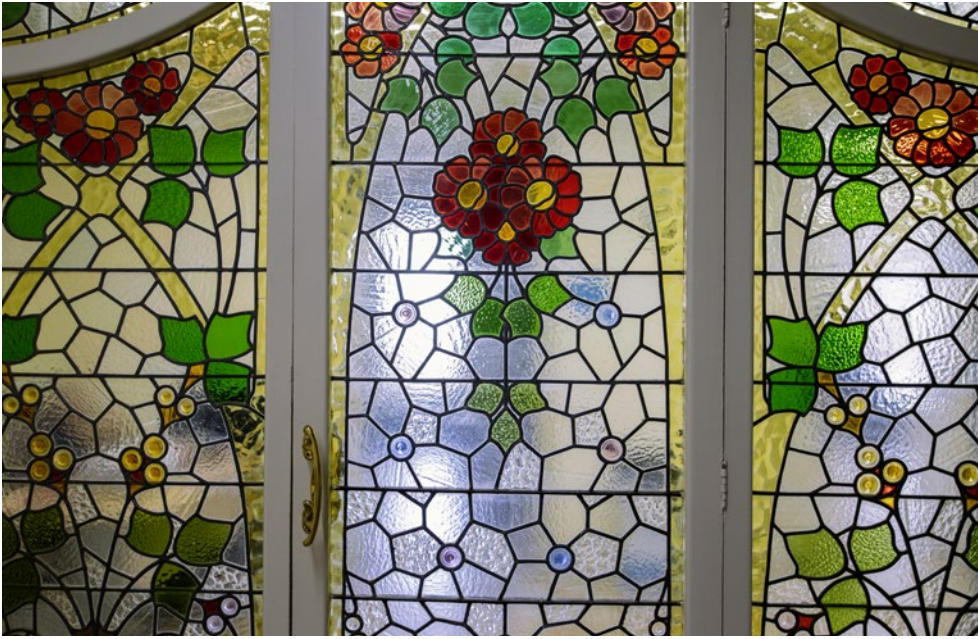
Objectives for the academic year 2019-2020

- To organize a debate called "Politics: The Place to Resolve Conflicts".

- To put into operation the UB Athenaeum as a space where retired PDI can continue to remain connected to the UB and the UB can retain their talent.

Objectives for the academic year 2020-2021

- To publish a collection with all the contributions made throughout the debate series UB Debates: Catalonia and Spain.

- To initiate a series of UB Debates on the subject of feminism(s).

Solidarity

The UB Solidarity Foundation was set up in 1996 to promote and support initiatives that focus on solidarity and social action at the national and international levels. The actions of the Solidarity Foundation fall under the UB's commitment to Agenda 2030 established by the United Nations.

Below is a description of the activities carried out in 2019.[29] They are linked to the Solidarity Foundation's four chief areas of work: education for peace and global citizenship; the promotion and defence of human rights, democratic memory and a culture of peace; development cooperation and university training for development cooperation, and social action and volunteering.

More in-depth information on the activities of the Solidarity Foundation is available in the following reports:

- Report on activities for 2019
- Report on activities for 2018
- Report on activities for 2017
- Report on activities for 2016

EDUCATION PROJECTS FOR PEACE AND GLOBAL CITIZENSHIP

- **"Interdependent, jointly responsible: Agenda 2030 as a resource for research in upper-secondary schools"**

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29. In relation to projects described in previous reports, a link is provided for anyone seeking more detailed information.

- **Research for global citizenship. Programme to support research projects in upper-secondary schools**

- **Intelligent decisions: Research on the use of artificial intelligence in debates and participatory budgets**

  This project, which is funded by the Barcelona City Council, pursues research to optimize the process of debate, strategic planning and budget allocation through the application of models of artificial intelligence.

  In the context of promoting, encouraging and facilitating effective participation and deliberative democracy, the project is underpinned by three core values:

  a) enhancing accessibility

  b) increasing transparency

  c) expanding democracy

PROJECTS TO PROMOTE AND DEFEND HUMAN RIGHTS, DEMOCRATIC MEMORY AND A CULTURE OF PEACE

- **UB support programme for refugees and people fleeing conflict zones**

  In 2019, the programme has started phase two of its efforts to support the social and educational adjustments of refugee students. In the new phase, efforts focus on student autonomy, personal development and knowledge of the territory outside the UB's halls of residence.

  Another important advance is related to an experience with refugees and unaccompanied minors who have fled their homes. The UB has organized inclusive sessions of physical activity on the island of Lesbos (Greece) aimed at refugees and local university students. Collaborating in the event were the University of the Aegean, the UB Solidarity Foundation, the

Superacció Association (a Catalan body that administers shelter for unaccompanied refugee minors) and Iliaktida AMKE (a Greek NGO that works with minors in the island's refugee camps). The initiative was recognized in 2019 at the Fifth Córrer per Compromís Awards.

- **Municipal support for the shelter of refugees and people fleeing conflict zones**

- **Observatory on Human Rights and Conflict**

- **European Observatory on Memories**

In 2019, the European Observatory on Memories has expanded to **50** members in **21** countries.

- **Shared development of projects on the subject of democratic memory in Barcelona**

- **Our Memories and I, Erasmus+ programme for the internationalization of education**

The UB's support programme for refugees and people fleeing conflict zones...

Goal 10. Targets 10.2 and 10.3 Empowers and promotes social and economic inclusion, and helps to ensure equal opportunities and reduce inequalities.

Goal 4. Target 4.5 Helps to ensure equal access to university education for the vulnerable.

PROJECTS ON DEVELOPMENT COOPERATION AND UNIVERSITY TRAINING FOR DEVELOPMENT COOPERATION

- **Edible Cities Network: Integrating Edible City Solutions for socially resilient and sustainably productive cities**

- **Contribution to the durable management of water resources in Saint-Louis**

In 2019, the water treatment plant has been completed and opened and the second phase of the project has now begun. The second phase involves interuniversity training to address the sustainable management of water resources in urban settings.

- **Training project in development cooperation**

In 2019, the UB Solidarity Foundation has taken part in various courses and master's degrees on development cooperation, specifically:

– Collaboration in the organization of the master's degree in Globalization, Development and Cooperation.

– Participation in the following courses:

  ▪ Climate Change: Are We in Time?
  ▪ Let's Build Sovereignties
  ▪ Methods for the maintenance of urban fruit and vegetable gardens, composting centres and gardening
  ▪ Working as a service assistant (agreement signed by the University of Barcelona and the Catalan Down Syndrome Foundation)

- Social and community kitchens
- Gender Violence: Notes to Understand Gender-Based Acts of Violence

– Participation in the interuniversity workshop on Human Rights, Migrations and Asylum.

	Goal 1. Target 1.a The development cooperation projects of the UB Solidarity Foundation help to provide adequate means for developing countries to implement programmes and policies to end poverty.

SOCIAL ACTION PROJECTS

- **Social and educational intervention in the northern part of the Nou Barris district**

- **Projecte Prometeus (Prometheus Project)**

   The UB is a member of the group driving the initiative, which seeks to gradually increase the number of young people in the Raval who enrol in university studies.

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

   Highlights of activities in 2019 include:

   – Showing titles in the film festival CineMigrante (an international film festival that includes training on the human rights of migrants) at the Faculty of Geography and History.
   – Hosting a lecture on anti-Semitism and impunity, organized by Jacques Fredj, director of the Shoah Memorial in Paris.
   – Holding a roundtable on women, art and colonial memory at the Faculty of Geography and History.
   – Putting on an exhibition on "decent work" at the Faculty of Economics and Business.

In addition, the UB Solidarity Foundation has carried out other activities that do not fall within its four chief areas of focus. These activities were described in the previous report for the year 2018. The only update relates to the call for financial assistance for PAS members at the UB who are taking care of dependent minors with some degree of disability. In 2019, the call has resulted in **38** awards of assistance for a total of **50,709** euros.

	Goal 10. Targets 10.2 and 10.3 The social action projects of the UB Solidarity Foundation help to empower and promote social and economic inclusion, ensure equal opportunities and reduce inequalities.
	Goal 11. Target 11.1 The social and educational intervention in the northern part of the Nou Barris district contributes to ensuring access to adequate, safe and affordable housing and basic services to improve the neighbourhood.

Many UB Solidarity Foundation projects and initiatives...

Goal 17. Target 17.16 Involve collaboration with a broad range of associations, entities, etc. in the form of alliances that strengthen the global partnership for sustainable development.

Goal 4. Target 4.7 Involve training on human rights, the promotion of a culture of peace and non-violence, and an appreciation of cultural diversity, which contributes to learners acquiring the knowledge and skills needed to promote sustainable development.

Objective for 2020

- To align the activities of the UB Solidarity Foundation with the achievement of the SDGs established by the United Nations in Agenda 2030.

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 UB has hosted its **32nd Season of Music at the University**, bringing **17** concerts to the Paranymph in the Historic Building. The season included two performances of the traditional Christmas concert: one for the public and the other reserved solely for members of the UB community.

This year's concerts, which drew **5,950** audience members, included performances by **12** music groups either from the UB or made up of students enrolled in music conservatories or other advanced studies in music.

The **9th Contemporary Dance Season at the UB**, entitled "Contemporary Dance and Music", featured **3** sessions in which specialists in the performing arts analysed the purpose of music in a variety of contemporary dance choreographies. Attendance came to **250** people.

The **Aula de Teatre** at the UB's Faculty of Geography and History had a group of **15** students in the first semester. Over the second semester, **5** students prepared a performance of *La fiesta en paz,* which was staged in May 2019 at the Faculty of Geography and History, where **230** people attended, and then again in June 2019 at the Casa Orlandai cultural centre in Barcelona, where **50** people attended.

After an analysis of the state of the **UB's heritage and collections**, the university drafted a document with recommendations for the management, preservation and enrichment of its cultural heritage with the aim of creating a framework for future regulations to govern the university's cultural heritage and collections. In addition, a number of sessions have been

organized to discuss all the issues surrounding the conservation of such a valuable cultural heritage.

Other highlights include activities dedicated to the conservation and improvement of the UB's cultural and artistic heritage and the purchase of artworks by students graduating in Fine Arts in the academic year 2018-2019.

In 2019, the UB launched a new cultural website called *Soc cultura* to serve as a dynamic tool to disseminate culture and knowledge within and outside the university.

Also, the UB has conducted **197** guided tours of its premises, drawing a total of **4,678** people. Of the total, **173** were tours of the Historic Building (**4,034** attendees), **10** were tours of the Seminari Conciliar of Barcelona (**289** attendees), **8** were tours of the Pedro i Pons Estate (**231** attendees) and **6** were tours of the Faculty of Medicine and Health Sciences (**124** attendees).

The UB has signed an **agreement with the Museum of the History of Catalonia** to organize a new exhibition focusing on the Jordi Sabater Pi Collection, one of the UB's major heritage collections, to run between March and May 2019.

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**. The UB has organized, hosted or given support to **16** exhibitions, which have been attended by roughly **45,000** members of the public. The exhibitions have appeared in the Historic Building or in other UB venues, such as the Sala Josep Uclés in the El Carme Cultural Centre in Badalona and the Museum of the History of Catalonia.

Goal 11. Target 11.4 The cultural promotion and conservation activities carried out by the Office of the Vice-Rector for Arts, Culture and Heritage help to preserve and safeguard cultural heritage.

Fulfilment of objectives for 2017-2018

- The four objectives have been met:

  – The book on Elias Rogent and Barcelona, focusing on architecture, heritage and restoration, was published in February 2019 based on the contributions made in the recent conference on Rogent's buildings in the city.
  – The cultural webpage *Soc cultura* was launched in April 2019.
  – The UB has organized an exhibition on Jordi Sabater Pi at the Museum of the History of Catalonia, which looked at the man's artistry in service of his career as a scientist.
  – The **32nd Season of Music** drew on the participation of **3** additional music conservatories and schools: the Municipal Music Conservatory of Barcelona, the Victoria de los Ángeles Foundation and the Liceu Conservatory.

Objectives for the academic year 2019-2020

- To implement a project on human heritage.

- To publish an English version of the virtual tour of the Historic Building.

- To implement a project to highlight the Ferran Soldevila Garden in the grounds of the Historic Building as a research space and as a venue for the dissemination of UB heritage.

- To publish a volume of the contributions made at the conference on the Vallmitjana brothers and modern sculpture in Catalonia (1850-1930).

Volunteering

UB Volunteering seeks to promote the values of solidarity, commitment and empathy among the university community, while encouraging social participation to involve everyone in the work of building a more just society. UB Volunteering serves as a bridge between members of the university community and third-sector entities with which the organization collaborates and which need volunteers to help with their activities.

+ information

SUMMARY OF ACTIVITIES

This section lays out the overall data on participation and on material and monetary donations for 2019.

PARTICIPATION	
Organizations with which UB Volunteering has collaborated	39
Activities	94
Volunteers	323
Total social impact (people benefiting)	495

Source: UB Volunteers

MATERIAL DONATIONS	
Books recycled	716
New toys	450
School material	Unquantified

Source: UB Volunteers

FINANCIAL DONATIONS (IN EUROS)	
Magic Line Sant Joan de Déu	2,970
Race for Women	870
Solidarity Service Foundation	816
Total	**4,656**

Source: UB Volunteers

Goal 10. Targets 10.2 and 10.3 The volunteering activities of the UB and members of the university community help to empower and promote social and economic inclusion and reduce inequalities.

Alumni

UB Alumni is a service created to enable everyone who has been a part of the UB to maintain their ongoing association as members of the university community.

+ information

Membership in UB Alumni is available to the following groups:

- Former students who have obtained a UB degree (llicenciatura degree, bachelor's degree, postgraduate degree or doctoral degree).

- PAS and PDI members whether or not they have graduated from the UB.

- People who have studied for some period at the UB, but have not graduated.

- Staff who work in any UB Group organization.

The UB values the experience of all these people and seeks to encourage their ongoing connection as members of the UB community in order to grow and improve as an institution. At the same time, the UB wants to help them in their pursuit of lifelong learning and in their professional careers.

The UB Alumni is organized through the Alumni Council[30] and an administrative support unit. It offers activities and services created jointly with member-created clubs.[31] Highlights include services linked to career development and employability, such as careers guidance, a job bank and events to enhance competences.

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30. The Alumni Council is made up of former students who have led distinguished careers and can contribute to raising the quality and excellence of the UB.

31. The Alumni Clubs are groups of former students who share the same sector or functional interests and concerns or, in some cases, who reside in the same area. They promote the creation of professional networks and organize leisure activities, such as dinners and outings.

ALUMNI CLUBS AND THE ALUMNI COUNCIL

In 2019 UB Alumni had **9** clubs in total and **51** members on the Alumni Council.

RESULTS				
	2016	**2017**	**2018**	**2019**
Council members	53	51	51	51
Clubs	7	8	9	9

Source: UB Alumni

ACTIVITIES

In 2019, UB Alumni organized **86 activities** representing two broad types:

- Activities organized as part of one of the subject clubs: film societies, cultural visits, lectures on current issues, talks, etc.
- Activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information about job portals, talks, and activities connected to the job bank, such as the review of CVs, careers guidance and enhanced professional competences.

NUMBER OF SCHEDULED ACTIVITIES			
2016	**2017**	**2018**	**2019**
59	61	98	86

Source: UB Alumni

DEVELOPMENT OF PROFESSIONAL CAREERS AND EMPLOYABILITY

Activities related to career development and employability can be divided into three areas: group activities that provide knowledge to enhance employability, efforts to build the job bank, and individualized careers guidance.

GROUP ACTIVITIES TO ENHANCE EMPLOYABILITY (IMPROVING COMPETENCES)			
2016	**2017**	**2018**	**2019**
11	13	16	20

Source: UB Alumni

OPEN POSITIONS ADVERTISED IN THE JOB BANK			
2016	**2017**	**2018**	**2019**
1,510	2,519	2,527	2,394

Source: UB Alumni
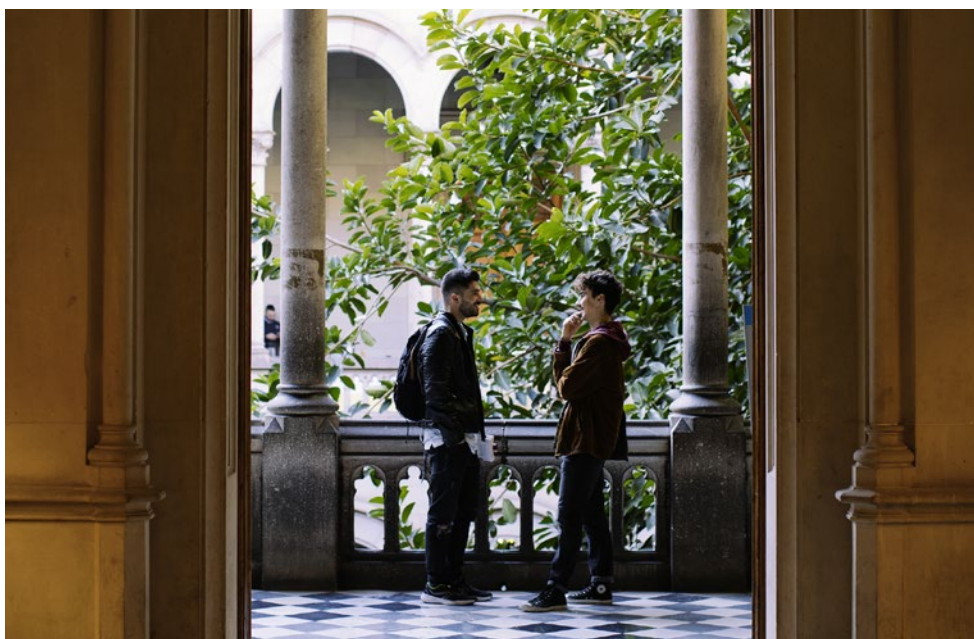
INDIVIDUALIZED CAREERS GUIDANCE			
2016	**2017**	**2018**	**2019**
21	45	156	148

Source: UB Alumni

Goal 8. Target 8.5 UB Alumni, through activities to enhance employability, the job bank and personalized careers guidance, contributes to employment.

Fulfilment of objectives 2019

- The target to implement a new comprehensive management platform has only partially been met: it has only been possible to design the form to obtain information from UB Alumni members to improve performance.

Objective for 2020

- To increase UB Alumni's careers guidance activities and training for new graduate members.
- To expand the activities to reach UB graduates and increase the number of UB Alumni members.

University of Experience

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged fifty-five years and older. The programmes have a duration of one or two academic years and some programmes offer a further year. The subjects are taught by UB teaching staff. A mixed teaching model is used: the specific subjects are combined with optional subjects taken from bachelor's degree programmes in the various departments affiliated with the training programme.

The University of Experience performs an important social duty; because it does not require any prior training or education for admission to its offering of university programmes, it offers university training and promotes culture among older members of society, it facilitates the integration of older people in the sociocultural context of the institution, it encourages intergenerational communication through university studies, and it offers a meeting place where students can share a new cultural experience.

+ information

The University of Experience also offers an opportunity for part-time and retired UB teaching staff to remain connected to the institution's projects, maintaining or strengthening their working and teaching relationship with the UB. In the academic year 2018-2019, the University of Experience has drawn on the participation of **362** members of the teaching staff (**50.28%** men and **49.72%** women).

COURSE OFFERING AND PARTICIPANT NUMBERS

NUMBER OF PROGRAMMES AND COURSES				
	2015-2016	2016-2017	2017-2018	2018-2019
Programmes	10	12	12	13
Courses	25	29	30	33

Source: University of Experience

The University of Experience offered a total of **33** courses in **13** programmes during the academic year 2018-2019. The number of courses is greater than the number of programmes because some programmes offer advanced courses.

NUMBER OF STUDENTS PARTICIPATING			
2015-2016	2016-2017	2017-2018	2018-2019
1,114	1,249	1,301	1,414

Source: University of Experience

In the academic year 2018-2019, the University of Experience has had a total of **1,414** students. Of the total, **777** (**54.95%**) were starting a programme and **637** (**45.05%**) were students in their second year or beyond.

COMPLEMENTARY ACTIVITIES

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. In the academic year 2018-2019, the activities have included a choral group, theatre, language courses, physical activity, chi kung, Music at the Conservatory, and library tours (specifically, guided visits of the CRAI historical archives, where document conservation techniques, for example, are explained).

Goal 10. Target 10.2 The courses and activities of the University of Experience empower and promote the social inclusion of seniors.

Fulfilment of objectives for 2018-2019

- The UB has achieved the five targets: it has created a new economics programme (Social Economy) and a new complementary activity (library tours); instituted an additional group in the History of Art programme in response to demand; changed the curriculum of the programmes in Fine Arts and in Astronomy and Meteorology; implemented an interuniversity lifelong learning course for seniors in collaboration with the Vives University Network; and run a service-learning pilot project involving **10** enrolled individuals.

Objectives for the academic year 2019-2020

- To create a new programme in Law.

- To establish a senior postgraduate diploma.[32]

- T establish tailored sessions for first-year students to inform them of some of the virtual tools available from the CRAI library system.

Objectives for the academic year 2020-2021

- To create new programmes and add new courses to existing programmes.

- To offer new batches of tailored optional courses in some specialities.

- To organize new complementary activities.

32. This postgraduate diploma, which will cover various programmes in the University of Experience, will have a transversal focus.

Suppliers

The UB tender procedure, which is governed by the law on public-sector contracts, is based on the principles of competition and objectivity and it guarantees equal opportunities for all potential suppliers in the awarding of contracts. That is, any physical or legal person must be entitled to work with the UB. Ultimately, the awarding of a contract is determined by the contract specifications established[33] for the tender in question.

With other parts of the public administration, the UB shares a transversal conception of public tenders in the service of broader principles and values. This conception involves the transformation of public tenders into an instrument in the service of social responsibility, creating a tool that goes beyond the mere execution of a particular building project, the provision of a service or the procurement of a supply.

PROPORTION OF SPENDING ON LOCAL SUPPLIERS

Defining local suppliers has been done on three levels. First, the total amount in euros spent on Spanish suppliers has been compared with the same figure for foreign suppliers. Second, the amount spent on Catalan suppliers has been compared to the amount spent on Spanish suppliers. Third and last, the spending on suppliers in the province of Barcelona has been compared to the same figure for the whole of Catalonia. The table below sets out the figures and shows that the university's spending is highly local. The percentage of the UB's spending in the province of Barcelona out of its total spending of **73,888,274.05** euros comes to **66.95%**.

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33. Contract specifications are documents that establish the general and technical terms and conditions that govern tenders, and they also determine how bids will be selected and UB contracts awarded.

SPENDING ON SUPPLIERS IN 2019 (IN EUROS)*			
	€	%	TOTAL
Spanish suppliers	68,234,153.53	92.35	73,888,274.05
Suppliers outside Spain	5,654,120.52	7.65	
Catalan suppliers	50,635,796.99	74.21	68,234,153.53
Suppliers from the rest of Spain	17,598,356.54	25.79	
Suppliers from the province of Barcelona	49,464,160.87	97.69	50,635,796.99
Suppliers from the rest of Catalonia	1,171,636.12	2.31	

* The information comes from invoices logged throughout the year 2019. Invoices corresponding to water, electricity and gas have been excluded.

Source: Purchasing Unit

SOCIAL AND ENVIRONMENTAL ASSESSMENT OF SUPPLIERS[34]

In 2019, the percentage of suppliers hired by the UB that have been assessed and selected using environmental criteria comes to **31%**. The assessment has been particularly common in contracts for services and building works. Various approaches have been taken to incorporate the criteria: special performance conditions, solvency prerequisites and evaluation criteria. Various approaches have been taken to incorporate the criteria: special performance conditions, solvency prerequisites and evaluation criteria.

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34. The information in this section includes all tenders decided in 2019, with the following exceptions:
- It does not take into account any tenders based on framework agreements with other institutions.
- It does not include extensions or modifications to contracts awarded prior to 2019.
- It does not contain information on minor contracts, which are contracts lower than 40,000 euros in the case of building works and lower than 15,000 euros in the case of services and supplies.

Goal 8. Target 8.4 The UB's high percentage of consumption of local products (**66.95%** of spending is done in the province of Barcelona) contributes to high global efficiency in the consumption of natural resources.

Goal 12. Target 12.7 The assessment and selection of suppliers based on social and environmental criteria is a clear practice of sustainable public procurement.

Fulfilment of objectives 2019

- In accordance with the target to increase the participation of small and medium-sized companies (SMEs) in public tenders, the UB has encouraged the division of contracts into lots or batches. In this respect, the new law on public-sector contracts encourages such divisions. Also, the UB Procurement Office has held preliminary meetings with the instigators of contracts of this sort to seek compliance with the division of contracts into lots wherever possible.

- The UB Procurement Office has conveyed the need to include social, employment and environmental clauses in contract specifications for public tenders to the various units that drive procurement.

Objective for 2020

- To increase by **20%** the number of UB suppliers who are assessed and selected using social and environmental criteria.

Service-learning projects

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

Since 2013, the impetus of the UB's working group on service-learning (the ApS Group)[35] has been crucial for the dissemination and expansion of service-learning projects at the university. The ApS Group's efforts are completely interdisciplinary in nature and its members include teaching staff from several faculties and branches of knowledge. Some of the highlights of the ApS Group's work in the academic year 2018-2019 are:

- Incorporating teaching staff from the Faculty of Mathematics and Computer Science and the Faculty of Physics.

- Disseminating and promoting service-learning through workshops and events and presenting various publications on the service-learning efforts to date.

- Taking part in various institutional meetings to analyse the possibilities of raising the visibility of service-learning.

- Hosting a visiting lecturer from the Faculty of Education at the Pontifical Catholic University of Chile to obtain knowledge and information on service-learning.

- Running a service-learning pilot project as part of the University of Experience, which drew **10** participants.

- Running the project "Sharing Ideas: The University Goes to School".

35. Interested parties can follow the project and work of the ApS Group in greater detail on Twitter (@grupApSUB).

Below is a brief description of the project and other areas where service-learning has taken place at the UB in the academic year 2018-2019.

> **Goal 4. Target 4.7** All service-learning projects help learners to acquire the knowledge and skills needed to promote sustainable development.

Fulfilment of objectives for 2018-2019

- The UB has achieved the three objectives set out in the Report on Social Responsibility 2017-2018.

Objective for the academic year 2019-2020

- To make progress toward linking the SDGs to service-learning projects.

"SHARING IDEAS: THE UNIVERSITY GOES TO SCHOOL" PROJECT

Instigated as a teaching innovation project by the ApS Group in the academic year 2015-2016, "Sharing Ideas: The University Goes to School" is a transversal project that draws on the participation of teaching staff from several faculties and branches of knowledge. The project involves students who first work in pairs to prepare lecture/workshops on topics of general interest relating to their studies and then go to secondary schools to share their work. The typical format is to give an explanation of roughly twenty minutes, followed by a half-hour workshop or debate.

In the academic year 2018-2019, the project has incorporated the Sustainable Development Goals into its entire approach. This has involved identifying the SDGs that will be addressed in each lecture/workshop, adding specific training on global citizenship and the SDGs with help from the UB Solidarity Foundation, and making the linked SDGs explicit in the lecture/workshops delivered to secondary-school students.

Below is a summary table of the project's impact in the past academic year:

IMPACT OF "SHARING IDEAS" PROJECT			
NUMBER OF SECONDARY SCHOOLS	NUMBER OF TALKS	NUMBER OF STUDENTS INVOLVED	NUMBER OF SECONDARY-SCHOOL STUDENTS INVOLVED
41	72	444	6,175

Source: Service-learning groups at the UB

SERVICE-LEARNING PROJECT IN THE FACULTY OF LAW: RIGHT TO RIGHTS

The Right to Rights project (started in 2006) seeks to improve the training of students and promote the defence and exercise of the rights of the most marginalized individuals and groups. The project brings together the UB, various social organizations and some public and professional bodies. Various activities are carried out, such as placements, preparation of reports and

workshops, legal advice, publication of texts, organization of workshops and preparation of research studies.

The project is mutually enriching: students expand their learning and experience and the organizations that run social programmes, in turn, benefit from student support.

Work on the project is organized around legal clinics on specific topics, such as the environment, immigration, civil rights and human rights.

Interested parties can follow the activity of the Right to Rights project on Twitter and Facebook.

10 REDUCCIÓ DE LES DESIGUALTATS **Goal 10. Target 10.3** The service-learning project Right to Rights helps to ensure equality through the provision of legal advice to disadvantaged groups.

Objective for the academic year 2019-2020

- The objective set in the previous Report on Social Responsibility for the academic year 2019-2020, which was to take part in the University of Experience by offering a course on law, remains in place.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF EDUCATION

Service-learning for elective credits

Students in any of the bachelor's degrees of the Faculty are offered the opportunity of a first-hand training and civic experience linked to their studies and valued and recognized with academic credits. To this end, a wide range of options are available for students to choose in accordance with their interests or learning needs.

IMPACT OF SERVICE-LEARNING PROJECTS IN THE FACULTY OF EDUCATION		
PROJECTS	COLLABORATING ORGANIZATIONS	PARTICIPATING STUDENTS
11	11	79

Source: Service-Learning Office of the Faculty of Education

Service-learning in individual subjects

The teaching staff in a host of subjects in the bachelor's degrees and master's degrees of the Faculty of Education have incorporated service-learning as an element in their teaching methodology. Service-learning activities appear in the bachelor's degrees in Early Childhood Education, Primary Education, Social Education, Pedagogy and Social Work, where they may be built into compulsory subjects, optional subjects, work placements or bachelor's degree theses.

Other projects of the Faculty of Education

The Faculty of Education is also implementing a volunteer mentoring programme that may not fall precisely within the service-learning area but does have considerable social impact. It is called the Social Policy and University Access (PSAU) programme.

The PSAU programme, which promotes university access for sectors of the population that have traditionally been excluded from higher education, has been up and running since the academic year 2011-2012. Since it began, the programme has provided support to **80** upper-secondary-school students from extremely complex environments.

In the academic year 2018-2019, the programme has given support to **12** young people in their efforts to gain admission to university studies at the UB. This support has drawn on the participation and mentoring of bachelor's degree students in Nursing, Medicine, Education, Biology, and Business Administration and Management.

For more information on PSAU

10 REDUCCIÓ DE LES DESIGUALTATS   **Goal 10. Targets 10.2 and 10.3** The Social Policy and University Access (PSAU) programme promotes social and economic inclusion and helps to ensure equal opportunity.

Objective for the academic year 2019-2020

- To analyse the impact of service-learning in the development of student competencies.

SERVICE-LEARNING PROJECTS AT THE FACULTY OF ECONOMICS AND BUSINESS

In 2019, the Faculty of Economics and Business has incorporated service-learning through four channels:

- bachelor's degree and master's degree theses linked to service-learning
- external work placements in social entities
- participation in the service-learning project "Sharing Ideas: The University Goes to School"
- individual subjects in different bachelor's degrees

The Faculty of Economics and Business has seen **2** bachelor's degree theses (in the bachelor's degrees in Economics and in Business Administration and Management) linked to service-learning projects carried out in social entities and **1** master's degree thesis (in the master's degree in Marketing and Market Research), which consisted of creating a marketing plan for an association.

In addition, **10** students have taken part in external work placements linked to service-learning and **14** students have taken part in the service-learning project "Sharing Ideas: The University Goes to School", giving talks on subjects linked to their studies in **2** secondary schools to a total of **190** secondary-school students.

Two subjects in the bachelor's degree in Business Administration and Management—Introduction to Economics and Introduction to Microeconomics—have involved **120** students working with an entity that promotes ethical finance.

In addition, the Faculty of Economics and Business has promoted service-learning in a number of other ways, such as presenting a poster at an event hosted by the ApS Group in March 2019 on service-learning and the UB's mission as a university. The poster, which addressed a service-

learning experience involving students in the Introduction to Microeconomics course, focused on the creation of innovative entities committed to the SDGs and ethical finance. In addition, various presentations on service-learning have been given in different academic settings in the faculty.

Fulfilment of objectives for 2018-2019

- The existing channels for participation in service-learning have been maintained, but the impact and participation relating to the three planned projects have not been increased.

Objectives for the academic year 2019-2020

- To increase the impact and participation relating to the project "Sharing Ideas: The University Goes to School", bachelor's degree and master's degree theses linked to service-learning, and external work placements in social entities.

- To include students from the University of Experience in the service-learning experiences of the Faculty of Economics and Business.

SERVICE-LEARNING PROJECTS IN THE FACULTY OF LIBRARY AND INFORMATION SCIENCE AND IN THE FACULTY OF MEDICINE AND HEALTH SCIENCES

In the academic year 2018-2019, students in the two faculties have worked on a project to disseminate information on the correct treatment of athlete's foot. The project team was made up of **1** student and **1** lecturer from the bachelor's degree in Podiatry (Faculty of Medicine and Health Sciences) and **7** students and **3** lecturers from the bachelor's degree in Audiovisual Communication (Faculty of Library and Information Science). A notable innovation this year has been the participation of students from previous service-learning projects as tutors to assist in the collaboration between the two faculties.

The outcome of the project includes a short movie on the importance of treating athlete's foot correctly and a plan for an informational website with recommendations for the prevention of athlete's foot (the plan is ready, but the website does not yet exist).

Fulfilment of objectives for 2018-2019

- The three objectives have been met. In particular, the dissemination of the project on the treatment of neuropathic ulcers in patients with diabetes, which was developed in the academic year 2017-2018, has surpassed expectations. The project team's work was presented at the Tenth Meeting of Lecturers in the Health Sciences and at three international conferences: Pharmacology 2019 (Edinburgh), Trial and Error III: Media education in a changing media world (Salzburg), and the Second International Conference on Communication Research (Barcelona).

Objective for the academic year 2019-2020

- To disseminate the short film on athlete's foot in various places.

ECONOMICS
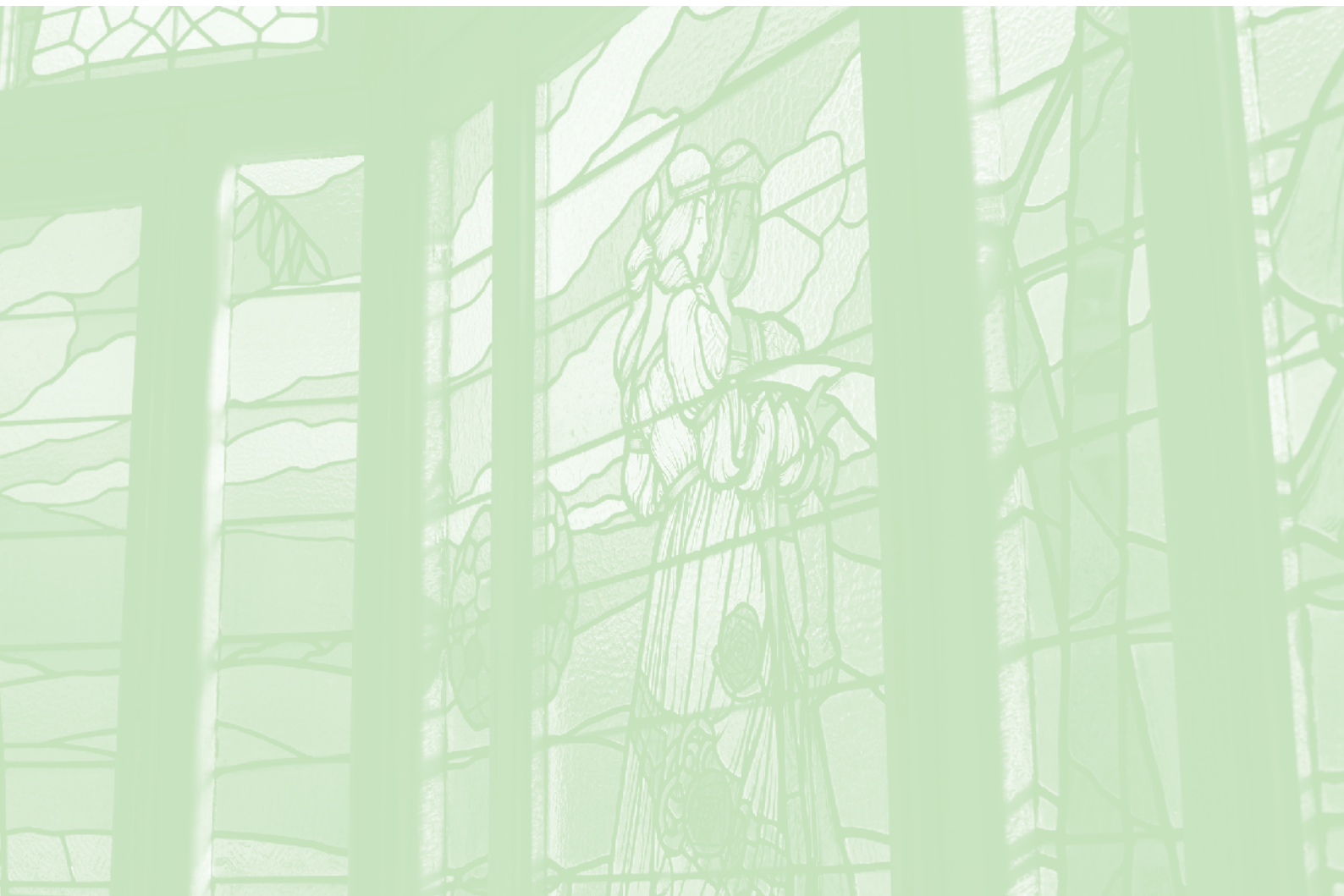
Bodies included in the consolidated financial statements

The UB Group, under the clear leadership of the UB, is made up of a group of bodies with legal and financial autonomy.

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES
Bosch i Gimpera Foundation	Agustí Pedro i Pons University Foundation	UB Innovative and Scientific Culture
Josep Finestres Private Foundation	Private Foundation R. Amigó Cuyàs Private Foundation	
Barcelona Science Park Foundation (PCB)	UB Solidarity Private Foundation	
UB Institute for Lifelong Learning Private Foundation	Montcelimar Private Foundation	
	Guasch Coranty Private Foundation	

Source: Economic Planning and Budgeting

The Report on Sustainability provides information exclusively about the UB, not about the UB Group. In some cases, however, organizations in the UB Group are mentioned. For example, the activities of the UB Solidarity Foundation appear throughout the section on cooperation. Similarly, aspects linked to the Bosch i Gimpera Foundation appear in the section on research.

In addition, the UB is a member of a variety of associations and organizations. For a list, see the disclosure 102-13.

Monetary flows

MONETARY FLOWS 2019* (IN EUROS)	
Income	
Income from public sector transfers**	280,100,607.42
Income from academic fees	99,158,493.82
Services rendered	28,555,681.61
Income from equity	3,889,987.13
Total loans	589,472.68
Expenditure	
Purchases of goods and services from third parties	63,663,611.80
Staff salaries before withholding taxes and social security contributions	261,295,384.89
Payments to public sector: taxes and social security contributions	105,112,090.79
Investment	26,492,300.81
Grants awarded	12,098,148.47
Other expenses***	21,002,457.49

* Provisional data as at 31 March 2020. The monetary flows refer to rights and obligations recognized in the budgetary year 2019 (except the line on public sector payments).

** Transfer payments from the Government of Catalonia, the Spanish state, territorial bodies and the UB Group.

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

Source: Economic Planning and Budgeting

Direct and indirect economic impact

CONCEPTUAL IMPACTS OF THE UB'S PUBLIC ACTIVITY

In 2011, ACUP carried out a study of the impacts of Catalan public universities on society at large. The study defined the main impacts that a university of the UB's characteristics can and must have on the society to which it belongs. In this sense, the following overarching areas can be mentioned:

- **Training and human capital.** The UB trains people who will be human capital for the society of the future, especially in Catalonia.

- **Scientific research.** The UB is home to high-quality research, which generates innovations that have a direct impact on the advancement of society.

- **Social and cultural development.** The UB is fully committed to social inclusion, the pursuit of actions and policies that ensure equality, and the recognition of diversity. The UB also has a territorial and environmental commitment to its surroundings. Accordingly, the UB carries out specific actions of international cooperation and social engagement with its immediate surroundings. Nor can it be forgotten that the UB has a cultural impact, opening up many of its events and activities to the public.

- **Innovation and economic progress.** The UB has an economic impact on its environment. Universities generate many good-quality jobs and a strong demand for goods and services (which the UB itself consumes). Without doubt, UB students also generate additional demand as consumers. In addition, the UB drives technological and scientific innovation that benefits organizations and therefore has an economic impact. In relation to innovation, two important highlights are the generation of patents and the creation of technology-based spin-offs. In addition, the arrival of international students and the organization of conferences attended by people from around the world have an economic impact on Catalonia.

STUDIES ON THE UB'S ECONOMIC IMPACT

The information relating to studies on the UB's economic impact has not varied since the Report on Social Responsibility 2017-2018.

Goal 8. Targets 8.1 and 8.5 The UB has an enormous direct and indirect impact on its surroundings that undoubtedly contributes to the economic growth of the country, resulting in an increase in employment and a reduction in the proportion of young people who are neither working nor studying.

CONTENT OF THE *REPORT ON SUSTAINABILITY 2018-2019*

References and contents of the *Report on Sustainability*

REFERENCE GUIDE FOR THE REPORT ON SUSTAINABILITY

For the second year in a row, the UB has used GRI standards that are totally adapted to the university context as a guide in the preparation of the Report on Sustainability. The adaptation has been carried out by the social responsibility teams at the UB and UPF, who have worked together as part of a bilateral collaboration agreement signed in 2016.

A very important innovation in the current report is that it contains the UB's impacts or contributions in relation to the 17 Sustainable Development Goals for the first time. The SDGs are also one of the cornerstones of the Report on Sustainability 2018-2019.

PROCESS TO DEFINE THE CONTENT OF THE REPORT

1. The process to define the content of the report and its coverage has three steps. First, the working team from the UB and UPF adapted the original version of the Consolidated Set of GRI Sustainability Reporting Standards to the reality of universities in the Catalan public sector. The team also carried out an initial analysis of the materiality[36] of the content items and removed any items that were not suitable for the two universities.

2. Second, an OCI representative met with representatives of the UB's main stakeholder groups (PDI, PAS, students[37] and society). These representatives were selected at the first meeting of the Committee for Sustainable Development and they were mostly members of the committee itself. Also participating in the stakeholder meeting was the rector's delegate for

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36. The analysis consisted of assessing which content items, or disclosures, are important for the UB or any of its stakeholder groups.

37. The committee tried repeatedly to reach the student representative to ensure attendance at the meeting, but there was no response. As a result, no student representative took part.

sustainable development as a representative of the governing team. Each representative had to analyse the *Adaptation of GRI Standards for the Preparation of University Sustainability Reports* from the perspective of materiality for the stakeholder group that he or she represented. At this point, it was necessary to select which content areas, or disclosures, in the new guide to report on and to determine how to assess whether there was a need to ask any additional questions of the units supplying information. The decision was taken at the meeting to report all the disclosures selected from the *Adaptation of GRI Standards for the Preparation of University Sustainability Reports* in the first step.

3. Third, the Committee for Sustainable Development, which included representatives of the various stakeholder groups, approved the Report on Sustainability. While the committee was responsible for approving the document, it also determined where, if necessary, to remove a disclosure or even, if time permitted, to include new disclosures.

Goal 16. Target 16.7 The participation of the UB's stakeholder groups in the process to define the contents of the Report on Sustainability has contributed to inclusive, participatory and representative decision-making.

LIST OF REPORTED DISCLOSURES

The UB has sought to report on the same disclosures and standards that appeared in the previous Report on Sustainability. As a result of the coronavirus pandemic, however, OSSMA has not been able to provide information in some areas (such as environmental impact or safety and occupational risk prevention) and Human Resources has not submitted a significant portion of its information. Ultimately, complete information has only been provided for the standards in the **series 200 and 500** from the *Adaptation of the GRI Standards for the Preparation of University Sustainability Reports*. In **series 100**, disclosure 102-38 has not been reported. In

series 400, no information has been reported for standard 403/416 (*Occupational health and safety at the university*) or for some disclosures in standards 401 (*Employment*) and 405 (*Diversity and equal opportunities*). For **series 300** (on the environment), no information has been provided for any standard.

In the case of the Sustainable Development Goals, the UB has reported on all impacts relating to the SDGs and their respective targets.

GENERAL CHARACTERISTICS OF THE DOCUMENT

As explained in the *Adaptation of the GRI Standards for the Preparation of University Sustainability Reports*, the requirement for an organization to be regarded as working 'in accordance' with the GRI standards is that it must report on a minimum set of disclosures. The table below has an asterisk in the OC column (the 'in accordance' option) to identify these items. For the UB to meet the requirements of the more ambitious option (the comprehensive option), it would have been necessary to report on disclosure 102-38 as well. As noted in various sections of the report, however, the UB has been unable to do so because of difficulties stemming from the coronavirus pandemic.

To make the report more succinct and easier to use, the following list of contents only includes the headings for each GRI disclosure area that appears in the present report. Readers are encouraged to look at the full description of each disclosure area by downloading the document entitled *Adaptation of GRI Standards for the Preparation of University Sustainability Reports*.

For the first time, this year's Report on Sustainability also covers the UB's impacts on the SDGs (only the clearest and most direct impacts have been selected to report).

Below are two lists of contents. The first list provides information on each of the reported disclosures or it identifies where the information can be located. The table uses the following symbols:

✓   Reported content

NM   Non-material content[38]

→   Disclosure reported in *Notes* section

ND   Information not available at the time of publication

The second list identifies any Sustainable Development Goals (and their targets) on which the UB has had a positive impact. It also indicates the page number where the reader can find the action, activity or unit responsible for the impact.

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38. Non-material content is content that is regarded as important neither by the University of Barcelona nor by its stakeholder groups. Consequently, no information is provided. For the purposes of this report, all disclosures that appear in the document entitled *Adaptation of GRI Standards for the Preparation of University Sustainability Reports* are regarded as material.

List of *Adapted GRI standards* in the *Report on Sustainability 2018-2019*

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Series 100. Universal standards					
101: Fundamental principles			This establishes the reporting principles that must be followed to prepare a Report on Social Responsibility, defining the report content and report quality. It also explains the basic process for using the GRI standards for sustainability reporting. Rather, it is an approach that needs to pervade the entire report.		
102: General disclosures			*University profile*		
	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	13
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Areas of knowledge and types of students	✓	13-14
	*	102-7	University size	✓	15-16
	*	102-8	Information on staff and other workers	✓	73-79
	*	102-9	Supply chain	ND	
	*	102-10	Significant changes	✓	17
	*	102-12	Statutes, charters and principles to which the university subscribes	✓	→
	*	102-13	Associations and organizations to which the university belongs	✓	→
	*	102 New disclosure 1	University infrastructure	✓	121-122
	*	102 New disclosure 2	Quality	✓	→

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
	*	102 New disclosure 3	University internationalization	✓	57-65
	*	102 New disclosure 4	University ownership	✓	→
	Strategy				
	*	102-14	Statement from the rector and from the Board of Trustees	✓	8-9
	*	Comb. 102-15 and 102-11	Precaution, impacts, opportunities and risks	✓	19-20
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	21-22
	Ethics and integrity				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	24-25
		102-17	Mechanisms for advice and ethical concerns	✓	25
	Governance				
	*	Comb. 102-18, 102-19 and 102-20	Governing body of the University and executive responsibility in economic, environmental and social issues	✓	26-28
		102-21	Stakeholder inclusiveness in economic, environmental and social areas	✓	→
		102-22	Governing bodies	✓	26-27
		102-23	Duties of the rector	✓	→
102: General disclosures		102-24	Nominating and selection of the governing bodies	✓	→
		102-25	Governing bodies and conflicts of interest	✓	→
		102-26	Functions of governing bodies in setting up university purposes, values and strategy	✓	→
		102-27	Collective knowledge of governing bodies	✓	→
		102-28	Evaluating the strategic directives of the university	✓	→
		Comb. 102-29, and 102-31	Identifying, managing and evaluating economic, environmental and social impacts	✓	→
		102-30	Effectiveness of risk management processes	✓	→
		102-32	Bodies for revision and approval of Sustainability Report	✓	→
		Comb. 102-33 and 102-34	Communicating concerns	✓	→
		102-35	Remuneration policies of the governing bodies	✓	→
		102-36	Processes for determining remuneration	✓	→
		102-37	Engagement of stakeholder groups in remuneration issues	✓	→
		102-38	Comparison of remuneration	ND	
		102-39	Percentage increase in annual total compensation ratio	✓	→
	Stakeholder inclusiveness				
	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	29-31
	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
		Practices for elaborating sustainability reports			
102: General disclosures	*	102-45	Organizations included in the consolidated financial statements of the university	✓	150
	*	102-46	Organization and processes used to define the contents of the report on sustainability and the coverages of the topic	✓	155-156
	*	102-47	List of material topics in the report	✓	156-157
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	→
	*	102-50	Reporting cycle of report	✓	→
	*	102-51	Date of most recent previous report on sustainability	✓	→
	*	102-52	Reporting cycle of report	✓	→
	*	102-53	Point of contact at the university	✓	→
	*	102-54	Claims of reporting in accordance with the GRI standards	✓	→
	*	102-55	GRI content index	✓	158-162
	*	102-56	External assurance	✓	→
103: Management approach		103-1	Explanation of the material topic and its boundary	✓	32-34
		103-2	The management approach and its components	✓	32-34
		103-3	Evaluation of the management approach	✓	34
Series 200. Economic standards					
201: Accomplishment and direct economic impact		Comb. 201-1 and 201-4	Monetary flows and direct economic impact	✓	151-153
		201-2	Financial implications and other risks and opportunities arising from climate change	✓	→
203: Indirect economic impact		Comb. 203-1 and 203-2	Indirect economic impact of infrastructure investments resulting from changes in the location of infrastructure and other indirect economic impacts	✓	152-153
204: Procurement practices		204-1	Proportion of spending on local suppliers	✓	141-142
205: Anti-corruption		Comb. 205-1 and 205-3	Anti-corruption measures, confirmed incidents of corruption and their consequences	✓	→
		205-2	Communication and training about anti-corruption policies and procedures	✓	→
206: Unfair competition		206-1	Legal actions for anti-competitive behaviour, anti-trust, and monopoly practices	✓	→
Series 300. Environmental standards					
307: Environmental compliance		307-1	Non-compliance with environmental laws and regulations	✓	→
With the exception of information relating to compliance with environmental regulations, which has been provided by Legal Services, it has not been possible to give information in the environmental area.					ND
Series 400. Social standards					
401: Employment		401-1	Number of new employee hires, employee turnover and retirements	✓	80-85

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
401: Employment		401-2	Social benefits provided to full-time, contracted employees that are not provided to other employees	✓	→
		401-3	Parental leave		ND
402: Employee/ university relations		402-1	Minimum notice periods regarding changes to working conditions	✓	87
		402 New disclosure 1	Fit of formal list of jobs with university reality	✓	87
		402 New disclosure 2	Temporary staff	✓	86
		402 New disclosure 3	Creation of a good working environment	✓	88-90
		402 New disclosure 4	Policies for better work-life balance	✓	87-88
403/416: Occupational health and safety at the university		403/416-1	Employee representatives on formal occupational health and safety committees		ND
		Comb. 403/416-2 and 403-3	Types and rates of accidents, illnesses, days lost, absenteeism and number of deaths and high incidence of illnesses linked to university activities		ND
		403-4	Union agreements on occupational health and safety		ND
		403/416 New disclosure 1	Healthy behaviours and habits of university employees and students		98-101
		403/416 New disclosure 2	Health monitoring of university employees and students		ND
404: Staff training and education		404-1	Average hours of training per staff member and annual economic cost	✓	92-93. 95-96. 97
		Comb. 404-2 and 412-2	Programmes for upgrading employee skills, employability and transition assistance	✓	91-92. 94-95
		404-3	Assessment of teaching staff and professional development	✓	→
405: Diversity and equal opportunities		405-1	Diversity of governing bodies and employees		ND
		405-2	Ratio of basic salary, remuneration of women compared to men and glass ceilings		ND
		405 New disclosure 1	Cost of studies, grants and other inclusion measures	✓	104-105
		405 New disclosure 2	Employees and students with functional diversity, special educational needs and high levels of ability	✓	102. 106-108
		405 New disclosure 3	Students who need teaching adjustments	✓	109-112
406: Anti-discrimination		406-1	Incidents of discrimination and corrective actions taken	✓	→
		406 New disclosure 1	Anti-discrimination protocols and/or units		113-118
413: Local environment		Comb. 413-1 and 413-2	University impact on local environment	✓	120
		413 New disclosure 1	University environment	✓	→
		413 New disclosure 2	Role of university as an opinion and debate-generating space	✓	123-124

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
413: Local environment		413 New disclosure 3	University services offered to the general public	✓	120. 125-140
414/308: Social and environmental assessment of suppliers		Comb. 414/308 and 414/308-2	Suppliers and new suppliers that were screened using social and/or environmental criteria	✓	142-143
417: Transparency and marketing of academic offering		Comb. 417-1 and 417-2	Transparency in information on the academic offering	✓	→
		417-3	Incidents of non-compliance concerning marketing communications	✓	→
418: Privacy of members of the university community		418-1	Complaints concerning breaches of confidentiality and loss of data lodged by members of the university community	✓	→
419: Regulatory compliance		419-1	Non-compliance with laws and regulations	✓	→
Series 500. Teaching, research, transfer and innovation standards					
501: Teaching		501 New disclosure 1	Main dimensions related to teaching	✓	36-39. 55. 66-68
		501 New disclosure 2	Other dimensions of teaching related to social responsibility	✓	56. 144-148
502: Research, transfer and innovation		502 New disclosure 1	Main dimensions related to research	✓	40-45. 55
		502 New disclosure 2	Other dimensions of research related to social responsibility	✓	49-51. 52-54
		502 New disclosure 3	RRI at the university	✓	45-48
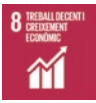
CODE	NOTES
102-1	University of Barcelona
102-3	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
102-4	The two main activities of the UB (teaching and research) are basically the same activities carried out by most universities in Spain. This does not detract, however, from an increase in international activity in the context of various international alliances and networks that often involve teaching and research in other countries. Examples include: • LERU: this is an association of 23 research-intensive universities who share the values of high-quality teaching in an internationally competitive research environment. LERU is an outspoken voice in support of education based on understanding the boundaries of human knowledge. LERU also champions the generation of new knowledge through basic research, which is the fundamental source of innovation in society, and the promotion of research on many fronts, in collaboration with industry and society at large. • Erasmus Mundus programme: the aim of the programme is to foster academic cooperation and mobility among students and among teaching and research staff and to contribute to the socio-economic development of non-European countries that take part in the programme, giving special attention to disadvantaged groups and vulnerable populations. • CHARM-EU Alliance: the alliance's aims include the construction of a unique, innovative academic offering that revolves around the SDGs and the pursuit of teaching activities in the member universities. • Campus of the Americas: this UB project seeks to collaborate with Ibero-American universities to deliver master's degree and postgraduate courses in Latin America. In the academic year 2018-2019, the UB has contributed to three master's degrees in Bolivia, the Dominican Republic and Paraguay.
102-5	Articles 1 to 11 (chapter I) of the UB Statute
102-12	Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. For example, the UB has joined the climate emergency committee of the Government of Catalonia in 2019. **Goal 17. Target 17.16** The sustainability principles and initiatives to which the UB has signed up contribute to enhancing the global partnership for sustainable development.

102-13	On one hand, the UB heads the UB Group, which is an array of entities with legal and financial autonomy. On the other hand, the UB belongs to a host of associations and organizations:
	
	• Catalan Association of Public Universities (ACUP)
	• European University Association (EUA)
	• Barcelona Metropolitan Strategic Plan
	• Ibero-American University Association for Postgraduate Studies (AUIP)
	• Barcelona Centre for Regenerative Medicine (CMRB)
	• Centre for Ecological Research and Forestry Applications (CREAF)
	• AgriGenomics Research Centre (CRAG)
	• Interuniversity Centre for Development (CINDA)
	• Conference of Rectors of European Universities (CRE)
	• Conference of Rectors of Spanish Universities (CRUE)
	• Municipal Advisory Council of Universities
	• Catalan Business Council of the Ministry of Business and Knowledge in the Government of Catalonia
	• Public Diplomacy Council of Catalonia (Diplocat)
	• University Council of Terrassa
	• Consortium of the Centre for Network Biomedical Research (CIBER), in the areas of:
	  – Bioengineering, biomaterials and nanomedicine
	  – Epidemiology and public health
	  – Pathophysiology of obesity and nutrition
	  – Pathologies of the liver and digestive system
	  – Respiratory diseases
	  – Rare diseases
	  – Neurodegenerative diseases
	• Consortium of the Landscape Observatory of Catalonia
	• Consortium of Knowledge Transfer (CTC)
	• Consortium of Natural Park of the Serra de Collserola
	• Consortium of Hospital Clínic of Barcelona (HCB)
	• Consortium of the Barcelona Institute of Regional and Metropolitan Studies (IERMB)
	• Institute of Childhood and the Urban World (CIIMU)
	• August Pi i Sunyer Biomedical Research Institute (IDIBAPS)

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CODE	NOTES
102-13	• Consortium of the Observatory on Public Law (IDP), Barcelona • Consortium for Scientific Development of Sports in Catalonia • Innovative and Scientific Culture UB (CIC-UB) • EIT Health Spain • b_TEC Foundation, Barcelona Park for Technological Innovation • Centre for Human Nutrition and Dietetics (CESNID) Foundation • Centre for International Studies (CEI) Foundation • Barcelona Centre for International Studies and Documentation (CIDOB) Foundation • Barcelona Centre for International Health Research (CRESIB) • Clínic Foundation for Biomedical Research (FCRB) • Eulàlia Torras de Beà Foundation • Confucius Institute in Barcelona (ICB) • Bellvitge Institute for Biomedical Research (IDIBELL) • Institute of Bioengineering of Catalonia (IBEC) • Institute of Biomedical Research (IRB Barcelona) • Manhiça Foundation • Mútua Universal Foundation • Bioregion of Catalonia Private Foundation • Barcelona Institute of Economics (IEB) • Institute for Space Studies of Catalonia (IEEC) • The Catalonia Institute of Energy Research (IREC) • Barcelona Institute for Global Health (ISGlobal) • Sant Joan de Déu Private Foundation for Research and Teaching • Puig i Cuñer Private Foundation • Tot Raval Foundation • Triptolemos Foundation for Agri-food Development • University of Cervera Foundation • Inspectorate of Services Working Group (GTIS) • Barcelona Institute of International Studies (IBEI) • Institute for Intercultural Studies at the Pontifical Xavierian University of Cali • League of European Research Universities (LERU) • Observatory of European Union-Latin America Relations (EULARO) • "More Industry" Pact • Mediterranean University Union (UNIMED) • The Vives University Network **Goal 17. Target 17.16** Some of the associations and organizations to which the UB belongs contribute to enhancing the global partnership for sustainable development.
102-New disclosure 2	In terms of quality, it is necessary to mention the assessment of the Academic Workload Plan (PDA). This is an annual assessment of the activities carried out by UB teaching staff over the preceding four years and it covers three basic areas of activity: teaching, research and admin/management. The assessment is quantitative and uses scales, though some elements are qualitative. The results are used as a tool to support decision-making on the distribution of human resources in the academic area. With respect to teaching quality over the period 2014-2019, AQU has done the following: • Accredited **165** bachelor's degrees and university master's degrees. Of these, **10.9%** received an accreditation 'with conditions', **26.06%** received an accreditation 'on the path to excellence', and the remaining **63.03%** received a standard accreditation. • Assessed **22** active master's degree programmes to determine whether they are ready to pursue accreditation. At the time of writing this report, **18** are still in the process of assessment, while the other **4** have received a favourable assessment. • Assessed **2** bachelor's degrees, which are currently waiting on their assessment. With respect to research, the Directorate-General for Research and Innovation of the European Commission granted an accreditation to the UB in 2015 for the Human Resource Strategy for Researchers (HRS4R) programme. This accreditation is given to institutions that are making progress toward aligning their human resource policies to the 40 principles of the European Charter for Researchers and to the Code of Conduct for the Recruitment of Researchers, two documents signed by the UB in 2013. These principles involve the implementation of initiatives that promote recruitment grounded in open, transparent, merit-based principles and the provision of suitable working conditions for research staff together with ongoing professional development, including a training plan to address transversal skills.

CODE	NOTES
102-New disclosure 2	In the academic year 2018-2019, the HRS4R working group at the UB has worked on a number of initiatives: approval of the regulations that govern the working group's own operation, the launch of a new survey on HRS4R aimed at UB researchers, a focus group involving volunteers to draft a document with improvement suggestions, and welcome sessions to introduce units that provide services of interest to researchers who have recently joined the UB. More information on all the activities that are part of the Human Resources Strategy for Researchers at the UB is available at the following link. In addition, some research groups and research support structures have received formal recognition of compliance for their quality management systems and they have pursued external certification or accreditation. As the list below shows, the process depends on the selected standard: **ISO 9001 standard** • CCiTUB • Advanced Therapy Production and Validation Centre (CREATIO) • Stress and Lipid Metabolism Research Group at the Metabolism Research Centre (CEREMET) • Drug Development Service (SDM) • Radiological Protection Technical Unit (UTPR) **ISO 17025 standard** • Laboratory of Environmental Radiology (LRA) **TECNIO-ACCIÓ accreditation** • Centre for Design and Optimization of Processes and Materials (DIOPMA) • Engineering Centre for Instrumentation and Communication Microsystems (CEMIC) • Thermal Spray Centre (CPT) • Advanced Therapy Production and Validation Centre (CREATIO) • Centre for Research in Cell and Molecular Technology (CELLTEC) • Toxicology Research Centre (CERETOX) • Data Science@UB Research Group • Stable Isotopes and Mineralogy (MAiMA) Research Group • Drug Development Service (SDM) **Goal 8. Targets 8.5 and 8.8.** The HRS4R accreditation is awarded to institutions that follow a set of principles in the hiring of research staff. This fosters decent work and promotes a safe and secure working environment. **Objective for 2020** To ensure that the two research groups currently in the process of implementing a quality system receive formal recognition in 2020. One of the research groups, which focuses on stress and lipid metabolism, already has an ISO 9001 certification and is now implementing the principles of laboratory best practices. The other research group, the SAVCA laboratory (Analysis Service for Viruses in the Food Chain and Water Cycle), which is part of the Enteric Viruses Group, is implementing ISO 17025.
102-New disclosure 4	The UB is a public university within the Catalan university system. Based on provisional data for the calendar year 2019 as of 31 March 2020, **70.09%** of the funds received by the UB in 2019 were public in origin.
102-21	Stakeholder groups can consult, participate in and influence the decision-making process on economic, environmental and social issues though their participation in the UB's governing bodies. The UB has a system of representative democracy: its main stakeholder groups have representatives on its various governing bodies. The public is represented at the UB through the Board of Trustees, whereas representatives of the university's groups (PDI, PAS and students) sit on its various governing bodies (Senate, Governing Council, faculty boards and Executive Council). The consultation processes involving stakeholder groups are, therefore, ongoing as an integral part of the activity of the governing bodies.
102-23	The rector is the UB's highest academic authority and its legal representative. As a one-person governing body, the Rector is responsible for the direction and management of the University. The rector also presides over the Senate, the Governing Council and the Advisory Board, sits on the Board of Trustees, and enforces all agreements. The rector is also the ex-officio chair of the entities in the UB Group. The rector's powers and duties are stipulated in articles 71 to 76 of the UB Statute.
102-24	The appointment of members to the governing bodies is carried out in accordance with title III (articles 54 to 83) of the UB Statute.

CODE	NOTES
102-25	One case of undeclared conflict of interest has been identified. A trustee of the Guasch Coranty Private Foundation was also serving as the secretary of the Faculty of Fine Arts. The authorities are still processing the case. No other incidents of conflict of interest have been identified. To avoid such conflicts, the UB uses the following procedures: • individual signed statements from each member of the UB's decision-making bodies. • enforcement of the requirements laid out in all sector legislation on the issue. The UB has not carried out any training on conflicts of interest in its governing bodies or among its employees.
102-26	The UB Strategic Plan has been developed by a group set up by the rector. The group is made up of various members of the governing team. The group has now finalized the participatory phase involving the university community, which resulted in changes. As a result, the final version now awaits approval. The UB's values, mission and vision are set out in articles 3 and 4 of the UB Statute. As noted throughout the report, the UB Statute was prepared and approved in 2003 by the Senate, which is a UB governing body that has representatives of the UB's stakeholder groups. Each year, the leadership team prepares an action plan that sets the objectives for the year in line with the commitments made in the rector's programme. The action plan, which is linked to the UB Strategic Plan (which is more medium-to-long term in nature), establishes specific actions for all the offices of vice-rector in accordance with their functions. The actions of the various offices of vice-rector are monitored by the Executive Council, which holds weekly meetings. Accountability to the university community is carried out through the Conference of Deans, the Governing Council and the Senate.
102-27	No specific steps have been taken to improve the knowledge of members of the UB's governing bodies regarding the economic, social and environmental reality of the university or the impact of its decisions. However, the governing bodies are aware of the UB's impact in the three areas because of their unique characteristics: • On the one hand, the governing bodies are multistakeholder bodies. This enables them to take a broader view of consequences when they make decisions. The presence of representatives of the employees, students and society ensures that decision-making takes into account not only economic criteria and other important internal criteria, as happens in other organizations, but also any external impacts that may be significant. • In addition, whenever documents must be approved or resolutions adopted, it is first necessary to present the case. As a result, the members of the governing bodies become more familiar with the situation and can cast a negative vote if they believe that the external impact will be harmful, or they can make additions or changes to ameliorate the impact. In this respect, another important element is the UB's commitment to open, accessible and participatory governance in which the entire university community can join. This is set out unambiguously in the UB Strategic Plan 2030. Open and participatory governance will always help to connect the UB better with its environment and ensure that its decision-making takes into account its impact on society and reflects any new realities.
102-28	The UB's actions in the coming years will be based on the Strategic Plan, which has a timeframe of 2030. In the shorter term, the UB uses the annual action plan, which sets out the objectives to achieve each year (objectives are set each year for the following year). These documents are grounded in the rector's programme for the current governing team. Many of the UB's actions are assessed and decided by the Board of Trustees and the Governing Council. As a result, the two bodies indirectly address and evaluate the degree of compliance of a great many of the objectives that are set annually in the action plan. Lastly, the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU). However, the AQU assessment does not make use of the objectives in the Strategic Plan or in the annual action plan. Rather, it measures a set of parameters common to all public universities in order to evaluate education quality. The AQU oversees the accreditation process for all degrees on offer. In addition, teaching activity is evaluated using teaching assessment manuals, which the AQU certifies every five years.
Comb. 102-29 and 102-31	In the case of risk monitoring, it is necessary to distinguish between the efforts of the UB's units and the work of its governing bodies. The two units that specialize in risk monitoring are: • OCI, which prepares an updated risk map • the executive team, which is centralized and coordinated by the Head of Cabinet at the Rector's Office. Based on conclusions set forth by the General Manager's Office and OCI, the UB takes any corrective or palliative measures that may be deemed appropriate.

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CODE	NOTES
Comb. 102-29 and 102-31	In the case of the governing bodies: • The Governing Council takes decisions relating to the provision of public services. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA. • The Committee for Sustainable Development, which was created in 2019 as a delegate committee of the Governing Council and is heir to the former Committee for Social Responsibility and Committee for Sustainability, carries out the monitoring of environmental and social sustainability. • The Board of Trustees is the body responsible for the economic sustainability and financial sufficiency of the UB and the UB Group. Both the Governing Council and the Board of Trustees meet periodically. The regular analysis of economic impacts, risks and opportunities primarily occurs when the previous year's budget is closed and the coming year's budget is presented. Lastly, the UB's governing team is divided into various areas (academic, research, transparency, social responsibility and staff). In the context of regular meetings among the vice-rectors in each area, risks and opportunities of an environmental, social and economic nature typically come up. It can therefore be concluded that the UB's operational dynamics, its units and its governing bodies informally establish permanent mechanisms for the identification of impacts, risks and opportunities of an economic, social and environmental nature.
102-30	No formal analysis of the effectiveness of the risk management process is carried out. However, the UB's operational system has integrated such an analysis into its own work dynamics as explained in the section *Precaution, impacts, opportunities and risks.*
102-32	The Report on Sustainability (previously the Report on Social Responsibility) is assessed and approved by the Committee for Sustainable Development.
Comb. 102-33 and 102-34	The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. That is, stakeholder groups can convey their concerns to the UB through the activity of their representatives on the governing bodies. Any concerns and complaints are addressed by the Governing Council, executive committees and other governing bodies (when the floor is thrown open and such points can be raised). In addition, there are more informal mechanisms to communicate with the governing bodies: • institutional website • managers of administrative units (through any contact or channelling of concerns, complaints, etc.) • communication channels offered by the PDI, PAS and student intranets • complaints channels established in the UB's faculties through the internal quality management system (SAIQU) There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction questionnaires (for teaching staff, PAS, bachelor's degree and master's degree students, and graduates) and the Ombuds Office (for the entire university community). In addition, the UB has a Transparency Portal that is accessible to the public. On a permanent basis, the Transparency Portal hosts a great deal of the information that may be of interest. In addition, any member of the public can request information that does not appear there.
102-35	There is no specific remuneration policy for the governing bodies.
102-36	PDI and PAS remuneration is established by the national and regional regulations on public bodies, the list of employment posts (for PAS) and the corresponding collective bargaining agreement.
102-37	Stakeholder groups are not involved in any way in the process of setting PDI and PAS remuneration. The reason is explained in disclosure 102-36.
102-39	In 2019, the pay increase for PDI and PAS was **2.25%** with effect from 1 January, as established by Decree Law 3/2019 in application of Royal Decree Law 24/2018, which approved urgent measures in the matter of public sector remuneration.
102-41	The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%. **Goal 8. Targets 8.5 and 8.8** The fact that all UB staff are covered by collective bargaining agreements, laws and regulations contributes to the protection of labour rights, the promotion of a safe and secure working environment, and the guarantee of decent work. **Goal 16. Target 16.7** The agreement between staff or their representatives and the UB ensures inclusive, participatory and representative decision-making.

CODE	NOTES
102-48	Information is only changed when the figures from previous reports are provisional.
102-49	Since last year, the name of the document has been changed from the Report on Social Responsibility to the Report on Sustainability. The new name matches the 2019 change in the name of the committee that approves the document from the Committee for Social Responsibility to the Committee for Sustainable Development. Another important change is that this is the first year for the report to address the UB's impact on the Sustainable Development Goals and their respective targets. Lastly, there are changes in the reported disclosures. As a consequence of the coronavirus pandemic this year, OSSMA has not been able to provide information on its areas of activity at the UB, that is, on environmental issues and on occupational health and safety. Similarly, Human Resources has not been able to provide a significant amount of information on the disclosures that correspond to HR areas.
102-50	From the calendar years 2016 to 2019 or from the academic years 2015-2016 to 2018-2019 (provided data are available on four calendar or academic years). In the case of indicators for which there are figures only until 2018 (that is, when the figures for 2019 are not yet available), the figures for 2015 are provided in order to continue reporting a period of four years.
102-51	Report on Social Responsibility 2017-2018 (as the report was previously called), published on 26 July 2019.
102-52	Annual
102-53	Office for Internal Control, Risks and Corporate Social Responsibility. Email: responsabilitatsocial@ub.edu. Tel.: 934 031 388.
102-54	This report has been prepared in accordance with the GRI standards (core option).*
102-56	The UB does not externally verify the Report on Sustainability. Priority has been put on internal verification of the document through the Committee for Sustainable Development, which is made up of representatives of the UB's various stakeholder groups. At present, the UB prefers to allocate the money that would be needed to hire an external auditor for an external verification to the pursuit of other priorities.
201-2	During the first part of the academic year (until 31 December 2018), the UB has continued to apply the Sustainability Plan (only the environmental section), which has ten strategic lines of actions that seek to reduce the UB's negative impacts and promote its positive effects on the environment. The risks of climate change relate not only to climate change and its consequences but also to potential regulatory changes (i.e. the UB may not be ready to respond to laws that require universities to make changes in their operations). In terms of opportunities, climate change may open up new lines of research on the subject and even lead to company start-ups to work on the issue. Also, in the teaching area, climate change could lead to the design of content adapted to meet new environmental realities. The UB has made a firm commitment to the Sustainable Development Goals. In this respect, the UB has created the rector's delegate for sustainable development, who leads the working team that is preparing an action plan designed to contribute to the achievement of the SDGs. **Objective for 2020** • The objective to prepare an action plan to collaborate in the achievement of the Sustainable Development Goals, which was set in the Report on Social Responsibility 2018-2019 for fulfilment in 2020, remains in place.
Comb. 205-1 and 205-3	The UB does not carry out a specific analysis of risks associated with corruption. The UB works with a scenario of overall risks associated with management. The management of the UB as a public institution is characterized by being wholly regulated by general legislation and internal regulations, which give rise to management processes in which the various responsible units take action in accordance with a clear distribution of powers. In turn, the processes have implicit control systems that may not be specifically designed and run to combat corruption, but do amount to a system for the prevention, detection and response to hypothetical cases of corruption. Based on the analyses carried out, there have been no cases of corruption detected at the UB in 2019. **Objectives for 2020** • To prepare and document an anti-fraud policy.

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* As stated in the section *References and Contents of the Report on Sustainability*, the original GRI standards have been used in adapted form.

CODE	NOTES
205-2	No specific and exclusive training on anti-corruption policies and procedures has been carried out in 2019.
206-1	In 2019, the UB has faced no legal actions for possible violations of unfair competition or violations of the legislation on competitive behaviour, anti-trust and monopoly practices.
307-1	There has been no incident of non-compliance with environmental regulations in 2019.
401-2	The budgetary legislation of the Government of Catalonia for 2019 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban (started in 2012), the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.
404-3	The assessment of job-specific training needs is conducted by area and not by job. Each year, Corporate Training contacts PAS managers to identify specific staff needs. For example, Corporate Training asks whether employees need to work with a new computer programme, whether a work system is being implemented that requires special training, whether there are new employees who need special training, or whether new duties are being taken on that require training. Based on managers' responses, Corporate Training organizes a staff training plan for the year.

The UB does not have a regular assessment system to review employees' fulfilment of their work objectives or to review their career development. Nor does the UB have a professional career development programme. |
| 406-1 | During the academic year 2018-2019, the UB has registered **13** cases of gender discrimination and/or sexual harassment, which have been addressed through the equality committees in the UB's faculties or dealt with directly by the Equality Unit. The tool that they have used is the new protocol against sexual harassment, provided that the case has arisen after publication of the protocol.

• Of the 13 cases, **10** have been classified as "other sexist conduct" and resolved directly through the equality committees in the UB's faculties, which have implemented the pertinent corrective actions and issued recommendations on instances of conduct that need to be avoided, as well as specific announcements or training on the issue.
• The remaining **3** cases have been classified as "sexual harassment" and resolved directly by the Equality Unit. After evaluating the cases of sexual harassment, the UB has taken pertinent steps for protection and correction. In **2** of the cases, the specific committee provided for in the protocol has been convened.

To provide protection and support, anyone filing a complaint is offered individual attention and sometimes psychological support through Conexus, an association that specializes in gender-based violence. The UB has an agreement with Conexus. |
| 413-New disclosure 1 | In terms of available studies on the UB's economic impact, all relevant information is provided in detail in the section Studies on the UB's economic impact (this information has not changed since the Report on Social Responsibility 2017-2018). No specific studies address the UB's social impact on its environment, but the present report does contain some descriptive accounts of such impacts in the sections called *Teaching and research*, *Responsibility to students* and *Responsibility to the environment*. As noted several times throughout the report, it has not been possible to provide information on the UB's environmental impact because of difficulties arising from the coronavirus pandemic, which has prevented the pertinent units from supplying the information. |
| Comb. 417-1 and 417-2 | All regulations on the transparency of information relating to the UB's academic offering is contained in the Regulations on Assessment and Teaching Plans and in the Decree on Prices.

The regulations determine what constitutes compliance and what the corresponding sanctions for non-compliance should be.

There has been no incident of non-compliance in the academic year 2018-2019. |
| 417-3 | The UB has not failed to comply with any of the regulations or voluntary codes relating to marketing communications such as advertising, promotional activity and sponsorship. |

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CODE	NOTES
418-1	In the academic year 2018-2019, the Catalan Data Protection Authority has not initiated any sanction procedures against the UB. However, there has been a new development in the area of data protection. Organic Law 3/2018, of 5 December, on the protection of personal data and the guarantee of digital rights, was approved. The new law complements the provisions of the EU's General Data Protection Regulation, which has been in effect since May 2018. During the academic year 2018-2019, the UB has held meetings to inform the different areas, services, units, etc. of the main aspects of the new regulations. A delegate on data protection has been appointed as required by the law, various working groups have been set up (for example, in LERU and CSUC) to address the effect of the regulations on different work areas in universities such as research, and the UB has taken part in presentations and sessions to study the new legislation in greater depth. **Objectives for the academic year 2019-2020** • To deliver an in-person training course for PAS on changes in regulations on the protection of personal data. • To implement an online course on data protection for UB staff. • To prepare a guidebook on data protection and research for teaching and research staff at the UB.
419-1	The UB has not received any fines or non-monetary sanctions because of non-compliance with social or economic laws or regulations during 2019.

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