Annual Report 2021/2022

We are the first Catalan university to have all our official programmes accredited

Universitat Oberta
de Catalunya

Annual Report 2021/2022

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Adding quality to multiply impact

> "We seek to add quality to multiply our impact: the greater the UOC, the better our future."

Josep A. Planell
President of the UOC

The milestones mentioned in any institution's annual report only become meaningful when the joining of the individual dots reveals the larger, previously hidden picture. If we are then able to put this in the context of previous and future images, we can gain a clear view of where this institution stands, and what it stands for. So it is that the following pages show how the UOC, having passed the milestone of its 25th anniversary, has been able to adapt its founding mandate to look to the future with confidence.

The main indication of this is always an internal one, and no figure is more eloquent than our 100,000 alumni. Alongside this quantitative growth and the transformations – accelerated by the pandemic – over the course of this past 2021/2022 academic year, we have organized different academic events with hybrid formats (from the inaugural lecture to graduation ceremonies), implemented our first Canvas classrooms, and approved two new bachelor's degrees and a new doctoral programme. At the same time,

we have consolidated projects from this mandate, like SpinUOC and our Online Employment Fair (which we held for the tenth and second times, respectively), as part of our conviction that employability and competitiveness are essential if we are to enhance our personal and institutional competencies to adapt to the new transformations in our environment. From an organizational standpoint, we have continued designing and implementing the New Way of Working, an ambitious project that will allow us to completely revamp our processes, work facilities, premises, team management and leadership.

This job well done has earned us significant wider recognition, such as the institutional accreditation from the Universities Council of the Spanish Ministry of Universities, which means we remain **the only university in Catalonia with this accreditation for all its officially recognized courses**. This undoubtedly gives us more room for autonomy, but also means we are bound by greater responsibility. This is

because, as with rankings (for instance the Times Higher Education, which puts us sixth in Spain and 172nd in the world), isolated milestones mean nothing unless they are used to achieve quality and, through this, the progress, equity and education of society as a whole.

This is why we take so seriously the role of exchanges, be this in the form of the 27th International Symposium on Electronic Art (ISEA), which brought together a community of more than 750 experts in art, science and technology, co-founding the Pau Casals Chair in Music and the Defence of Peace and Human Rights, or promoting the UOC2TheFuture event to debate our online future, to give but a few examples. And it is here that the new Poblenou campus takes on such importance, as does, particularly, our new research hub, which is to become a key driver for our research, innovation and knowledge transfer activities in the coming years. In short, we seek to add quality to multiply our impact: the greater the UOC, the better our future.

02

Highlights from the academic year

September 2021

71,301
students on official programmes

48,516
bachelor's degree students

22,785
university master's degree students

23,626
new students

The UOC was Spain's only online university in the Times Higher Education (THE) Young University Rankings. The THE Young University Rankings placed the UOC 6th in Spain and 172nd globally.

The UOC's 26th academic year had…

87,000
students

U-Multirank awards the UOC six A grades

U-Multirank published the results of the eighth edition of its ranking, corresponding to 2021, which assesses 1,945 universities in 96 countries around the world. The UOC secured six A grades in the Regional Engagement, Knowledge Transfer, and Teaching & Learning categories, as well as high grades in seven indicators of good performance, including open access publications, interdisciplinary publications and international academic staff.

Barcelona once again hosted the Ars Electronica Garden

For the second year in a row, Barcelona was once again one of the decentralized venues for the Ars Electronica Festival, the world's most important event dedicated to electronic creation and the synergies between art, technology, science and society, co-organized by the UOC. From 8 to 12 September, under the slogan "Hybrid Times – Interdependence", Garden Barcelona focused on the fusion of the networked, digital world with the analogue, face-to-face world.

We opened our first Canvas classrooms!

380 students made up the first wave to use the UOC's new Canvas classroom, spearheading its wider roll-out over the course of the semester. This was an important milestone for the university, because this new learning management system will be key to the evolution of our educational model for the years ahead.

The world's first online university concluded celebrations of its 25th anniversary as a global leader in quality e-learning. In 1995, the UOC reinvented learning with a transformative online educational model now endorsed by the world's leading university rankings and chosen by over 104,500 graduates.

October 2021

THE published its new ranking of the best universities in the world by field of knowledge

The 2022 THE World University Rankings by subject placed the UOC in the world's top 250 universities for social sciences, in the top 400 for computer science and in the top 600 for business & economics. The UOC was the only online university in Spain to appear in this prestigious ranking of education institutions.

Inaugural lecture

Francesca Bria, an expert consultant in information technology and digitalization policies, officially launched the 2021/2022 academic year with the inaugural lecture "A digital green deal for Europe's technological sovereignty".

The UOC joined the Catalan Refugee Programme

The Government of Catalonia's Ministry of Equality and Feminism, through its Directorate-General for Migration, Refuge and Antiracism (DGMRA), and the UOC started to work in partnership to foster the university community's participation in the mentoring programme for refugees.

November 2021

Close to 74% of staff answered the satisfaction, professional engagement and psychosocial risk assessment survey.

The survey allowed us to glean a realistic understanding of the staff's perceptions and continue to progress in building the UOC we all wish to be a part of.

The UN's report on the 2030 Agenda featured the UOC as an example of good practices

The UOC's "Emergency Remote Teaching" project, which offered webinars to Spanish-speaking teaching staff to help them adapt to online teaching during the COVID-19 lockdown, was chosen as one of the case studies.

The Hac Te Association was constituted

The association's remit is to create and manage activities exploring and developing the intersections between art, design, science and technology by fostering programmes, devices, processes, methods and structures with local, countrywide and international connections.

Hac Te
Hub d'Art, Ciència i Tecnologia

Highlights from the academic year

2nd Online Employment Fair

150+ companies

4,000 participants

745 job and/or internship offers

20 talks with **4,000 cumulative views**

Talks on four core topics: entrepreneurship, employability, competitiveness, career opportunities

On 16 and 17 November, the UOC held its second Online Employment Fair with the aim of generating new job opportunities amid labour uncertainty and the pandemic.

December 2021

Executive Board approved policies implementing the New Way of Working

The Executive Board approved a clear and adaptable common reference framework for each team's circumstances, consisting of a number of key policies and protocols: the protocol for meetings, the digital disconnection policy and protocol, and the New Way of Working Guide.

Online Lives, a documentary on the day-to-day realities of seven UOC students

What challenges do they face and what are their dreams? What obstacles do they have to deal with, and how do they maintain the right balance between their personal, work and academic lives? What's their daily life like and how do they see the future? *Online Lives,* a thirty-minute documentary shot during the pandemic between January and September 2020, introduces us to seven students who give us self-recorded first-person answers to these questions.

The Board of Trustees approved a budget of €157.1m for 2022, an increase of 3.9% over the previous year

The UOC's top governing and management body approved a €157.1m budget for 2022, 3.9% higher than that for the previous year, and also green-lit the forecast provisional closing of FY 2021, as well as the management reports submitted by the UOC President, Josep A. Planell, and General Manager, Antoni Cahner.

January 2022

Our final assessment tests, which have seen the introduction of face recognition tools for student authentication, took place without incident over the course of six days, between 8 and 19 January.

31,501 students

68,463 tests from **84 countries**

1,260 courses

Inauguration of the UOC's Pau Casals Chair. Music and the Defence of Peace and Human Rights

The new chair, part of the UOC's Faculty of Arts and Humanities, will foster research and knowledge, awareness and debate around the musical and humanistic facets of Pau Casals and his extraordinary legacy, as well as the values he advocated throughout his life. The chair will focus on two main areas of knowledge: firstly, the musical legacy of Pau Casals, the complete musician, and, secondly, his legacy of humanism and the contemporary approach to defending peace, democracy and human rights.

February 2022

Rethinking the Network of UOC Centres

A new roadmap involving us introducing ourselves in each territory as part of a shared mission with territorial institutions to foster the ability of people and organizations to adapt to the new keys to competitiveness in a new digital context.

Economist Mariana Mazzucato, recipient of an honorary doctorate from the UOC

In recognition of her academic and professional career, which has garnered her global renown in economics, Mazzucato was made an honorary doctor by the UOC. The event was attended by the Mayor of Barcelona, Ada Colau, and Spain's Minister for the Ecological Transition, Teresa Ribera.

Highlights from the academic year

February 2022

18,000 students graduated in an original hybrid ceremony, combining on-site and online participation

As part of the UOC's 25th anniversary, a new type of graduation ceremony was held, which students could attend in person (on 5 and 19 February in Barcelona and on 7 March in Madrid) or participate in online via Zoom.

The UOC once again brought entrepreneurial projects to the Mobile World Congress start-up event

The university had a stand at 4 Years From Now to showcase eight innovative initiatives from its community. The entrepreneurs were promoting innovative technologies in fields such as learning, motion capture, the metaverse, recruitment, protection of the elderly, and purchasing what we see in films and series.

March 2022

The new Strategic Plan's presentation event
(CAT)

Close to 300 people with management responsibilities or other key roles at the UOC were present at the unveiling event for the 2022-2025 Strategic Plan, which sets out the institution's roadmap for the coming years. It was formulated using a participatory process giving the entire university community a voice.

Measures and actions to support Ukrainian members of the UOC community

The UOC activated a protocol to speedily respond to any request associated with the situation in Ukraine, and to place our team of tutors working with Ukrainian nationals or residents in the country on standby in order to monitor the situation more closely. The university also placed on record its repudiation of war and called for dialogue, peaceful coexistence and non-violence to de-escalate the situation and bring an end to this conflict.

The UOC participated in a TV3 documentary on the future of education

Reiniciar les aules (Rebooting the Classroom) was a *Sense ficció* documentary aired at 10 p.m. on 22 February on TV3. 634,000 viewers tuned in at some point to watch, giving a 10% audience share. The UOC experts analysing and reflecting on the digital transformation of education and the challenges in store in the future were its President, Josep A. Planell, and faculty members Nati Cabrera, Diego Redolar and Sílvia Sivera.

First Catalan university to have all its official courses accredited

All official bachelor's and university master's degree programmes at the UOC were automatically accredited for six more years. The quality assurance agency AQU Catalunya positively certified the UOC's internal quality assurance system.

March 2022

More than 15 initiatives to position the UOC as an expert in digital transformation

The purpose of the Plan for Digital Transformation in Education (PTDSE) is to shape the UOC's institutional commitment to becoming a benchmark in e-learning and the digital transformation of education, and to align and promote internal initiatives in this regard. The fostering of the creation and consolidation of OpenEU, implementation of the UOC's action plan for research in e-learning and participation in the World Higher Education Conference (WHEC) are just some of the initiatives marking the course of the PTDSE.

April 2022

La UOC en viu!

On Thursday 28 April, the entire staff got together once again to enjoy the live event *La UOC en viu!*, this time featuring a brand-new format. The New Way of Working, the UOC's 25th anniversary and the Sant Jordi celebrations were the main topics of the programme, which saw the participation of around 20 of our colleagues.

Two new bachelor's degrees and a new doctoral programme for the next academic year

The UOC's range of official programmes was expanded to include the Bachelor's Degree in Public Administration and Political Science, the Bachelor's Degree in Sociology and a doctoral programme in Law, Politics and Economics, to begin next autumn. The UOC took part in the Saló de l'Ensenyament event at the Saló Future fair to provide information on its educational programmes.

Ways to explain the UOC

We launched the university's new narrative: *The UOC in 60 seconds*. This is an internal document outlining who we are, what we do and what makes us different. The new narrative is a 300-word explanation of the UOC.

TECNIO accreditation for the IN3

TECNIO accredited the university's ability to carry out distinctive and transferable research and innovation. This recognition is used as a benchmark by the business sector when contacting accredited centres to carry out contract research and innovation projects.

Implementation of a new tutoring model

This new tutoring model is based on two roles: the first-year tutor and the follow-on tutor. The rearrangement of these roles aims to strengthen the way the UOC's teaching staff are structured to offer a better response to the needs of students when they begin their studies and to the growing diversity of courses, labs, workshops and final projects.

Presentation of our new Gender Equality Plan for 2020-2024

The UOC 2020-2024 Gender Equality Plan is the fourth of its kind to be published at the university and was initially approved by a Negotiating Committee, with the participation of six legal representatives from the Employees' Committee and six representatives of the company. It was also subsequently approved by the Executive Board before being included in the RegCon register.

Highlights from the academic year

May 2022

New crisis management protocol approved

The Executive Board approved new guidelines for dealing with crises with potentially serious impacts on the UOC's operations or reputation. The goal was to update existing provisions and action guidelines to ensure a more organized and efficient approach.

Publication of new institutional dossier describing the UOC

We published our new institutional and press dossier. The document, in digital format, explains what the university is to those unfamiliar with us, and provides updates on the latest developments in our courses, as well as the principal facts and figures.

We presented the new institutional presentation resource bank, allowing presentations to be created and personalized in line with the given need.

UOC among the top 2,000 universities in the World University Rankings 2022-2023.

June 2022

ISEA2022

Promoted by the UOC, ISEA2022 Barcelona, the 27th International Symposium on Electronic Art, brought together a community of more than 750 experts in art, science and technology, as well as the most avant-garde home-grown and international digital artists across four exhibitions.

UOC2THEFUTURE

#UOC2TheFuture, a symposium on innovation in online teaching and learning organized by the eLearning Innovation Center (eLinC) and promoted by the Office of the Vice President for Teaching and Learning, was held on 2 June. More than 200 people attended in person at the Hotel Alimara Barcelona, in addition to the more than 100 who participated online.

The UOC's strategy is in alignment with UNESCO's roadmap for the coming years. UNESCO presented its vision for the future of higher education at the World Higher Education Conference in Barcelona.

The UOC President appeared before the Parliament of Catalonia's Research and Universities Committee to review the university. Planell looked back upon his work at the head of the institution and outlined progress in projects currently under way. He also covered the challenges and strategic priorities established by the UOC for the coming years.

June 2022

8 out of 10
of graduates are happy with their degree, according to the feedback survey on programmes completed at the UOC by bachelor's and master's degree students graduating in the 2021/2022 academic year

84.1%
would choose the same university

87.5%
would choose the same programme

The Catalan Government's decree on fees for 2022/23 cut the cost of some UOC bachelor's degrees and all UOC university master's degrees linked to regulated professions; moreover, the Board of Trustees approved discounts for all other university master's degrees.

July 2022

The process of choosing the new UOC president began

As contemplated in its statutes, the FUOC Board of Trustees appointed a search committee, made up of four trustees, to define the profile to be met by candidates, as well as a selection committee, composed of three internationally renowned experts, charged with selecting a shortlist of candidates from amongst those applying for the position.

The Board of Trustees green-lit giving up the Castelldefels building to be able to make full use of historic Can Jaumandreu site. The agreement will allow the teams to be grouped together in four buildings, three of which are on a single campus at 22@, with all the benefits in terms of time, efficiency and sustainability that this brings.

The UOC joined the UN debate on transforming education. More than 150 ministries of education from around the world took part in the Transforming Education Pre-Summit organized by UNESCO in Paris. The UOC was also there, with the presence of Pastora Martínez Samper, our Vice President for Globalization and Cooperation, and Gemma Xarles Jubany, Director of the Globalization and Cooperation Department.

2021/22 video report

03 An institutionally accredited university

Universities design and implement internal quality assurance systems to ensure the high quality and continuous improvement of the education they offer their students. The Catalan University Quality Assurance Agency, AQU Catalunya, supports them in the design of these processes so that they meet common quality standards. It also evaluates their implementation. As part of this process, AQU Catalunya has certified the UOC's internal quality assurance system and the

Universities Council of the Spanish Ministry of Universities has granted its institutional accreditation, making ours the only university in Catalonia to have all of its official programmes accredited. This means that all the official bachelor's and university master's degrees offered by the UOC have been automatically accredited for a renewable six-year period.

The UOC is first Catalan university to have all its official programmes accredited.

It is the result of the intensive collective efforts of all our faculties, teaching staff and administration departments that support teaching, under the leadership of the Planning and Quality Department. The goal moving forward is to continue with and improve the results of the refresh for the next six years, and to expand the management model to encompass quality management system processes throughout the organization.

About institutional accreditation

Institutional accreditation of universities involves the accreditation of all official university programmes taught at bachelor's and master's degree levels, for a renewable period of six years. The Catalan universities and AQU Catalunya are currently working to promote institutional accreditation for the 2022-2024 period to replace the current accreditation process, which handles each programme individually. This will increase the universities' autonomy, reduce the need for evaluations, and improve the efficiency of the entire Catalan university system.

AQU Catalunya issued a favourable verdict on the UOC's digital assessment system

The academic year culminated in a positive report from AQU Catalunya on the implementation of the university's new digital assessment model. Its verdict, now approved by AQU Catalunya's Institutional and Programme Assessment Committee (CAIP), will allow us to implement a fully online assessment model in all our programmes.

Continuous improvement cycle — Planning, Action, Assessment, Improvement

"**The UOC is a university that has**, from its very beginnings, **been strongly committed to quality** and, thanks to everyone's hard work, we have now become the first Catalan university to have all its official programmes accredited."

Josep A. Planell
President of the UOC
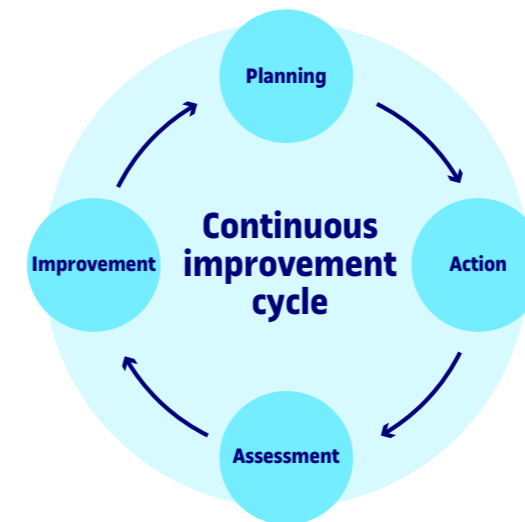
04

Looking to the future:
a participatory Strategic Plan for 2022-2025

The UOC's strategy is delivered by a continuum of strategic plans. Since the final quarter of 2019, the UOC has been immersed in designing this new 2022-2025 Strategic Plan, which will take over from the previous one (2014-2021) and set out the organization's roadmap for the coming years.

12 strategic challenges were identified to be tackled in the coming years, and these have been broken down into 33 specific goals.

Challenge 1	Challenge 2	Challenge 3	Challenge 4
Increase levels and forms of personalization, with the support of AI, to enhance teaching quality	Adapt and update the programmes we offer to meet society's needs, in keeping with the university's fields of knowledge and lines of research	Define feasibility scenarios for a constantly changing present	Establish a talent management strategy committed to the organization's people

Challenge 5	Challenge 6	Challenge 7	Challenge 8
Become a digital organization	Make ourselves a data-informed organization	Commit ourselves to people and open knowledge as drivers of equality	Commit ourselves to the planet for a more sustainable world

Challenge 9	Challenge 10	Challenge 11	Challenge 12
Increase the transformational effect on people's employability	Partner with businesses and institutions to catalyse knowledge	Strengthen research and innovation in the intersection between technology and the human sciences, to generate societal impact	Bolster the research ecosystem

31 March 2022

300
attendees

968
users connected live

1,300
views
(Cumulative figures to September 2022)

This strategy covers 5 areas, encompassing 22 plans and 91 actions.

Be UOC
Collaborative governance, viability and digital transformation.

Next UOC
Promoting educational flexibility and cross-disciplinary.

Global UOC
Resolutely building a global UOC that makes a greater social impact and contributes to the 2030 Agenda.

UOC Ecosystem
Boosting competitiveness and employability.

UOC Insight
Fostering quality and transformative research.

12 challenges

33 goals

22 plans

91 actions

Find out all the details of our new Strategic Plan in less than 5 minutes in this video:

Plan Estratégico 2022-2025

The 2022-2025 Strategic Plan has been drawn up through a process that gave the entire university a voice. From November 2019 to July 2020 a number of working sessions were held with the university's representative bodies (the Students Council, the Alumni Council, the University Council, the UOC entrepreneurship representatives and the Strategic Committee). From April to July 2021, this deliberative and consultative participatory process was opened up to our entire staff and managed via the Decidim platform.

18,019 pages viewed

2,720 views

196 contributions

500 active users (UOC professionals)

16 weeks

3 debate phases
• identifying the future challenges
• defining the goals
• specifying the actions to implement the transformation

3 sessions of the Strategic Committee

2 sessions with the University Council

3 sessions with councils (students, alumni and entrepreneurship representatives)

Strategic Plan website

05
Opening up professional prospects

We want to prepare people for the world they live in and not for a past in which previous generations lived, offering lifelong training that meets the changing needs of society. We do this with programmes tailored to all stages of people's lives and careers.

The official programmes offered in the 2021/2022 academic year comprise 26 bachelor's degrees, 53 master's degrees and 8 doctoral programmes, all accredited by quality agencies and in line with the standards of the European university system.

The course catalogue also includes UOC-certified master's degrees, postgraduate programmes and specialization courses, professional training courses, professional development programmes, summer seminars, advanced-level vocational training programmes, and open courses. They are complemented with tailored solutions for companies provided by UOC Corporate, to support staff development.

"The UOC is a pioneer in developing programmes tailored to the needs of people's lives and careers, which calls for personalized, supportive and relevant training."

Àngels Fitó
Vice president for Competitiveness and Employability

According to the *Times Higher Education* World University Rankings

Latin America
1st
online university.**

Worldwide
Top 172
young universities.

Spain
4th
university under 50 years old.

Spain
1st
online in research.*

104,501
graduates

87,000
students

7,196
teaching support staff (course and adjunct instructors) and tutors

130,000
online final assessment tests (June 2021)

1,362
administrative, teaching and research staff

87
official programmes

11,350
virtual classrooms

3,455
learning resources prepared by the UOC

* 2021 CYD Ranking
** Times Higher Education, Young University Rankings

Official university programmes and courses 2021/2022

Education, technology, health and history are the fields in which new courses have been introduced in the 2021/2022 academic year, with bachelor's degrees in Primary Education, Techniques for Software Development, and Digital and Multimedia Interaction Techniques; university master's degrees in Planetary Health, and History of the Contemporary World, and a doctorate in Society, Culture and Technology.

University master's degrees

Arts and Humanities
• Technology-Mediated Language Teaching and Learning
• Philosophy for Contemporary Challenges
• Cultural Management (joint: UOC, UdG)
• Humanities: Contemporary Culture, Literature and Art
• Contemporary History and Today's World (joint: UB, UOC)
• The Ancient Mediterranean (joint: UOC, UAB, UAH)
• Translation and Technologies

Information and Communication Sciences
• Corporate Communication, Protocol and Events
• Design, Visual Identity and Brand Building
• Strategy and Creativity in Advertising
• Digital Journalism and Communication: Data and New Narratives
• Social Media: Management and Strategy

Health Sciences
• Food for Physical Exercise and Sport
• Neuropsychology
• Nutrition and Health
• E-Health
• Planetary Health (joint: UOC, UPF)
• Medical Social Work

Law and Political Science
• Legal Practice
• Political Analysis
• Cybercrime

• Cities and Urbanism
• Criminology and Criminal Justice (joint: UPF, UAB, UdG, UOC)
• Human Rights, Democracy and Globalization
• Taxation

Economics and Business
• Economic Analysis
• Business Management
• Financial Management
• Human Resources Management
• Logistics Management
• MBA (UOC, EADA affiliated centre)
• Digital Innovation and Transformation
• Digital Marketing
• Occupational Health and Safety
• Corporate Social Responsibility
• Sustainable Tourism and ICT

Computer Science, Multimedia and Telecommunications
• Bioinformatics and Biostatistics (joint: UOC, UB)
• Cybersecurity and Privacy
• Data Science
• Web App and Website Development
• User Experience (UX) and Interaction Design
• Video Game Design and Development
• Telecommunications Engineering
• Computer Engineering
• Computational and Mathematical Engineering (joint: URV, UOC)

• Computer Vision (joint: UAB, UPC, UPF, UOC)

Psychology and Educational Sciences
• Quality Management and Evaluation in Higher Education
• Learning Difficulties and Language Disorders
• Education and ICT (E-learning)
• Teacher Training - Secondary Education, Language Teaching and Vocational Training (specializing in English, Natural Sciences, Vocational Training and Guidance, and Educational Guidance) (joint: UPF, UOC)
• Teacher Training - Secondary Education, Language Teaching and Vocational Training (specializing in Mathematics) (joint: UAB, UB, UOC, UPC)
• Child and Adolescent Psychology: Intervention Techniques and Strategies
• Educational Psychology

Bachelor's degrees

Arts and Humanities
• Anthropology and Human Evolution (joint: URV, UOC)
• Art
• Social Sciences
• History, Geography and Art History (joint: UOC, UdL)
• Humanities
• Catalan Language and Literature
• Translation, Interpreting and Applied Languages (joint: UOC, UVic-UCC)

Information and Communication Sciences
• Communication
• Digital Design and Creation

Health Sciences
• Speech and Language Therapy (joint: UVic-UCC, UOC)

Law and Political Science
• Criminology
• Law
• Public Administration and Management (joint: UOC, UB)
• International Relations

Economics and Business
• Business Administration and Management
• Economics
• Marketing and Market Research
• Labour Relations and Employment
• Tourism

Computer Science, Multimedia and Telecommunications
• Applied Data Science
• Computer Engineering
• Telecommunications Technologies and Services Engineering
• Techniques for Software Application Development
• Digital Interaction and Multimedia Techniques

Psychology and Education Sciences
• Primary Education
• Social Education
• Psychology

UOC open master's degrees: adaptable and customizable

Open master's degrees have been created to meet the needs of people's lives and careers and those of organizations, offering learning pathways that combine knowledge from various disciplines. This year, students have been able to choose from 39 courses, 129 specializations and 52 postgraduate programmes from the open master's portfolio to earn 48 ECTS credits. By completing a master's degree final project, they can obtain a further 12 credits and qualify for a UOC open master's degree. This attractive format allows students to combine different content and competencies.

Doctoral programmes

Society, Technology and Culture

Education and ICT (E-learning)

Network and Information Technologies

Bioinformatics
(joint: UAB, UPC, UdG, UdL, UOC, UVic-UCC)

Humanities and Communication

Health and Psychology

Business Administration and Management
(joint: UPC, UPM, UPCT, UOC)

Tourism (joint: UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO)

Number of official and UOC-certified programmes by level and type of course

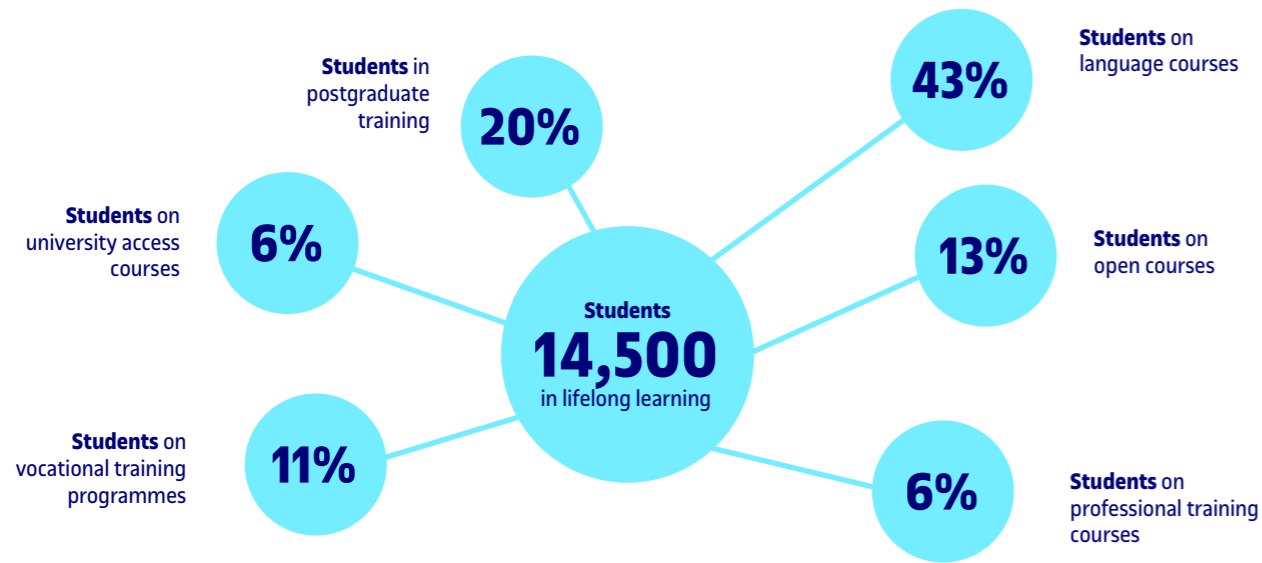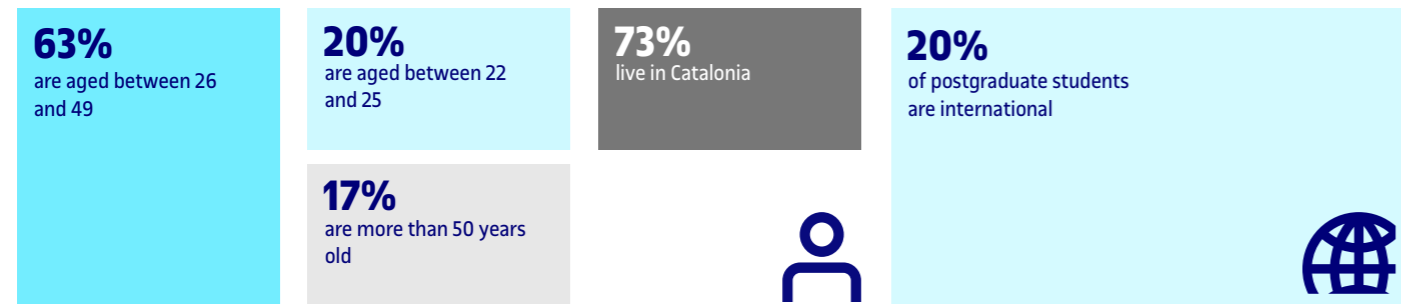|				
27	bachelor's degrees		**53**	university master's degrees
8	doctoral programmes		**73**	summer seminars
75	UOC-certified master's degrees and postgraduate courses		**155**	open courses
198	postgraduate and specialization courses		**9**	vocational training courses
60	language courses		**57**	courses, profession-focused specializations and professional development programmes

Beyond university education

The UOC's lifelong learning system was created with the mission of supporting people throughout their lives, beyond regular university education. It is designed for working people who need to update their knowledge and skills to deal with a constantly changing social and work environment. We provide postgraduate programmes, specializations and professional training courses aimed at professionals with expertise and a desire to take a step further. We also seek to train those wishing to build a professional future from scratch, with the university entrance exam preparation course for students over 25, language courses (levels A to C) and the UOC's partnership with the Jesuïtes Educació Foundation's online vocational training project.

Students in postgraduate training
20%

Students on language courses
43%

Students on university access courses
6%

Students
14,500
in lifelong learning

Students on open courses
13%

Students on vocational training programmes
11%

Students on professional training courses
6%

The profile of lifelong learning students

63%
are aged between 26 and 49

20%
are aged between 22 and 25

73%
live in Catalonia

20%
of postgraduate students are international

17%
are more than 50 years old

2021 saw the start of our open master's programmes, a new concept that leverages the dream of studying

This is the UOC's response to the needs of so many students to grow and develop their professional career, adapting the training they receive to reflect the appearance of new opportunities and projects, and for those who are readying themselves for new challenges that call for new skills.

An open master's degree is made up of postgraduate courses that students must have passed (they may be postgraduate and specializations programmes or postgraduate courses) plus a master's degree final project associated with the programmes completed.

Which faculties offer open master's?

Economics and Business

Computer Science, Multimedia and Telecommunications

Law and Political Science

Information and Communication Sciences

I'd like to start...

University access
If you are older than 25, get ready to make your dreams come true

Profession-focussed courses
Lead your change to become the type of professional that companies need

Jesuïtes Educació vocational training in collaboration with the UOC
The official qualification that opens doors to the world of work

Seminars
Boost your knowledge of subjects you love

Open courses
Try out the UOC by studying one or more of its open courses

I'd like to specialize...

Lifelong learning

Postgraduate courses
Specialize and further your professional career

Professional development programmes
Short, highly professional immersive experiences

Language courses
Enjoy the experience of learning languages online

Developing talent to transform organizations

The need to adapt to a constantly changing environment remains a priority for both companies and institutions today. New organizational principles and the new ways of working mean a growing focus on projects aimed at resolving the different challenges posed by the market.

This new scenario has significant implications for organizations, which need to develop their teams' talents so that they can adapt to this new way of working, creating more versatile roles, offering new professional careers that allow for ongoing growth and, at the same time, fostering a more distributed leadership style. Investing in people so that they can acquire the new skills called for in this new context and guaranteeing talent retention are key objectives for ensuring that this transformation process is successful.

The businesses of the future will be those that can go as far as the professionals making them up. This means that learning solutions must be a driver of change as, aside from overcoming business's varying challenges by delivering content of value, they need to incorporate new formats – like gamification and virtual reality – that stimulate workers and motivate them to continue learning, and be lifted by innovative methodologies that help them in their reflections, practical applications and partnering process.

Some of our customers

Finance

CaixaBank   Santander   Sabadell   BBVA   MC

Pharmaceuticals and health

Vall d'Hebron   Boehringer Ingelheim   MSD   ferrer

Retail

LEROY MERLIN   Pascual   Auchan RETAIL ESPAÑA   Vegalsa   areas

Public sector

SOC Servei d'Ocupació de Catalunya   TMB Transports Metropolitans de Barcelona   Ajuntament de Barcelona   Consorci per a la Formació Contínua de Catalunya

Industry

Naturgy   REPSOL   Agbar   IBERDROLA

Others

Adevinta Spain   luckia

Our track record

Customers that have placed their trust in us — **150**

400 — **Training solutions** designed and carried out

15,000

Professionals trained under our programmes

8,000 — **Hours** of multimedia content produced

500 — **Experts** in our network of collaborators

UOC Corporate has been helping organizations for eight years, designing, creating and boosting these transformative and impactful learning solutions, fostering people's growth and defining a talent strategy to help them reach their goals. Over the course of this period, more than 150 companies and institutions from a variety of sectors have placed their trust in us to design different learning experiences that have reached over 15,000 professionals. Leveraging the UOC's own in-house learning model, based on our experience as a digital native university, and a network of experts in both specific fields and the business world, our consultants helped organizations from a range of fields over the course of 2022. Firstly, in consulting projects, designing skills maps, training plans and onboarding processes. And, secondly, with regard to training solutions, we have created new programmes with different objectives, such as improving leadership and flexible work, innovation and employee upskilling or reskilling.

Counteracting imbalances

Contributing to the new rural reality

16.32% of Spanish students live in towns with fewer than 10,000 inhabitants, and in Catalonia the proportion is even higher (17.79%). Women account for over 65% of these students.

The **new rural action plan** reflects the thinking of the Competitiveness Committee regarding population decline, a structural problem in this country. It has been calculated that in Europe 30% of the population occupy 80% of the land area, while, in Spain, 23 of the country's 50 provinces are in what is known as "España vaciada" (empty Spain).

Depopulation often implies precarious services, a lack of resources and few opportunities for development. However, **the digital transformation offers a series of opportunities that may play a key role in reversing this regional imbalance**: It can make businesses in rural areas more competitive and provide services that help to attract and retain talent.

New consumer habits, such as the increase in e-commerce, the growth of remote working and the fact that isolated areas are becoming digitally connected are giving rise to a transformation that is converting depopulated regions into areas of opportunity, a phenomenon known as the "new rural reality". The European Commission itself recognizes the active role rural areas can play in the green and digital transition in Europe.

The UOC has thus decided to support the new rural reality, as it has the ability to increase the impact of its teaching, research and knowledge transfer activities on rural development. The objective is clear: **if digital connectivity reaches an area, it brings educational opportunities**, with all that implies. The benefits are obvious, as university education and training for employability and entrepreneurship are a key factor in the dynamism of a region and its ability to reverse depopulation.

Driving development

The UOC has long been interested in developing a network of people and institutions that are actively involved in creating opportunities and initiatives that will have an impact in these areas.

The UOC's activities include training in entrepreneurship with a view to finding new business models (it should be noted that **20 of the business initiatives submitted for the last SpinUOC call were from towns with fewer than 10,000 inhabitants**)

or specific programmes dealing with the impact of new technologies in sectors such as tourism and agri-food, which are fundamental in rural areas.

The university also promotes internship programmes in companies located in rural areas and encourages students and graduates to take part in local projects through volunteering and cooperation schemes.

The UOC strengthens its links with Deakin University

The UOC and Deakin University in Australia are working together to promote virtual international mobility. By means of a two-way exchange, students at Deakin will have the opportunity to take courses at the UOC and vice versa. This programme was launched in the second semester of the 2021/2022 academic year and 2 UOC students are taking part. This scheme allows students to benefit from an international experience without having to move away from their normal place of residence.

Adapting to meet everyone's needs

2,072

people with a certified disability of 33% or more (students following bachelor's degree courses, official master's degrees, or doctoral programmes). We are one of Spain's leading universities in terms of the number of disabled students enrolled.

At the UOC we are continuing our efforts to adapt to the specific needs of our students. Our zero-distance educational model favours equal opportunity in access to quality higher education, and we are working towards guaranteeing access to education for people with disabilities. This year we have continued working with the interdisciplinary group for people with disabilities set up last year to analyse the support available for these students, propose improvements and offer them the best options.

More personalized services

At the beginning of each semester there is a period in which special teaching arrangements can be requested where needed. Special arrangements can also be requested for final examinations if necessary, such as allowing candidates more time to complete the test.

Special arrangements for teaching

Requests for special arrangements

■ First semester ■ Second semester
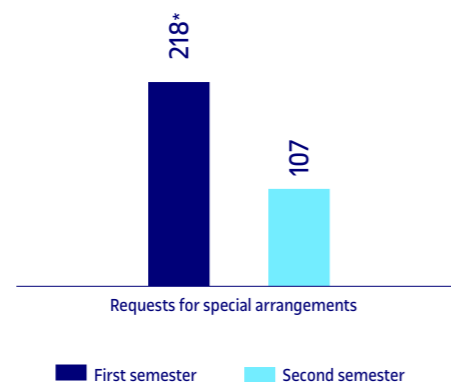
* The increase in the number of requests reflects increased enrolments in that semester

Special arrangements for final examinations

Requests for special arrangements

■ First semester ■ Second semester
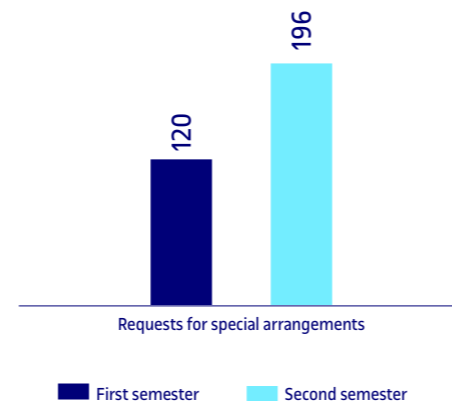
Special arrangements for examinations normally involve allowing candidates more time to answer and modifying the format of questions, especially in the case of students with visual impairment.

Opening our doors to refugees

Our online learning model has enabled more than two hundred refugees to study postgraduate specializations, languages and open courses, whatever their origin or place of residence.

The UOC and the Catalan Refugee Programme join forces to foster a welcoming host culture

In the month of September, with the start of the academic year and in view of the human rights crisis in migration and refugees, the Ministry of Equality and Feminism of the Government of Catalonia, through its Directorate-General for Migration, Refuge and Antiracism (DGMRA), and the UOC began to collaborate to promote the participation of the university community in the Refugee Mentoring Programme. This is the first time that the programme has been opened up to the university world, and it has done so with the help of the UOC, in light of the potential of its 100% online model.

Check out the library guide on volunteer opportunities for assisting refugees, entitled "**Welcoming and looking after refugees**".
It contains open content to provide support for volunteers participating in the Catalan programme and those who have signed up for the UOC's refugee assistance programme.

In response to the situation caused by the Russian government's invasion of Ukraine and given the UOC's experience since 2016 in welcoming and looking after refugees from other humanitarian crises, such as those of Afghanistan, Syria, Colombia, the Western Sahara and Palestine, a raft of measures in support of the affected members of the UOC community has been implemented. Firstly, we have contacted everyone of Ukrainian nationality or living in Ukraine, to express the UOC's support and solidarity. Secondly, we have activated a protocol to provide a prompt response to any request associated with those affected by the war, both in Ukraine itself and in other countries in Eastern Europe.

In the 2021/2022 academic year, the UOC had 143 students, two researchers and one course instructor of Ukrainian nationality resident in Spain, and another seven students living in Ukraine. Among our alumni, we have around 40 graduates who are Ukrainian nationals.

To provide a response to refugees' needs, it is essential to create alliances and work together with the other universities in Catalonia and Spain. The UOC is an active member of groups promoting university refuges in the Interuniversity Council of Catalonia and the Conference of Rectors of Spanish Universities (CRUE), sharing best practices amongst universities and lobbying to ensure a system at both the state and regional levels that permits a rapid response to humanitarian crises and global conflicts, as well as stable protocols and frameworks, benefiting from the necessary resources, to guarantee the proper reception of refugee students and teaching staff.

A scholarly community

This year has seen the incorporation of a new type of teacher: **the adjunct instructor.** Their role focuses on providing support for coordinating professors when courses or programmes are particularly extensive.

In bachelor's degree courses, a **new model for tutoring** has also been introduced, involving two roles: the **first-year tutor**, who provides pedagogical guidance and assessment, supporting students during their first two semesters at the UOC, with a view to reducing drop-out rates, and the **follow-on tutor**, who motivates students from the second year on and guides them in planning, following and successfully completing their academic pathways.

Faculty

A faculty member's academic activity comprises all the functions that they have to take on during their academic career: teaching, research, knowledge transfer, institutional responsibilities and academic management.

	Women	Men	Total
Full professors	8	18	26
Senior professors	2	-	2
Associate professors	92	91	183
Lecturers	62	42	104
Assistant lecturers	1	3	4
Total	**165**	**154**	**319**

Faculty carry out their teaching work and have standing as researchers in their field of expertise. Teaching staff active at 31 December 2021. UNEIX figures for the calendar year.

Accredited teaching staff with PhDs

	Women	Men	Total
Faculty members with PhDs	163	144	307
Faculty with PhDs who have received a positive assessment from an external body	131	129	260

Teaching staff active at 31 December 2021. Figures for the calendar year.

Faculty with six-year research accreditations

	Women	Men	Total
Faculty with PhDs and six-year research accreditations	94	101	195

Teaching staff active at 31 December 2021. Figures for the calendar year.

Faculty with six-year teaching accreditations

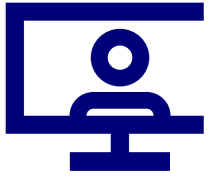|	Women	Men	Total
Faculty with six-year teaching accreditations	111	120	231

Teaching staff active at 31 December 2021. Figures for the calendar year.

Professional experts

These instructors complement faculty's areas of expertise.

	Women	Men	Total
Professional experts	17	16	33

Teaching staff active at 31 December 2021. Figures for the calendar year.

Teaching support staff and tutors

Professionals with expertise in different disciplines who combine their main work with teaching at the UOC, contributing to the tuition students receive coordinated by UOC faculty. In the university's case they are adjunct instructors and course instructors. The academic structure is completed by the tutor, who supports and guides students throughout their academic career.

	Women	Men	Total
Course instructors	3,019	3,097	6,116
Adjunct instructors	145	121	266
Tutors	470	344	814

Teaching staff active in academic year 2021/2022.
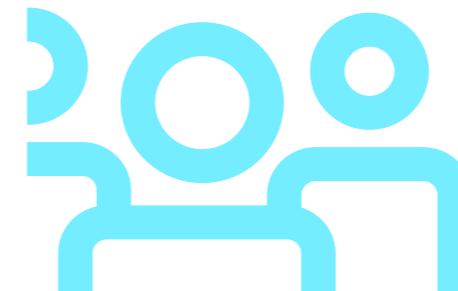
A university open to all

The profile of UOC students is unique in that they have typically already gained qualifications and professional experience, and aim to make their studies compatible with their home and working lives, no matter where they live.

104,501
total graduates over 26 academic years

9,703
graduates of official programmes in the 2021/2022 academic year

5.27%
more than in the 2020/2021 academic year

48,516
bachelor's degree students

0.92%
more than in the 2020/2021 academic year

23,626
new students

22,785
university master's degree students

0.84%
more than in the 2020/2021 academic year

86,503
students at the UOC in the 2021/2022 academic year

71,301
students on official programmes

Who are our bachelor's and university master's degree students?

Bachelor's degree students

55.3% women

33.2% aged 25 to 34

88.9% combine studies with work

72.6% work in the private sector

70.3% are studying for professional improvement or are self-employed

50.8% choose the UOC so they can combine their studies with work and other responsibilities
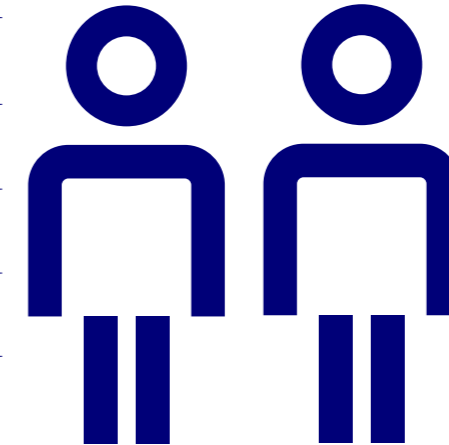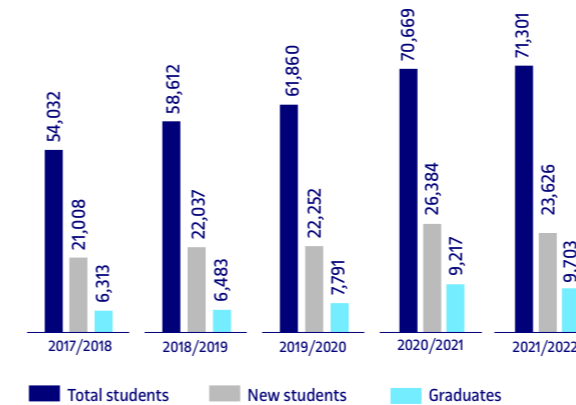
Master's degree students

60.6% women

43.6% aged 25 to 34

91.9% combine studies with work

58.3% work in the private sector

75.9% are studying for professional improvement or are self-employed

45.5% choose the UOC so they can combine their studies with work and other responsibilities

Source: Power Bi August 2022 and Induction survey. Drawn up by the Planning and Quality Department.
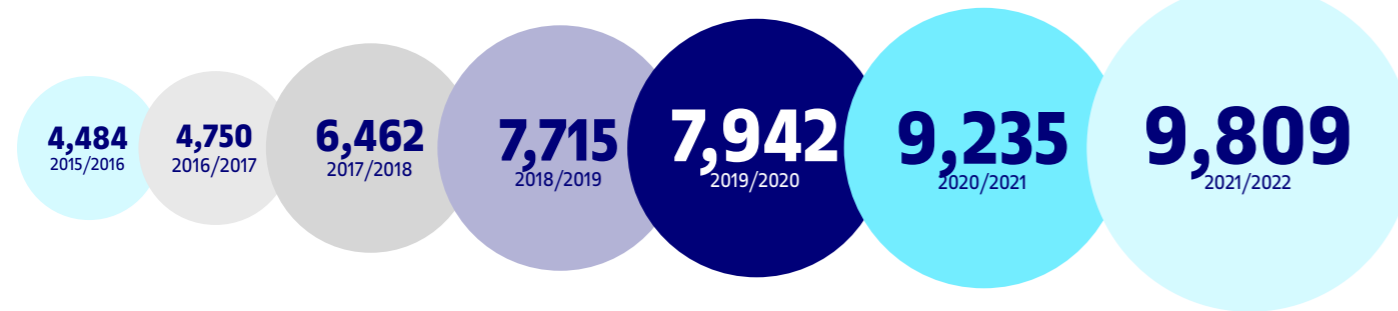
Trends in official bachelor's and master's degree students

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Total students	54,032	58,612	61,860	70,669	71,301
New students	21,008	22,037	22,252	26,384	23,626
Graduates	6,313	6,483	7,791	9,217	9,703

Distribution of official programme students by faculty

Faculty	Bachelor's degree	University master's degree
Arts and Humanities	1,258	1,091
Information and Communication Sciences	1,442	648
Health Sciences	–	1,198
Law and Political Science	2,040	1,445
Economics and Business	2,768	1,982
Computer Science, Multimedia and Telecommunications	2,969	1,850
Psychology and Education Sciences	3,174	1,761
Total	**13,651**	**9,975**
Total new official programme students (21/22 academic year)	**23,626**	

Trend in the number of graduates (bachelor's degrees, master's degrees and doctoral programmes)

4,484 2015/2016

4,750 2016/2017

6,462 2017/2018

7,715 2018/2019

7,942 2019/2020

9,235 2020/2021

9,809 2021/2022

81%
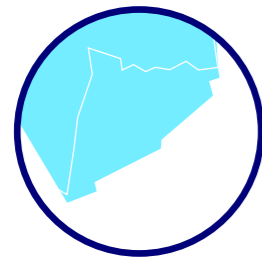are happy with their degree
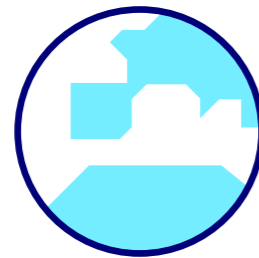
84%
would take the degree programme again

87%
would come back to study at the UOC

The UOC has students in 138 countries:

52,200
Catalonia

29,500
Spain
(excluding Catalonia)

5,600
Rest of the world

*Figures from the 2021/2022 academic year. These figures do not include UOC Corporate students.

Outside Catalonia and Spain, where do the UOC's students live?

584
Ecuador

483
Germany

482
Colombia

352
United Kingdom

337
Andorra

Source: DAU.

Online Lives

15 December 2021 was the release date for the documentary *Online Lives*, featuring seven students' daily lives over the course of a semester at the university. They all had very different profiles: some live in the countryside and others in the city, some come from other parts of Spain or even abroad, and they are of different ages, genders and family circumstances. Nevertheless, they all have one thing in common: thanks to e-learning, they have managed to continue studying, despite their personal circumstances and the recent pandemic.

Mobility students

Online mobility programmes allow students from all over the world to take one or more courses on the UOC Virtual Campus and have them recognized in their academic records. We are aware of how important these international experiences are for university students and the hurdles faced by many people wishing to take part in them. This is why we urge students to participate in our online mobility programmes, helping other educational institutions to offer their students a broader and more international curriculum.

35
UOC students studying elsewhere with Erasmus+ mobility

8
students from elsewhere studying at the UOC with Erasmus+ mobility

152
foreign mobility students through collaboration agreements with educational networks and institutions

Figures from the 2021/2022 academic year.

New classrooms on the Virtual Campus

The Canvas classroom

The UOC has embarked upon a transformation of its learning environment, with the goal of providing its students with the very best learning experience. The university seeks to adapt itself, flexibly, to their needs whilst offering the highest quality standards and the most appropriate technological features.

This change enhances our educational model while retaining its distinctive features, improving both the teaching and the technology used in the UOC's classrooms. One example of this is the native integration of competency-based assessment tools, thereby facilitating flexible, personalized feedback, not to mention the possibility of a quality experience on mobile devices to improve student and teacher access and interaction, whenever and wherever they need it.

Carles Sigalés
Vice President for Teaching and Learning

What is Canvas?

Canvas is the UOC's new, more modern, easy-to-use and flexible learning environment, which will help the university achieve a number of technologically strategic objectives.

This first of these is the agile evolution of our educational model. The second is the bolstering of our ability to implement innovation projects in the learning environment. And, lastly, sustainability and technological competitiveness, so as to guarantee the stability and scalability of our technological infrastructure, enabling us to carry out ongoing improvements to the tool.

Within reach of more and more students

More than 1,200 students on professional training courses and more than 1,300 vocational training students studied in a Canvas classroom during the 2021/2022 academic year.
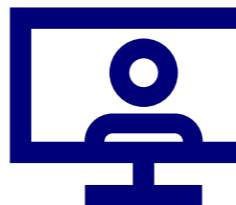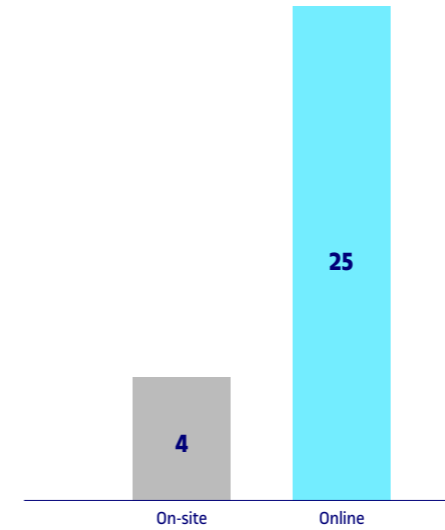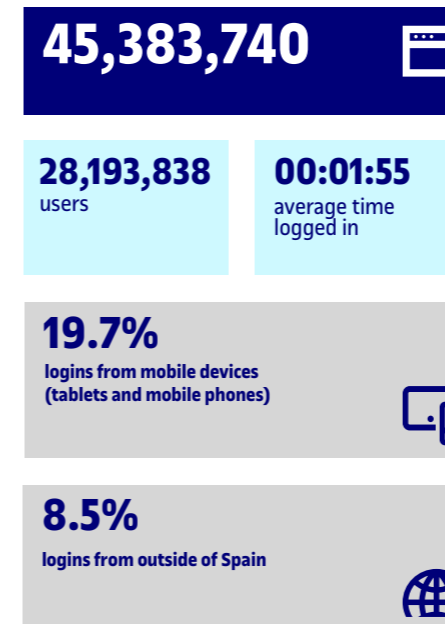
In the coming academic year, some university master's degrees and UOC-certified postgraduate courses will be taught in the Canvas classroom. The number of programmes using this new classroom will progressively increase so that, by 2023-2024, it will be used for almost all the UOC's courses.

Online doctoral thesis defences

On-site: 4
Online: 25

Key indicators on the use of Campus information sections
2021/2022

45,383,740

28,193,838 users

00:01:55 average time logged in

19.7% logins from mobile devices (tablets and mobile phones)

8.5% logins from outside of Spain

Our final assessment tests, in figures

| January 2022	June 2022
6 days	5 days
31,501 students	**29,615** students
68,463 tests	**62,155** tests
1,260 courses	**1,213** courses
120 tests adapted for disabilities or special needs	**196** tests adapted for disabilities or special needs
1,539 queries relating to test questions	**1,431** queries relating to test questions
9,407 technology-related queries	**7,657** technology-related queries
280 people (teaching and administrative staff) invigilating the tests and answering queries	**265** people (teaching and administrative staff) invigilating the tests and answering queries

Live online public defences of final projects

First semester (January 2022)	Second semester (June 2022)
3,067 defences	**3,624** defences
78 university master's degrees offering them	**71** university master's degrees offering them

Continuous support and guidance

At the UOC, students receive ongoing support and guidance from teaching staff, tutors and our help service. They also receive individualized information. All of this is designed to keep them on track throughout the academic year.

The help service for academic and technological queries provides students with an online contact form, as well as a real-time service, the @UOCrespon channel on Twitter.
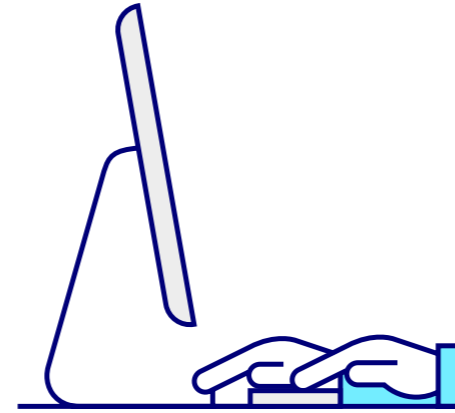
Help service indicators
2021/2022 academic year

341,266
queries (academic and technological)

1.48
average response time (in days)

3.6 out of 5
degree of satisfaction with responses to queries

54,283
tweets received

4.7 out of 5
degree of satisfaction with responses received via Twitter

1,542
complaints

26,391
@UOCrespon Twitter followers

Key email indicators

5,631,255
messages sent

7,676,435
message recipients

528
messages sent

98,674
message recipients

45
messages sent

34,746
message recipients

Tutors

94
newsletters sent

355,501
newsletter recipients

45
newsletters sent

34,746
newsletter recipients

Students

Course instructors

Support from the Library

The Library is made up of some 50 professionals providing support for both students and teaching and research staff in their activities. After listening to what the university community had to say, in the 2021/22 academic year, the Library launched a new, more accessible and intuitive website, tailored to meet different users' needs and boasting a more effective search engine.

In the same academic year, downloads of content from the collection by the UOC community reached a new high of almost 5 million.

About the UOC Library

The collection

190,385	e-books
77,442	audiovisuals
38,044	hard-copy documents
114,834	digital journals
178	databases
420,883	**total**

Training

number of participants		1,324
number of sessions		**61**
aimed at students		20
aimed at teaching staff		32
aimed at researchers		9

About our new website

More intuitive

Refreshed design

Content organized by user profile

New favourites section

New, more effective search engine

+117.73%	search engine sessions
-75.9%	average load time
+14.2%	session length
+31.58%	number of sessions per user
2,543,962	visits to the Library website

From more than 198 countries

Spain 65.13%
Rest of the world 34.87% (12.32% LATAM)

4,705,902 items downloaded from the Library
*including books and book chapters

High-quality service
The users have rated "The Library Replies" service

☑ 4.4 out of 5

IFLA ↗
The UOC Library is the first library in Spain to feature on the SDG Stories map from the International Federation of Library Associations and Institutions (IFLA). The Library's contribution, to SDGs 4, Quality Education, and 5, Gender Equality, is a clear sign of its commitment to the university's Strategic Plan.

Learning resources in figures

|	
3,455	learning resources prepared by the UOC in the classrooms
44,153	resources with associated rights management
62	different software licences
2,071	courses transformed (50.79% of the total)

User assistance

The Library Replies	
3,490	number of queries
6	complaints received from students
Number of queries/requests for Library services	
20,463	loans and renewals
2,787	requests for digital articles and other documents
2,833	queries/requests received from teaching staff
308	information search requests

Types of UOC-designed learning resources

Audiovisual
9,218
(23%)

Interviews
Reports
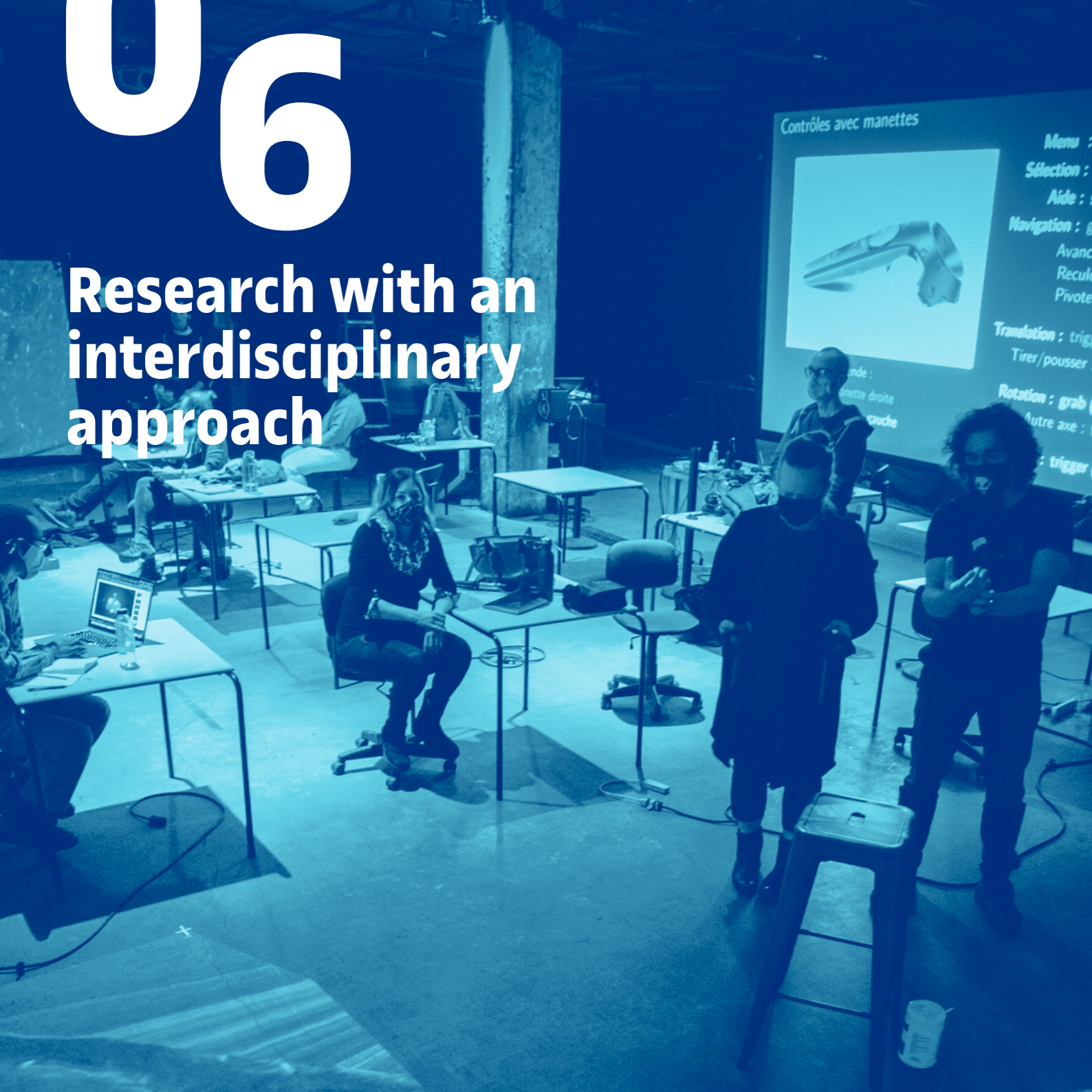Informal debates
Testimonials
Podcasts
Animation
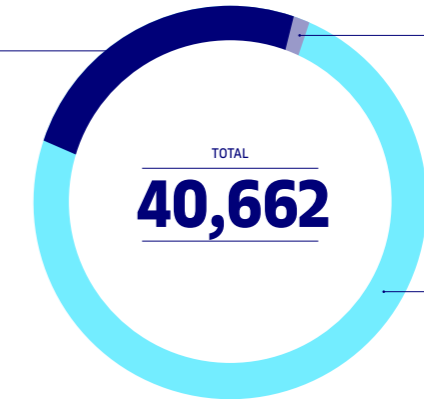
Multimedia
10,951
(27%)

Websites
Blogs
Wikis

Multiformat
20,493
(50%)

PDF
HTML5
Audiobook
EPUB

TOTAL
40,662

06
Research with an interdisciplinary approach

"We are a young university and we want to continue contributing more and better to the society that has created us and continues to support us. The hub has come at a time of growth in research at the UOC. We need new ways, environments and incentives with the ambition to be leaders and have an impact on the areas in which we carry out our research."

Marta Aymerich
Vice president for Strategic Planning and Research

Research is a central part of our mission: it helps to meet the challenges faced by global societies in the twenty-first century. That is why we specialize in the study of the interaction between human activity and technology, focusing specifically on the network society, e-learning and e-health. We aim to approach science from a digital perspective and ensure that the knowledge generated through research is open to everyone. We carry out research with an interdisciplinary approach and a desire to generate new knowledge by combining disciplines. We pursue this objective from our faculties and research centres (inside and outside our fifty-plus research groups), and through our Doctoral School. We want to define cross-disciplinary research challenges that connect the lines of different research groups and areas of knowledge. We work with plans drawn up by eLearning Research, the eHealth Center and the IN3, as well as the strategic research plans of each of the seven faculties.

The R&I Interdisciplinary Hub is about to be inaugurated

The COVID-19 pandemic has highlighted the importance of scientific research for society. If research helps us to meet present and future challenges, we need to apply its values and ensure that they permeate our day-to-day work, and actively seek to involve the public.

The UOC research hub that will be launched at the beginning of the 2022/2023 academic year will be a lever for the UOC to move towards research designed to bring about a transformation with a clear commitment to the UN 2030 Agenda.

# 2021, consolidating the leap forward in research

The aim of research at the UOC is to make a positive contribution to transforming the environment. Although it is very difficult to measure its impact directly, as it is a complex element whose effects are only seen in the long term, we can gain some idea by examining the outcomes of research. For example, the numbers of theses defended, current industrial doctorates, current patents and spin-offs. Based on these results, the figures for research at the university in 2021 continued the positive trend that began in 2014.

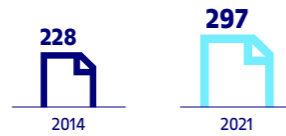## Research staff and groups

Research staff

509
46.7% up
347
2014 2021
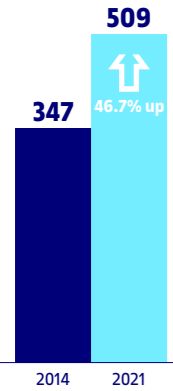
Research groups (recognized by the Government of Catalonia, SGR)

42
14
2014 2021
UOC groups
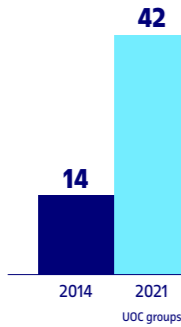
Research funding

Research project proposals submitted

228   297
2014   2021

Funds obtained

€6.7m
€2m
2014 2021
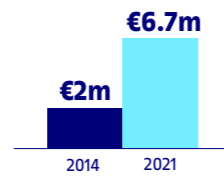
Current research projects account for

€20.2m+
€5m+
2014 2021
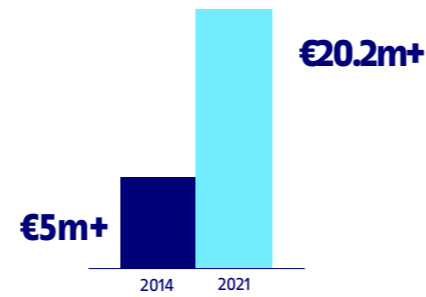
Scientific articles

UOC research staff published

275
scientific
articles
2014

651
scientific
articles
2021
137% up

Scientific articles

92%
articles referenced in
scientific databases

44.09%
articles with
international co-
authors

Doctoral programmes

Up to 2021

At the UOC
230
doctoral theses were
defended

Industrial doctorate students

2
2014

12
2021

Knowledge exchange

Spin-offs

The UOC has
4
spin-offs

Current patents

4   21
2014   2021
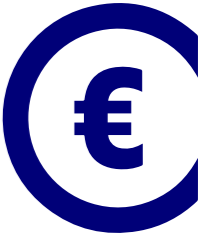
SOURCE: Power BI Research Reports / INPUTS / GROUPS

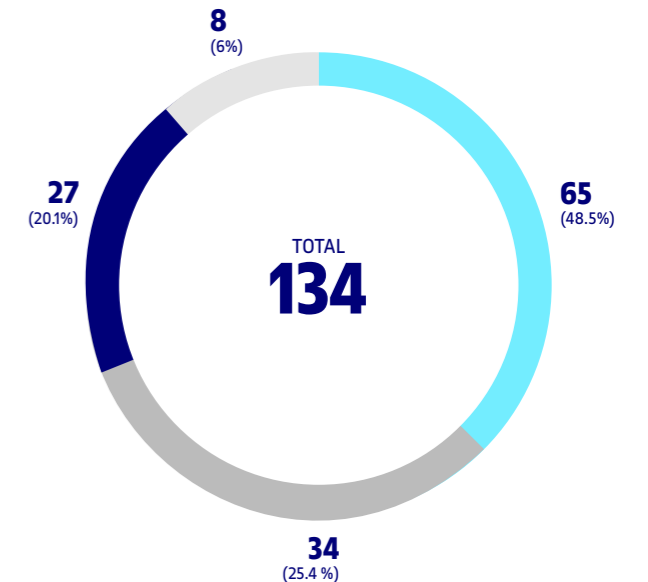# More funding, more projects approved and more research groups

Funding obtained in 2021, which totalled more than €6.6 million, was distributed among 134 projects that had been approved, nearly 40% more than the previous year. By 2021, the UOC's ongoing research projects had brought in a cumulative €20.2 million of funding.

External funding for projects awarded to the UOC in 2021, by geographical area

205,095
(3.1%)

1,547,412
(23.3%)

2,688,552
(40.4%)

TOTAL
6,651,731
(amounts in euros)

2,210,672
(33.2%)
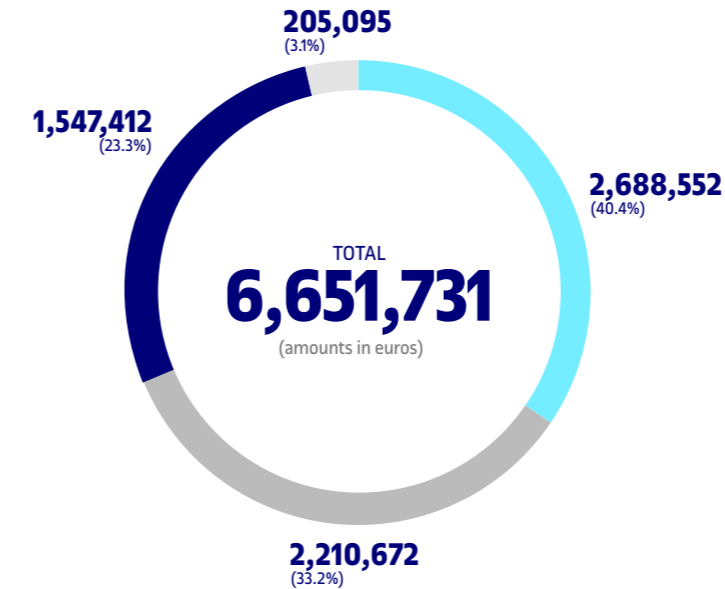
Number of projects awarded to the UOC in 2021, by geographical area

8
(6%)

27
(20.1%)

65
(48.5%)

TOTAL
134

34
(25.4 %)

Regional   National   European   International (excluding the EU)

The university's Research and Innovation staff comprises 509 professionals, a number which has been increasing year after year. Many of these researchers work in the research groups affiliated to one of the faculties, in one of the two research centres, or in the innovation centre. Of the 51 research groups in 2021, 42 had received official recognition from the Government of Catalonia through its research group support (SGR) call.

Subject areas in which the research groups work

Subject area	Number of groups
Arts and Humanities	11
Health Sciences	5
Social Sciences	29
Information and Communication Technologies	9

Data as at 31 December 2021.
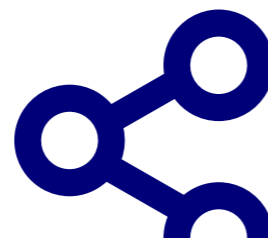
The Library supports research

Open science

The UOC is a firm supporter of open science and the creation of open knowledge that connects with society. We at the Library provide for the open access publication of teaching, academic and institutional documents, as well as research data, via theUOC O2 Repositoryand theCORA Research Data Repository. We also assist researchers in drawing up management plans for their data and find journals or publishing houses publishing on an open access basis. We manage the vouchers for publishing free of charge in journals with article processing charges (APCs), arising from the CRUE/CISC transformative agreements.

Library for Research services

102	CVs reviewed for accreditation calls
66	bibliographic queries
54	bibliometric enquiries
11	bespoke training courses
346	enquiries about the institutional repository
1,647	publications reviewed on the Researcher's Website (GIR)
10	datasets deposited in the CORA data repository
15	research data management enquiries
3	data management plans
144	research staff digital profile reviews
51	documents requested from the interuniversity document search and loan service by teaching and research staff
16,974	items deposited in the O2

The Library provides services and resources for each and every stage of research.

1 Information search
Tools and services for finding information easily and quickly.

2 Research data and information management
Citation, bibliographic references and research data.

3 Publication and dissemination support
Research publication: authors' rights, editorial policies and how to increase the visibility of scientific output.

4 Assessment
Bibliometric indicators and social impact.

Open/closed access articles

35,3%
64,7%

- Copyright
- Open access
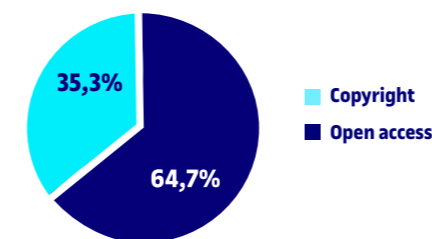
Theses published on an open access basis since 2010

17,3%
79,9%

- Pending
- No
- Yes
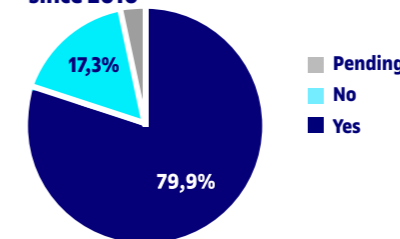
80%
of doctoral theses are deposited in the O2

136,732
digital journals and books

179
databases

Who does research at the UOC?

The UOC boasts two research centres – the Internet Interdisciplinary Institute (IN3) and the eHealth Center (eHC) – an eLearning Research programme and seven faculties with associate deans for research. We also have our Doctoral School, home to our predoctoral researchers. Also worth highlighting is the work carried out by the UOC's eLearning Innovation Center.

eHC
IN3
eLinC
RESEARCH AND INNOVATION CENTRES

51
research groups

509
researchers

ICT and networks
DOCTORAL SCHOOL
Information and knowledge society

Health Sciences
Information and Communication Sciences
Economics and Business
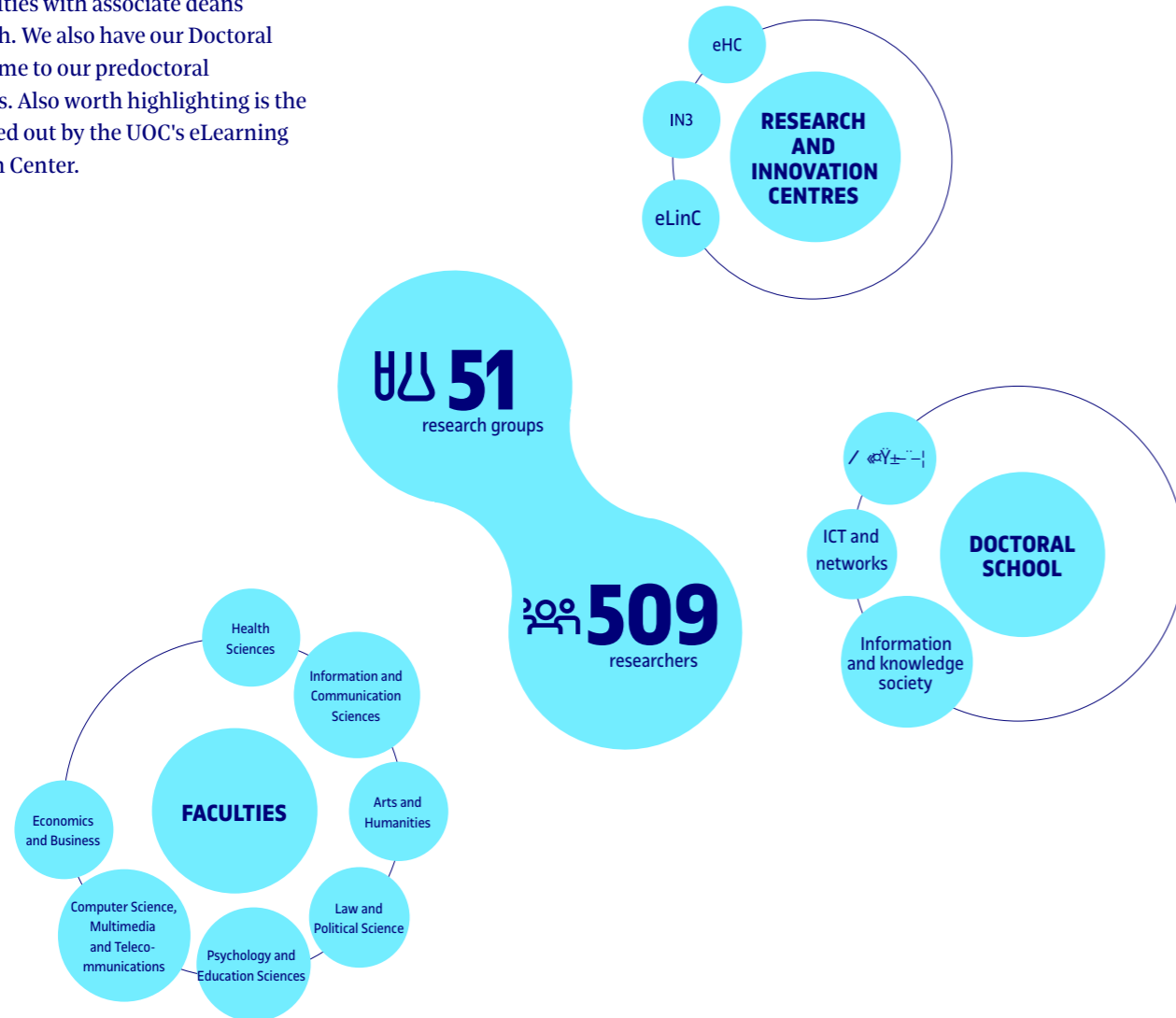**FACULTIES**
Arts and Humanities
Computer Science, Multimedia and Teleco-mmunications
Psychology and Education Sciences
Law and Political Science

Research and innovation centres and institutes

Internet Interdisciplinary Institute (IN3)

in3.uoc.edu
IN3 Director: David Megías

The **Internet Interdisciplinary Institute (IN3)** is a Universitat Oberta de Catalunya (UOC) research centre specializing in the study of the network society. Unlike other research centres, the **IN3 connects the human sciences – the social sciences, the health sciences, the humanities, the arts, etc. – with engineering disciplines, particularly computer science and telecommunications.** The interrelationship between engineering and the human sciences is what makes the IN3's research work stand out in the face of the sociotechnological challenges of the network society. Its research, currently conducted by **11 groups**, is based on **multidisciplinarity**, **transdisciplinarity and interdisciplinarity.**

The IN3, designing the internet of the future

"This new post-pandemic context and the new physical location for the IN3 at the Hub, the UOC's research nerve centre in Barcelona's 22@ district, foster a kind of rebirth for the Internet Interdisciplinary Institute and, at the same time, encourage interdisciplinary partnerships between our team and the rest of the university's academic staff. We are also implementing a new strategic plan that will require our full commitment and energy. The Internet Interdisciplinary Institute's third decade is off to a thrilling start, and we are eagerly looking forward to new challenges."

David Megías
IN3 Director

The IN3 in figures

data from January to December 2021

Staff

11	group directors (4 women, 7 men)
10	visiting researchers: Edinburgh Napier University (UK), University of Buenos Aires (Argentina), University of the Republic (Uruguay), Ramon Llull University (Spain), University of Melbourne (Australia), University of Parma (Italy), University of Vic - Central University of Catalonia (Spain), Pompeu Fabra University (Spain) and the UOC (5 women, 5 men)
54	predoctoral researchers (27 women, 27 men)

76	researchers with a PhD (33 women, 43 men)
39	research technicians and assistants (18 women, 21 men)
5	in-house researchers (1 woman, 4 men)
22	external collaborators (8 women, 14 men)
4	interns (0 women, 4 men)

Doctoral theses

3

Citations

367	citations in Web of Science (WoS)
427	citations in Scopus
638	citations in Google Scholar

Academic conferences and symposia

71	activities organized by the IN3
4,000	participants
100	participations by IN3 researchers in activities of other non-IN3 institutions, centres and organizations

Projects

15	projects granted in 2021
2	intergroup projects awarded in 2021
53	projects in progress
1	intergroup projects in progress

Innovation

1	spin-off in 2021
2	patents in 2021
11	current patents
16	consultancy services

Publications

200 articles

35 papers in conference proceedings

7 books

112 open access publications

5 intergroup articles (partnerships between two or more IN3 research groups)

1 technical-professional article

174 publications indexed in Web of Science (WoS)

24 book chapters

191 publications indexed in Scopus

7 reviews

Figures from 2021.

The IN3's eleven research groups:

CareNet
Care and Preparedness in the Network Society (CareNet)
Leader: Dr Israel Rodríguez (adjunct professor)
Area: Psychology
Field of knowledge: Care and preparedness in the network society

CNSC
Communication Networks & Social Change (CNSC)
Leader: Mireia Fernández-Ardèvol (senior researcher) and, from November 2021, Dr Rosa Borge Bravo (associate professor and researcher)
Area: Communication, (digital) sociology, technopolitics and human-computer interaction)
Field of knowledge: Communication networks and social change

CoSIN3
Complex Systems @ IN3 (CoSIN3)
Leader: Dr Javier Borge Holthoefer (senior researcher).
Area: Multidisciplinary applications of complex systems (urban science, computational social science and big data analysis)
Field of knowledge: Complex systems

Dimmons
Digital Commons (DIMMONS)
Leader: Dr Mayo Fuster (senior researcher)
Area: Multidisciplinary (political science, anthropology, economics, philosophy, computer science and the arts)
Field of knowledge: Digital Commons

GenTIC
Gender and ICT
Leader: Dr Milagros Sáinz (senior researcher) Area: Multidisciplinary (psychology, sociology, economics, geography and anthropology)
Field of knowledge: Gender and ICT

GlobaLS
Global Literary Studies Research Lab
Leader: Dr Diana Roig Sanz (ERC Starting Grant, professor of research at the Catalan Institute for Research and Advanced Studies (ICREA), and researcher)
Area: Multidisciplinary (humanities and social sciences) Field of knowledge: Global literary studies and digital humanities

ICSO
Internet Computing & Systems Optimization
Leader: Dr Ángel A. Juan (full professor and researcher)
Area: Computer engineering
Field of knowledge: Internet computing and systems optimization

KISON
K-ryptography and Information Security for Open Networks
Leader: Dr David Megías (full professor, IN3 Director and researcher)
Area: Computer engineering and telecommunications
Field of knowledge: Information and network security and privacy

SOM Research
Systems, Software and Models
Leader: Dr Jordi Cabot (ICREA research professor and researcher)
Area: Computer engineering
Field of knowledge: Software engineering

TURBA Lab
Urban Transformation and Global Change Laboratory (TURBA Lab)
Leader: Dr Ramon Ribera (adjunct professor and researcher)
Area: Multidisciplinary (economics, political science, geography, urban planning and environmental studies)
Field of knowledge: Urban transformations

WiNe
Wireless Networks Research Lab Leader: Dr Xavier Vilajosana (full professor and researcher)
Area: Computer engineering and telecommunications
Field of knowledge: The Internet of Things

eHealth Center

Creating spaces for debate and discussion around eHealth

Over the 2021/2022 academic year, the eHealth Center focused some of its efforts on organizing and holding "The eHealth What if Forum 2021: what if the digitalization accelerated by COVID-19 enabled us to transform our health systems?" The goal of this event was to foster debate on different topics associated with health and digital technology.

The series was coordinated by researcher Francesc Saigí and received highly positive coverage from general and specialist media alike, as with this article from newspaper *La Vanguardia*.

The eHealth Center also continued to hold its eHealth Talks, monthly scientific debate seminars that have seen the participation of a number of members of the UOC eHealth community.

Digital health in the pandemic: what worked and what didn't.

Change of leadership

Our Vice President for Strategic Planning and Research, **Marta Aymerich**, has taken office as Executive President of the eHealth Center, to replace former Director Albert Barberà. Aymerich enjoys the support of **Carme Carrion**, in scientific coordination, and **Alba Coma**, who carries out technical coordination duties from the university's Strategic Planning Office.

eHealth Project

The Center has held the **second eHealth Project**: from Idea to Project, organized jointly with the Faculty of Health Sciences and the Faculty of Computer Science, Multimedia and Telecommunications, awarding €3,000 in funding to two e-health projects. Find out more about these projects via this link.

Driving research into e-health

As part of its drive to incentivize **transdisciplinary and interdisciplinary research** within the university, the eHealth Center has issued its decision on the first call for **proofs of concept** and has published the second. The winning projects in this first round were:
- *Digital_Phenotyping* (Àgata Lapedriza and Xavier Baró)
- *Big data and multiple sclerosis* (ADaS Lab: Ferran Prados and Jordi Casas)
- *Healthcare Logistics in Depopulated Spain* (Cristian Castillo and Laura Calvet)
- *Competences in e-psychology* (Antoni Baena and Belén Jiménez).

International partnerships and networks

As part of its mission to become a driver of discussion and of fostering change in the healthcare system, the eHealth Center has entered into partnership with institutions such as SalusCoop, CataloniaBio & HealthTech, AQuAS and Argentina's Ministry of Education. And, stemming from its partnership with the HiTT Foundation, it has produced a guide on how to improve care for multiple sclerosis patients.

The eHealth Center continues to work as part of international networks and has consolidated its leadership of the global cluster of universities for Sustainable Development Goal (SDG) 3, under the leadership of Liv Raphael. Over the course of this period, it has also worked on defining its strategy, has created a website and has held the webinar "Health, equity and gender: can digitalization narrow the gaps in access to healthcare?".

In late May, the World Health Organization (WHO) renewed the appointment of the UOC's Faculty of Health Sciences as a Collaborating Centre in eHealth, under the leadership of researcher Francesc Saigí. The Faculty of Health Sciences and the eHealth Center are working to help the WHO and the Pan American Health Organization (PAHO) enhance their telemedicine training activities, and to support the implementation of the PAHO's eHealth strategy.

The eHealth Center also partners with the WHO in a research project to assess the WHO's Skin NTDs (neglected tropical diseases) app in accordance with the criteria developed by researchers Carme Carrion, Marta Aymerich and Noemí Robles. Actions like this bear witness to the its commitment to World Neglected Tropical Diseases Day, an international initiative also supported by the WHO.

The eHealth Center organized in conjunction with DKV and Barcelona City Council's Municipal Institute for Persons with Disabilities (IMPD), as part of the UOC-COCEMFE Chair in Personal Autonomy and Digital Health, the event "Loneliness, disability and mental health: realities and requirements" (CAT) within the debate space created by TV3's *La Marató* telethon for 2021.

Other significant projects:

- The UOC'S eHealth Center, the Inter-American Development Bank (BID) and Argentina's Ministry for Education launched a new international postgraduate Digital Health programme in Argentina.
- Emotional well-being and mental health in children with learning disorders and their families: an integral approach. La Caixa Connect call. GRECIL research group.
- Never Home Alone (NHoA). Project funded by the Spanish Ministry of Science and Innovation. AIWELL research group, in partnership with other organizations.
- UOC-IMPD study on unwanted loneliness in people with disabilities. Research commissioned by Barcelona City Council. Behavioural Design Lab (PSiNET) research group.

eLearning Innovation Center

"Our change of name was a declaration of intent. Now, we have a duty to ensure that innovation boosts the uniqueness of our educational model."

Driving the university's great transformative projects

Changing up to the new LMS

This academic year saw the UOC embarking upon a historic transition, implementing its new Canvas learning management system (LMS) in its professional training courses and readying itself for its roll-out in the first official programmes, UOC-certified master's degrees and specialization courses. The eLinC took part in this project, of key importance to the university, by heading its strategic product governance and change management.

The mission of the product governance function is to ensure maximum advantage is taken of the new LMS's capabilities, whilst also aligning them with the evolution of the UOC's educational model. To achieve this, the eLinC is responsible for analysing and designing the new UOC classroom and ensuring its continuous improvement, to be in a position to continue growing after the system's full implementation.

Additionally, the eLinC, with the support of the Office of Change Management and Campus Services, heads the change management plan, which is based on the three pillars of training, mobilization and information, and which seeks to ensure that all the university's faculties have the necessary resources and support to be able to successfully embark upon this new phase of teaching.

The strategic commitment to learning data analytics

The eLinC's Learning Analytics team plays an active part in developing the data function underpinning the new institutional strategy, alongside the Data Office, Planning and Quality and the Data Science Lab. Additionally, as a member of the Data Community created this academic year, it leads the academic data field in partnership with data technicians from the UOC's seven faculties, the Doctoral School and UOC X. Furthermore, it is responsible for the LMS Data project, which has the goal of developing a new data model that provides information on student and teaching staff activities in the new Canvas-based learning environment to the entire university. Also, as a member of the Data Programme, this eLinC team heads the Classroom Activity Monitoring project, which has the mission of developing new tools to provide evidence for decision-making around mentoring and personalization in UOC teaching and learning processes.

Bolstering support for teaching staff

Five years after the launch of the Niu-challenge course transformation plan, and with 83% of UOC teaching staff having undergone this process, the teaching partners team has begun the shift towards a new model to perform teaching staff support from a broader, more cross-disciplinary standpoint, working shoulder-to-shoulder with the university's faculties and other departments, such as the Library and Learning Resources, Campus Services, and Planning and Quality.

This academic year stood out for its in-depth work on digital assessment, which is so vital to our university, and for its methodological immersion in the design of practical training on Canvas, which is essential for teaching staff beginning to work in this new environment.

#UOC2TheFuture

#UOC2TheFuture is an eLinC initiative, supported by the Office of the Vice President for Teaching and Learning, for sharing and debating innovation in online teaching and learning. The programme is made up of an online section (uoc2thefuture.uoc.edu) and an on-site workshop to share with the public innovative projects and experiences developed with a view to improving online higher education. It also aims to be a forum for the UOC community, teaching staff and the university's partner stakeholders to examine emerging education disruption scenarios and to rethink the future of online education. Teaching-oriented and open to the whole UOC staff, the first on-site workshop took place on 2 June 2022 at Barcelona's Hotel Alimara.

200+ on-site participants

35 speakers

63 informative resources (ES)

In 4 months, 2,387 users visited the site's resources pages 6,000 times.

Core topics: the online world, sustainability and globalization, assessment, personalization, employability and accreditation, and gamification.

Knowledge transfer is seen, experienced and felt

The academic year saw the remodelling of the structure and content of the eLinC website in accordance with its new leadership and change in name and mission. Also, as part of the "Diálogos" [Dialogues] project in partnership with Mexico's Monterrey Institute of Technology and Higher Education (Tecnológico de Monterrey) and the Pontifical Catholic University of Peru (PUCP), it took part in fascinating online conversations with experts on educational models, teaching skills training, mental health and the metaverse. Thanks to the support service the eLinC offers to other higher education institutions aiming to implement digital transformation, Colombia's University of the North (UNINORTE) was able to redesign its educational model while the Universidad Práctica (UP) in Honduras received advice on the design of its online education quality plan.

What's more, thanks to its observation and analysis of current trends in education, with a particular focus on interest in innovation, the eLinC has created the podcast *Días singulares en universidades singulares* [Singular Days at Singular Universities], where experts talk about the world of education, its present and its future, and share innovative experiences for its transformation.

Doctoral School

"A doctorate is the highest level of education a university can offer researchers so they can go on to solve society's most complex problems. Essentially, this is where they cut their teeth in research."

Working online and returning to some on-site activities

This academic year, with some lingering restrictions due to the COVID-19 pandemic still in place, the Doctoral School continued to hold its thesis defences online, although a few did take place on-site at the request of the doctoral students in question. The circumstances also made it necessary to move the welcome session for the new doctoral students for the 2021/2022 academic year online. This year, it was split over two days to be able to include all the presentations more comfortably.

30 doctoral theses (3 on-site and the remainder online) were defended in the 2021/2022 academic year, bringing the Doctoral School's total to 252, and there were 376 active doctoral students from 47 different countries. Of these active doctoral students, 72 were under contract with the UOC with a grant or financial assistance to complete their doctoral thesis and 7 were undertaking industrial doctoral programmes. This year also saw Dr Alkim Erol's grant being extended for a fourth year to continue with her postdoctoral research, while the award for the best interdisciplinary thesis of the 2020/2021 academic year was taken by Dr Juan Pedro Cerro Martínez for his thesis *Seguimiento y evaluación de actividades colaborativas en línea a través de las analíticas del aprendizaje. Análisis del impacto sobre los docentes y los estudiantes de educación superior.*

A new location, and standout activities

The Doctoral School coordinates and organizes the UOC's doctoral programmes, creating a common framework of reference for them. It works hand in hand with the UOC's three research centres and seven faculties.
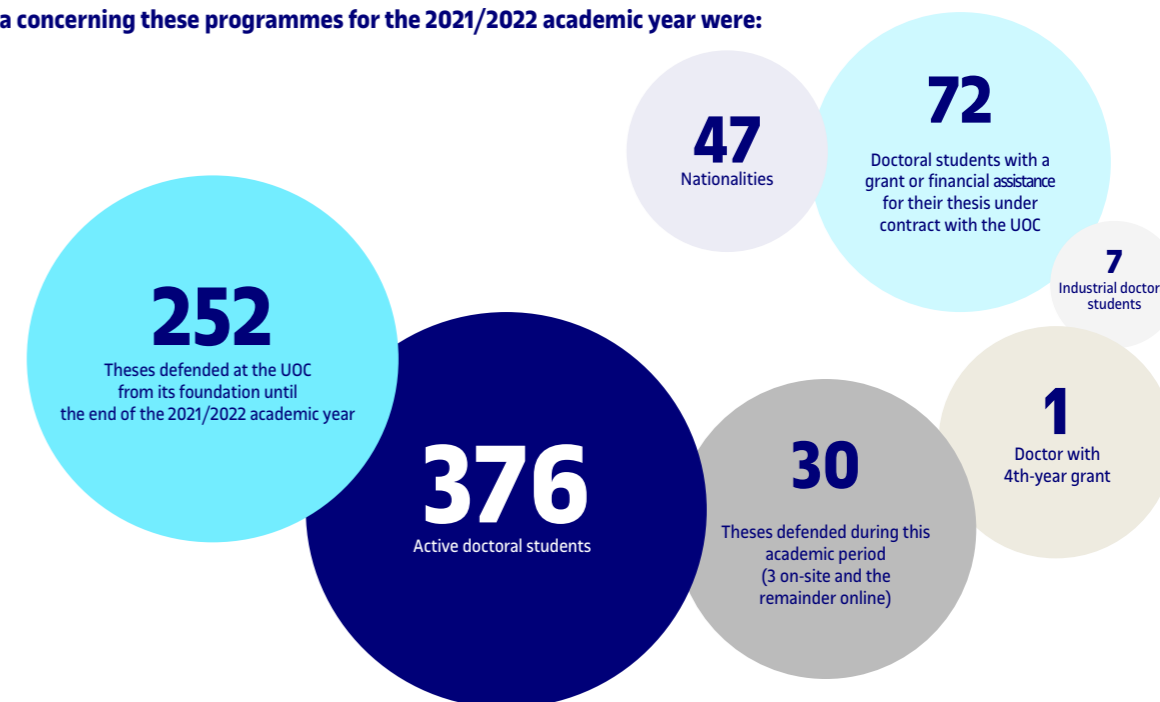
Since last May, it has been located on the second floor of the UOC's Interdisciplinary R&I Hub on the Poblenou Campus, where all its doctoral students under contract have a workstation, as well as a range of networking and other facilities.

The Doctoral School once again participated in the "Present your Thesis in 4 Minutes" competition organized by the Catalan Foundation for Research and Innovation (FCRI) with the support of the Government of Catalonia and the involvement of all of Catalonia's universities, in the aim of promoting dissemination activities amongst doctoral students. In this, the fifth such event, the UOC's representative in the competition's final, chosen after an initial classification phase that was once again held online, was doctoral student Andrea del Carmen Corres Gallardo, of the Information and Knowledge Society programme, with the project *Educators' competences in sustainability: Training and evaluation in different learning backgrounds.*

The salient data concerning these programmes for the 2021/2022 academic year were:

252 Theses defended at the UOC from its foundation until the end of the 2021/2022 academic year

47 Nationalities

72 Doctoral students with a grant or financial assistance for their thesis under contract with the UOC

7 Industrial doctoral students

376 Active doctoral students

30 Theses defended during this academic period (3 on-site and the remainder online)

1 Doctor with 4th-year grant

Research by our faculties

The UOC's seven faculties also include researchers, some of them affiliated to research groups and others carrying on research on an unaffiliated basis.

Faculty of Arts and Humanities

The mission of the research conducted by the Faculty of Arts and Humanities is to create tools and methodologies to better understand the complexity of the world's languages, cultures and societies, so as to engage with it from a position of knowledge and from an ethical, sustainable perspective.

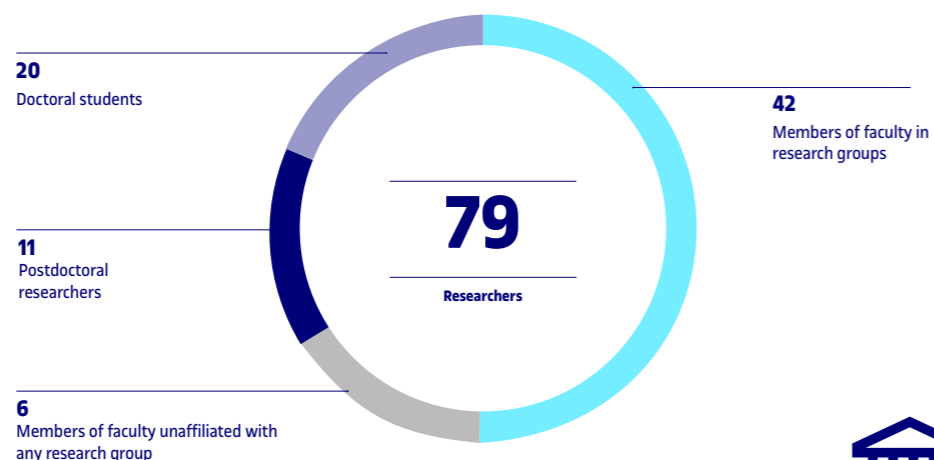2021 saw the awarding of **two new R&D&I projects from Spain's Ministry of Science and Innovation:**

The Novel as Global Form. Poetic Challenges and Cross-border Literary Circulation, co-PIs: Neus Rotger (UOC-GlobaLS) and Marta Puxan-Oliva (UIB)

Digital Translations and the Production of Knowledge about China: Ethnography and Action Research (DIGITRANS), PI: Maialen Marín-Lacarta (UOC-ALTER)

The faculty's existing research groups (Identicat, ALTER, DARTS, GlobaLS, GRIAL, LiCMES, MEDUSA, MUSSOL, PROTCIS and TechSLA Lab) have this year been joined by the RealTIC-UOC group, which conducts research into language teaching and learning with information and communication technologies (ICT).

What's more, 2021 saw the faculty's researchers harvesting a healthy crop of prizes: **Alba Colombo, Maite Puigdevall**

and Joan Pujolar were honoured with the Catalan Sociolinguistic Society's Modest Reixach Prize for 2021; **Christine Appel** won the 2021 Annual Article Prize from the Cambridge University Press journal ReCALL; professor **Carles Prado** received the 2021 ICAS Book Prize Spanish/Portuguese Language Edition for the best book on Asian studies published in Spanish with his book *Regresar a China* [Returning to China].

20
Doctoral students

11
Postdoctoral researchers

6
Members of faculty unaffiliated with any research group

79

Researchers

42
Members of faculty in research groups

Faculty of Psychology and Education Sciences

The research carried out by the Faculty of Psychology and Education Sciences is centred around **three core themes:** education and ICT; psychology, health and quality of life; and social action, community and innovation. Fields relating to specific groups (children, young people, the elderly, people of different genders, people with disabilities, patients and healthcare and education professionals) and to the contexts in which the research is carried out

(communities, work and organizations, participation and networks, management and policies, schools, families and cities) are defined based on these areas of knowledge. Areas that can be analysed from a range of different perspectives are defined at the point where all these groups and contexts intersect. There are seven groups carrying on research within the faculty (Feed2Learn, Edul@b, eTIC, LES, Grecil, PSiNET and the, Smart Classroom Project) and two do so affiliated to the IN3

(CareNet and GenTIC).

Many members of our research staff collaborate with groups affiliated with other faculties (eHealth Lab, Cognitive Neurolab, Open Evidence and Teking), centres and universities (Esbrina-UB, GRAL-UB, EMA-UB, Grintie-UB, Joventic-URV, Sinte-UAB, PETRO-UAB, ICO, etc.).

Faculty of Information and Communication Sciences

Research and innovation for a sustainable, critical and responsible future

The Faculty of Information and Communication Sciences provides its members with support and opportunities to improve their research through the actions detailed in its Strategic Research Plan. This plan seeks to significantly boost the research culture amongst our staff and increase the social impact of quality research based on innovation and the transfer of socially relevant knowledge.

In 2021, our team headed or participated in 10 competitive research projects or research contracts with a total academic output of 42 articles, chapters or books in the following fields of research: the network society, education and ICT, digital culture and creativity, and knowledge governance.

Faculty of Law and Political Science

The faculty has **four consolidated research groups** (SGRs): **DDI** (Internet Law), **Criminal Justice System, TaxBusiness** (Taxation, Labour Relations and Business), and **GADE** (eGovernance: electronic administration and democracy).

The following competitive projects from 2021 are worth highlighting:

- **Spanish state R&D&I:** *La nueva esfera pública online en el sistema deliberativo: la deliberación política en Twitter y en las plataformas de los partidos políticos en España* (ONPARTDEL) [The new online public sphere in the deliberative system: political deliberation on Twitter and political parties' platforms in Spain], (PIs: Joan Balcells; Rosa Borge); *Medidas legales y fiscales para el mantenimiento de las empresas* [Legal and taxation measures for maintaining businesses], (PI: Ana María Delgado); Law and Artificial Intelligence (LAI) (PIs: Miquel Peguera; Raquel Xalabarder); *Personalización de servicios públicos, sesgos e inteligencia artificial: hacia la consolidación de los derechos digitales en la administración* [Personalization of public services, biases and artificial intelligence: towards the consolidation of digital rights in the public administration] (PIs: Agustí Cerrillo; Juli Ponce); *Abusos sexuales en instituciones religiosas* [Sexual abuse in religious institutions], (PI: Josep Maria Tamarit).
- **European:** Justice Action Grants: Towards fair and effective compensation scheme to victims of sexual violence (PI: Josep Maria Tamarit); NORFACE: The Threats and Potentials of a Changing Political Information Environment (THREATPIE) (PI: Ana Sofía Cardenal).
- **Other projects:** Universia Foundation: *Inteligencia artificial y discriminación algorítmica de las personas con discapacidad: un análisis ético-jurídico* [Artificial intelligence and algorithmic discrimination against persons with disabilities: an ethical/legal analysis] (PI: M. Àngels Gili).

This academic output is reflected in numerous publications in impactful journals, thesis supervision and knowledge transfer though conferences, symposia and seminars at both the national and international levels.

Faculty of Economics and Business

Most of the research conducted by the Faculty of Economics and Business revolves around the **digital transformation of the economy and business**, with particular emphasis on **social impact, sustainability and responsibility**. It has a clear focus on analysing the socioeconomic and territorial determinants and effects of technological change and its impact on management and policies, as borne out by its **cross-disciplinary project** on the **sharing economy**. The faculty's researchers participate in **two interuniversity doctoral programmes** in Business Administration and Management and in Tourism, in addition to the UOC's own doctorates, and are organized into **eight research groups**: DigiBiz, MeL, NOUTUR, SUMAT, FM2, i2TIC, KIMO and TURBA Lab (affiliated to the IN3), six of which are recognized as consolidated research groups (SGRs) by the Government of Catalonia. It also has 16 unaffiliated researchers.

2 Postdoctoral researchers

8 Visiting researchers

15 New competitive projects awarded

59 Research professors
(equivalent to 19 full-time researchers)

69 Articles indexed

Figures from the 2021/22 academic year

Faculty of Computer Science, Multimedia and Telecommunications

The Faculty of Computer Science, Multimedia and Telecommunications divides its research activities across its different research groups and individual researchers affiliated with the faculty itself or with the IN3 or eHealth Center research institutes. Thus, its teaching staff are distributed amongst the IN3's WiNe, KISON, SOM and CoSIN3 groups, the eHealth Center's ADaS and AIWELL groups and the faculty's SMARTLEARN, TEKING, ICSO and LAIKA research groups.

All the research conducted within the faculty's ecosystem is associated with the field of technology, but also features a great deal of multidisciplinary, cross-cutting with those of health, art, education and logistics.

Faculty of Health Sciences

The Faculty of Health Sciences is currently implementing a process of consolidation of its research lines. During the 2021/22 academic year, we successfully put the finishing touches to our **first strategic research plan**. The clearest outcomes of this plan are the consolidation of a doctoral programme in Health and Psychology, the implementation of a consolidated bibliometric indicator system, and benefiting from a team of people who are highly motivated to carry out research. Thanks to all of this, we have made a great leap forward and have given a significant boost to the research carried out at the Faculty of Health Sciences. More specifically, we have been able to create knowledge in the following fields: food, nutrition and physical activity, healthy ageing, neuronal mechanisms, e-health and planetary health, amongst others, always from the perspective of health's social determinants and an inclusive, balanced standpoint.

At the same time, we have initiated a new action plan based on three core axes: fostering a culture of collaborative research, boosting the visibility of our research and optimizing its social impact. We seek to provide a response to a key issue in health sciences research: public participation (be this involving healthy persons or those affected by some condition) in the design, development and assessment of research projects.

The faculty's **four research groups** are the Cognitive NeuroLab (2017 SGR 273), the eHealth Lab (2017 SGR 790), the FoodLab (2017 SGR 834) and the new epi4health group. Thanks to their activities, those of the UNESCO Chair on Food, Culture and Development and our status as a World Health Organization Collaborating Centre in eHealth, we are working on some 30 research projects and supervising or co-supervising more than 30 doctoral theses.

O7

Knowledge as a driver for transformation

The 2030 Agenda takes centre stage

Here at the UOC, we view knowledge as a driver for transformation in people and groups. To make sure no one is left behind, we provide fair and inclusive access to higher education, train people to become global and socially responsible citizens, approach research in terms of social impact, and establish partnerships with academic institutions, international agencies, cultural institutions and third sector organizations to ensure we have a meaningful impact upon public policy and to exchange knowledge.

The UN's 2030 Agenda for Sustainable Development is at the heart of the UOC's efforts to become a global university. We are tackling the great global challenges by moving knowledge forward to achieve social progress.

In short, we foster the 2030 Agenda by leveraging the university's core functions: education, research, management and social leadership.

Fostering lifelong learning opportunities

Guaranteeing quality higher education and lifelong learning opportunities for everyone forms a key part of the UOC's mission. That's why, once again this academic year, the university has offered 540 study grants to outstanding Latin American students seeking to broaden their education, to help them follow master's degree programmes here at the our university. Additionally, and thanks to initiatives like this, we foster global classrooms in which students can, throughout their learning process, develop soft skills such as critical thinking, intercultural communication and an appreciation of diverse environments.

Good 2030 Agenda practices

The SDG Accord, a group of learning institutions committed to these global challenges, has published its 2021 Annual Report on progress towards **the Sustainable Development Goals (SDGs)** in the higher education sector. The report features real-life cases of good practices implemented by the signatory institutions. One of the UOC's projects has been picked as a case study.

This project is "Emergency Remote Teaching", which offered webinars to help Spanish-speaking teaching staff adapt to online teaching during the COVID-19 lockdown. This initiative aimed to open up and share knowledge so as to directly impact upon **SDG 4**, Quality Education.

Committed to the digital transformation of education

The **Programme for the digital transformation of the education sector** continues to move forward to respond to the changes wrought in the education sector by the introduction of ICT and accelerated by the COVID-19 pandemic. The **core principles** on which the programme is based are intended to provide a response to these challenges, making the UOC's experience in the digital transformation available to government bodies and other institutions. Each principle contains specific objectives to contribute to furthering our commitment to **position the UOC as a benchmark in the digitalization of quality education and e-learning** in the world.

Consistent with the UNESCO roadmap

Educating a global citizenry to address the complexity of today's societies, promoting open and shared knowledge and cross-disciplinary research, and ensuring the social commitment and ethical responsibility of higher education institutions. These are the three missions for rethinking higher education that UNESCO has highlighted in its roadmap for 2030.

The UOC's 2017-2021 Strategic Plan already included the need to provide students with training in global competencies (leveraging the advantages of the university's online model), the importance of having an open knowledge plan, and making the need to improve the university's social engagement a priority, with the 2030 Agenda as a framework for action. This commitment by the UOC has been restated in the 2022-2025 Strategic Plan.

> **"Our commitment to transforming the UOC into a global university with a greater social impact is entirely consistent with the vision presented by UNESCO at the World Higher Education Conference, held for the first time in Barcelona."**
>
> **Pastora Martínez Samper**
> UOC vice president for Globalization and Cooperation

Currently the plan covers four main areas:

1 **Research and innovation** to foster research into eLearning and the transfer of knowledge to society.

2 **The digital divide**, with special emphasis on digital skills for education, but also for society as a whole.

3 **Digital access**: reducing financial barriers for access to training in the digital transformation by subsidizing enrolment fees, and working to improve the experience of disabled students and develop global classrooms.

4 **Political impact**, to improve education systems, through networking, by constructing alliances with international organizations and higher education institutions, but also sharing our knowledge in different forums and using the UOC's experience to help agencies that ensure the quality of education, ministries of education and government institutions.

As part of the Erasmus+ e-Inclusion project, coordinated by the Vrije Universiteit Amsterdam and headed at the UOC by Inma Rodríguez-Ardura from the Faculty of Economics and Business, we have offered a webinar on "How to create an inclusive virtual learning environment"(CAT), with Alexandra Sedlovskaya, Associate Director of the Harvard Business School's Christensen Center for Teaching and Learning.

The following were the main interdisciplinary initiatives undertaken this academic year:

Albert Sangrà, a member of the Faculty of Psychology and Education Sciences, and Santi Caballé, of the Faculty of Computer Science, Multimedia and Telecommunications, were appointed scientific co-directors of eLearning Research, its aim being to develop research into online learning at the UOC.

We set up a work group to identify and eliminate the obstacles people with disabilities encounter when accessing higher education.

We strengthened our strategic links with institutions such as Senescyt in Ecuador and the Carolina Colombia Foundation, the Cooperative University of Colombia and the Pontifical Catholic University of Valparaíso, in Chile.

We contributed to the dissemination of knowledge about the digital transformation with chapters by the president and by the vice president for Teaching and Learning, Carles Sigalés, in the book *Beyond Distance Education* produced by the Open University of China.

We defined a digital skills pathway for the public and devised a test that will indicate the level of people's digital skills, a project led by Montse Guitert and Teresa Romeu, members of the Faculty of Psychology and Education Sciences.

We launched a new programme of study grants for institutions that promote digital transformation and want to train their staff with courses on high quality e-learning.

Josep M. Duart, of the Faculty of Psychology and Education Sciences, was appointed President of the European Distance and E-Learning Network (EDEN).

Together with the International Association of Universities, we organized a series of talks titled *Innovative Education for Unshaped Futures* (IE4UF) to explore some of the changes currently taking place in higher education.
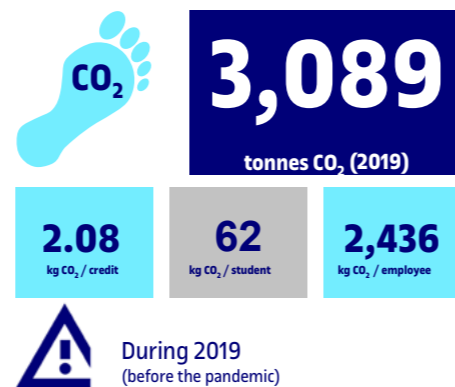
Committed to the environment

We measure the university's carbon footprint

The carbon footprint is the measurement of greenhouse gas (GHG) emissions generated by an activity or individual, or by an organization. On the initiative of the University Council's sustainability group, the UOC has calculated its carbon footprint for the first time. In 2019, the university emitted 3,089 tonnes of CO2, the equivalent of 2.08 kilos of CO2 per teaching credit.

Taking this situation as our starting point, we need to apply measures to reduce greenhouse gas emissions by 5% each year, to achieve our target of becoming carbon-neutral by 2030.

CO_2

3,089
tonnes CO_2 (2019)

2.08
kg CO_2 / credit

62
kg CO_2 / student

2,436
kg CO_2 / employee

During 2019
(before the pandemic)

We support the Government of Catalonia's commitments on climate

The UOC has subscribed to the Government of Catalonia's commitment to take action to reverse the environmental emergency. The necessary goals focus on measuring the impact of its activity on the climate, progressing towards a more energy-efficient system based on renewable sources, reducing emissions from travel associated with its activity, adopting measures based on the circular economy and on dissemination, and promoting the institution's commitment to the planet.

Symposium on "Planetary Health: a New Paradigm that Combines the Health of People and that of the Planet"

The symposium, held on 1 February, was designed to bring this new paradigm closer to those interested in tackling the challenges posed by the global climate and environmental crisis and its impact on people's health. Planetary Health offers an unprecedented opportunity to promote profound changes in our societies to further improve the health of humanity within the sustainable limits of the planet. The event also saw the presentation of the master's degree in Planetary Health, launched by the UOC, UPF and ISGlobal this academic year.

Committed to gender equality policies

New features of the 2020-2024 Equality Plan

In 2021, a study was conducted of the state of gender equality in various aspects of the working environment (working conditions; exercising rights related to personal, family and working life; internal training policies; women's participation in governance and decision-making areas).

13 new measures were therefore incorporated in the 2020-2024 Gender Equality Plan, including a plan to correct inequalities in remuneration and taking women, trans and non-binary individuals into account in the assessment and prevention of occupational hazards.

#JornadaGenderUOC: event focusing on the gender perspective in university teaching

To mark the International Day for the Elimination of Violence Against Women, the Equality Unit organized a day of reflection and work regarding the gender and feminist perspective in university education, which focused on three key issues: why it is important, what it consists of, and how it can be incorporated in online university education.

How can the gender perspective be included in online teaching?

A guide to online teaching with a gender perspective, prepared by Iolanda Garcia and Míriam Arenas, member of the Faculty of Psychology and Education Sciences, has been added to the collection "Guides to mainstreaming gender in university teaching", published by the 22 universities in the Vives Network of Universities.

Tackling gender violence at the university: 25 November, International Day for the Elimination of Violence Against Women

In November 100 members of the management team attended two sessions of online training to discuss the challenge of equality in the management of organizations and ways to prevent and respond to cases of sexual harassment and harassment on the grounds of sex, sexual orientation or gender identity. In connection with this issue, a video has been prepared explaining the UOC protocol for preventing sexual harassment.

28J: the UOC with Pride

On the occasion of International LGBTI Pride day, the UOC offered a training session on LGBTI Diversity: An opportunity to improve the working environment to all administrative staff, teachers and researchers, in which over 100 people took part.

O8

Sharing knowledge with society

Bringing art, science and technology together

The UOC organized the **27th International Symposium on Electronic Art (ISEA),** held in Europe once again after an absence of ten years. The event took place within the framework of the Open Knowledge Plan, set up in 2019, which aims to disseminate knowledge worldwide in association with other stakeholders in society. The UOC aims to increase its social impact by supporting teaching, strengthening research and innovation, and promoting knowledge transfer in creative art, design, multimedia, technology and communications.

This year the UOC has taken a leading role in positioning Barcelona as the capital of electronic art by organizing and participating in ISEA 2022, and setting up the "Hac Te" art, science and technology hub with other institutions.
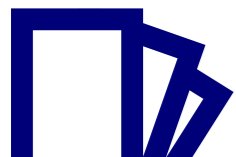
The ISEA is one of the longest-running annual international events, and acts as a meeting point for exploring the intersection between art, design, science, technology and society. Barcelona has hosted this new edition, emphasizing the city's leadership in research, scientific production and artistic and cultural creativity.

The ISEA combines research with artistic expression, and one of its distinguishing features is that it extends the programme to the local community through some fifty activities in the city and other parts of Catalonia.

Hac Te is intended to create and manage exploratory and developmental activities at the intersections between art, design, science and technology by promoting programmes, devices, processes, methods and structures which are connected locally, nationally and internationally.

Sharing knowledge

The UOC's O2 Repository

The UOC's O2 Repository is a portal for bringing together, storing and disseminating open access digital publications produced by the UOC community as part of their teaching, research and administrative work. Its purpose is to contribute to the dissemination of knowledge generated at the university, increase its impact and ensure that it is preserved.

The O2 Repository is intended to facilitate open access to scientific information following the green route, i.e. facilitating the self-archiving of publications, as well as enabling users to deposit open educational resources (OERs). By means of self-archiving, students can publish quality final projects and researchers can publish their scientific output openly.

At the end of the 2021/2022 academic year, 17,303 documents were available for consultation, over double the number four years ago when the UOC Open Knowledge Action Plan was approved. During this academic year the repository has migrated to the cloud and the technological infrastructure that supports it (Dspace) has been updated to increase visibility and improve security and the user's experience.

Open knowledge

7	Open access scientific journals
3	Open access general-interest journals
21	Blogs
4	Knowledge dissemination platforms

The UOC's O2 Repository

17,303	Open publications
2,409	Scientific articles by UOC authors
201	Doctoral theses
10,564	Final projects
2,277	Open learning resources

Source: the UOC's O2 Repository. Cumulative data. Data compiled: September 2022

Committed to open science

The UOC also belongs to the repositories working group of the Network of Spanish University Libraries (REBIUN) and takes part in the assessment of institutional research repositories with a view to evaluating them according to the criteria defined in the guide published by REBIUN/FECYT.

Moreover, in line with its commitment to the principles of the San Francisco Declaration on Research Assessment (DORA), the UOC has published the SPACE rubric in Catalan and Spanish. The SPACE rubric is intended to become a tool that universities and other academic institutions can use to prioritize the quality of research over the reputation of the journals in which it is published.

During this academic year, the UOC has also taken part in the constitution of an international coalition to reform the assessment of research, promoted by the European Commission. The UOC is also involved in other areas of open science, such as the open publication of research data, through the data repository held by a consortium of Catalan universities and research centres (CORA).

Chairs

The university's chairs carry out training, research, and technological and knowledge transfer projects with the aim of generating and exchanging knowledge in a specific field.

Two new chairs were created this academic year: the Pau Casals Chair in Music and the Defence of Peace and Human Rights, set up in conjunction with the Pau Casals Foundation, and the Chair in Conflict Resolution, Mediation and Digital Transformation, created with the support of the Mediation Centre of Catalonia.

UNESCO Chair in Education and Technology for Social Change

UNESCO Chair on Food, Culture and Development

UOC-COCEMFE Chair in Personal Autonomy and Digital Health

Barcelona UOC Chair in Digital Economy

Pau Casals Chair in Music and the Defence of Peace and Human Rights

Chair in Conflict Resolution, Mediation and Digital Transformation

The inaugural lecture

Francesca Bria, expert and consultant on digitalization policies and information technologies, marked the start of the 2021/2022 academic year with an inaugural lecture on "A digital green deal for Europe's technological sovereignty". The president of the UOC, Josep A. Planell, chaired the ceremony in the auditorium at Can Jaumandreu, the university's Poblenou campus. Pere Vallès, president of the Fundació per a la Universitat Oberta de Catalunya (FUOC), and Gemma Geis, Government of Catalonia Minister for Research and Universities, also spoke during the event, which was streamed live on the internet. Bria based her presentation on the opportunities arising following the pandemic to rethink digital technology and innovation, and to steer towards a more democratic and sustainable future. In this context, she proposed a new model of digital sovereignty, which she called the "digital green new deal".

" "The future should be digital, democratic and zero emissions."

Francesca Bria
President of the Italian National Innovation Fund. She is Honorary Senior Lecturer at the UCL Institute for Innovation and Public Purpose in London and is a United Nations Senior Advisor on cities and digital rights.

"Accelerating digitalization is not enough. We must also give it a direction. And today this means, above all, facing the double challenges of environmental protection and sustainable digitalization. From my point of view, we should use this post-pandemic phase to push forward a new model for digital sovereignty, which we should call a Digital Green New Deal because it is about using digital technologies to achieve both social and environmental sustainability."

"The European way towards digital sovereignty and the European digital humanism can make us think that, yes, technology can be a positive and a progressive force to shape our society and our future."

Full inaugural lecture ↗

Digital transformation, an issue beyond technology

"The technological transformation or the digital transformation is not about technology, it is about an organizational change, a cultural change."

Ethical algorithms to combat misinformation

"We need ethical algorithms for the public interest and we need to reclaim back an electronic public sphere where we can communicate, we can decide, we can have our democracy, our full democracy in place."

E-learning in a constantly changing digital landscape

"We need to exploit the use of digital tools in a way that preserves privacy, ethics, security – using open source software."

"The digital should be a way to increase the access to science and to technology, doing it through open science and open education."

Feminism, a key pillar in the digital revolution

"There is no digital revolution without a feminist revolution." Digitalization can bring many kinds of exclusion, which is exactly about race and social economic backgrounds, gender and many different kinds of discrimination."

Mariana Mazzucato, awarded honorary doctorate

3 February 2022
Saló de Cent, Barcelona City Hall

Webpage of the award ceremony

The economist Mariana Mazzucato, one of the world's most influential and renowned figures in economics, was awarded an honorary doctorate by the UOC. UOC president, Josep A. Planell, chaired the ceremony in Barcelona City Hall's Saló de Cent. Also taking part were Àngels Fitó, the UOC's vice president for Competitiveness and Employability; Teresa Ribera, the Deputy Prime Minister and Minister for Ecological Transition and Demographic Challenge of the Spanish government, and Ada Colau, the Mayor of Barcelona. The event could be watched live online.

Mazzucato began her speech by highlighting the significance of being awarded an honorary doctorate by the UOC, a university that is strongly committed to "education for all" and even has the word "open" in its name, which echoed her thoughts: "we have to start by setting goals, such as health and education for all, and then go back and design the economy to achieve them" instead of the other way around. One of the central premises of Mazzucato's work is that "the

economy is a consequence, the result of the decisions we make, and nothing's inevitable." Therefore, she explained, "we have to start taking responsibility for these decisions."

Àngels Fitó, UOC vice president for Competitiveness and Employability, gave the speech of commendation, describing Mazzucato's career and merits, which, in her own words, can be summarized in one main contribution: "rethinking the state". Fitó highlighted how Mazzucato had "written the script for a new capitalism", which essentially "does not conceive growth if it is not intelligent, inclusive and green, and does not understand innovation if it is not collective, symbiotic and ecosystemic."

The faculties share their knowledge

The seven UOC faculties also share knowledge by participating in open activities, acting as meeting points and spaces for joint creation.

Faculty of Computer Science, Multimedia and Telecommunications
Modern Web Event 2022
9 May 2022

▶ YouTube

↗ Mosaic journal

Faculty of Law and Political Science
25 years of the Faculty of Law and Political Science
22 June 2022

↗ Blog (CAT)

↗ Flickr

Faculty of Psychology and Education Sciences
Child and Adolescent Psychology
17 and 24 February and 3 and 10 March 2022

▶ Session 1 / Session 2 / Session 3 / Session 4 (ES)

↗ Session 1 presentation (ES)

Faculty of Arts and Humanities
"Cultural history and textual criticism. Mobility and materiality of texts."
1 June 2022

▶ YouTube (ES)

↗ UOC News

Faculty of Economics and Business
6th Occupational Health and Safety and Business symposium: The challenge of occupational health and safety in teleworking
11 May 2022

▶ YouTube (ES)   ↗ Blog (ES)

Faculty of Health Sciences
Planetary Health Magazine Programme
1 February 2022

▶ YouTube (ES)

↗ Blog chronicle (ES)

Faculty of Information and Communication Sciences
6th UOC-EFE Mobile Journalism Conference
2 June 2022

▶ YouTube (ES)

↗ UOC News

↗ Blog (ES)

Academic publications

All journals published or co-published by the UOC have two things in common: first, they are where social sciences and technology come together, and second, they publish open access content to make knowledge available to everyone.
The Library supports journals' editorial teams and ensures their proper operation.

Periodicals

7 peer review journals

Artnodes. Journal of Art, Science and Technology: artnodes.uoc.edu

BiD. University texts on library science and documentation: bid.ub.edu

Dictatorships & Democracies. Journal of History and Culture: dictatorships-democracies.com

Digithum. A relational perspective on culture society: digithum.uoc.edu

IDP. Journal of Internet, Law and Politics: idp.uoc.edu

International Journal of Educational Technology in Higher Education (ETHE): ethe.uoc.edu

Internet Policy Review (IPR). Journal of internet regulation: policyreview.info

3 general-interest journals

COMeIN. Journal of the Faculty of Information and Communication Sciences: comein.uoc.edu (ES)

Mosaic. Journal of the Faculty of Computer Science, Multimedia and Telecommunications on networks, design, technologies and media: mosaic.uoc.edu

Oikonomics. Journal on economy, business and society: oikonomics.uoc.edu

International collaboration

7 collaborating/co-publishing institutions

University of Barcelona (BiD)

University of Antioquia (*Digithum*)

Carles Pi i Sunyer Foundation (*Dictatorships & Democracies*)

University of the Andes (*ETHE*)

Dublin City University (*ETHE*)

Vytautas Magnus University (*ETHE*)

Alexander von Humboldt Institute for Internet and Society (*Internet Policy Review*)

Academic impact

4,273 WoS citations

2,465 Scopus citations

14,106 Google Scholar citations

Cumulative figures (2001 - July 2022)

Engagement

7m users*

5m sessions*

12,000 followers (Twitter)**

Indexing (Only peer review journals)

6 in DOAJ

1 in WoS-JCR SSCI

5 in WoS-JCR SSCI

6 in Scopus

6 in CARHUS Plus

Quality

The UOC's scientific journals have once more been awarded the seal of quality of the Spanish Foundation for Science and Technology. Four journals also received a Mention for Good Practice on Gender Equality (*Artnodes*, *IDP*, *BiD* and *ETHE*). The journals that did not obtain said mention, and the general interest journals, also meet its formal requirements.

Topics

Art, science and technology

Information and communication sciences

Economy, business and society

Computer science and e-learning

History, culture and society

Internet, law and politics

Multimedia design

Internet regulation

Relational sociology in the knowledge society

* Source: Google Analytics. Cumulative figures from 2009 to 31 December 2021. The figures do not include the *IPR* and *ETHE* journals, for which no user or session figures are available.
** Source: Twitter. The Twitter followers belong to 6 of the 10 academic journals. Four journals do not have their own Twitter account. Those with their own account and for which data are available are: *Artnodes*, *ETHE*, *BiD*, *IPR*, *Digithum* and *Mosaic*. Cumulative number of followers as of July 2022.

Editorial UOC

Editorial UOC is the university's publisher. In the 2021/2022 academic year it returned to pre-pandemic output levels. Its sales channels have been reactivated and its books can be found in almost 250 physical bookshops (12 distributors) and 14 online stores (Amazon, Apple, Casa del Llibre, Casalini, Dawsonera, Digitalia, Digital Books, e-Libro, El Corte Inglés, Google Books, Kobo, Odilo, UNE Books, Perlego and Proquest).

This academic year, Editorial UOC has become a member of the *Scientific Exchange* initiative, providing access to a collection of over 12,000 e-books, in which more than 55 universities are participating thanks to an agreement with the Union of Spanish University Publishers.

Accolades

Two works received accolades in recognition of their quality in 2021/22:

- *Buñuel. Todas las conversaciones* (2 vols.), by Max Aub and edited by Jordi Xifra, National University Publisher's award for best work.

- *Soñar a destiempo. Candidatos a la presidencia de EUA que allanaron el camino a Obama,* by Isabel García-Ajofrín, Napolitans Prize for the year's best book on politics.

1,600 listed titles

645,000+ units sold

640,000+ website users

750,000+ visits to the website

35 new publications in 2021/2022

New brand image and new communication strategy

As part of the updating of the brand image begun in the previous academic year, the UOC's Brand and Reputation team has designed a new UOC Editorial trademark and has rolled it out online (website) and on social media: Twitter, Facebook and LinkedIn.

Editorial UOC

The Library's Communication team has developed a new strategy for communication and publicizing content designed to raise awareness of new content and of all the resources published over the years.

Working towards open access to university publications

Three open access works have been published with a view towards making open access possible in the university publishing sector. The works published to date are:

- Transformar la universidad, by Josep Gallifa and Albert Sangrà, also published in Catalan.

- **Improving online teaching. Practical guide for quality online education**, coordinated by Albert Sangrà. Also published in Spanish and Catalan and in Basque, co-edited with Udako Euskal Unibertsitatea under the title *Online-irakaskuntza hobetzeko dekalogoa.*

1 million pages viewed

1,353 followers on LinkedIn

4,570 authors since 1997 (40% women, 60% men)

1,997 Twitter followers

1,405 Facebook followers

09

A community of 100,000 graduates

The UOC's most complex graduation ceremony was a success

Video highlights of the graduation ceremony

18,000 students from the two pandemic cohorts (2019/2020 and 2020/2021) graduated in this academic year. For the first time in the university's history, and marking its 25th anniversary, students were able to attend the graduation ceremony in person (on 5 and 19 February in Barcelona and on 7 March in Madrid) or participate online using Zoom, or watch it transmitted live on the UOC's YouTube channel. The new graduates took centre stage in the ceremony, with more than twenty of them interviewed from countries including Mexico, Canada, Japan, Chile, Ecuador, the United States and Zimbabwe. This was the most complex graduation ceremony ever organized by the UOC, because of its innovative format, the number of students graduating and the context of the COVID-19 pandemic.

An updated and groundbreaking anthem sung by the UOC community

The UOC's new *Gaudeamus igitur*

The closing ceremony features a video of a new version of the quintessential university anthem. *Gaudeamus igitur*, sung by members of the UOC academic community. The 20-strong choir was drawn from over 100 applicants from around Spain and Europe and included students, course instructors, tutors, research and administrative staff.

The anthem, originally an 18th-century drinking song, has been taken to another level, blending modernity and solemnity, reflecting the values of the UOC. The video, made by the CANADA production company, mixes filmed images of students connected from around the world and silhouettes, appearing as avatars that both inhabit the physical space of the university and at the same time enter its classrooms from another part of the world.

Second Online Employment Fair

As part of its commitment to the employment and empowerment of its students and alumni, on 16 and 17 November the UOC held its second Online Employment Fair.

The fair gave students the opportunity to access job and internship offers from companies in search of new talent and to attend a variety of talks in four main thematic areas: entrepreneurship, employability, competitiveness and career opportunities.
The initiative was attended by 150 organizations and companies from diverse areas, including TMB, Damm, the Freixenet Group, the ONCE Foundation, Adif, NTT Data and PwC, who offered a combined total of 745 job and internship opportunities both in Spain and abroad. UOC students and alumni are notable for their broad-ranging profiles, experience, and geographical diversity, and this fair has given them the opportunity to learn about new organizations, to network, be interviewed, and grow their contact lists. In all, more than 4,000 people attended the fair, which featured more than 50 talks accumulating over 4,000 views on its online channels. This year, 50 students also took part in the first UOC hackathon to promote entrepreneurship among the university's students.

The jobs most on offer this year were in the fields of IT, economics and business, together with psychology and health.

16 and 17 November

20+ presentations
with over 4,000 views

Watch the presentations (ES)

4,000
participants

150
participating companies

744
job offers

Talks on 4 key themes
entrepreneurship, employability, competitiveness, and career opportunities

Supporting entrepreneurs

Hubbik promotes innovative ideas and projects related to the UOC's fields of knowledge and provides business advice adapted to the needs of each project: from validating the business idea to accelerating its development. It offers a variety of entrepreneurial support programmes for the entire UOC community (students, alumni, faculty, course instructors, and research and administrative staff), favours collaboration between them and places university-generated knowledge at their disposal.

SpinUOC, the UOC's annual entrepreneurship event

SpinUOC is the UOC's annual entrepreneurship event organized through the Hubbik platform for the promotion of entrepreneurship and innovation. Each year since 2013, SpinUOC has invited the entire UOC community (alumni, students, teaching and research staff, affiliated teaching staff and administrative staff) to pitch their innovative ideas and projects for development, ranging from established businesses to bachelor's degree or master's degree final projects.

1,023 projects have been submitted over the event's 10 years, of which 84 were put forward to the jury. 527 of the applicants were men and 496 were women. The number of projects submitted has grown every year since 2016, reaching 245 in 2022. Students have accounted for the bulk of applications since the event began.

3 prizes are awarded:

Best entrepreneurial project (€3,000)

Ramon Molinas Foundation Award for the best social impact project (€2,000)

Audience prize for the best presentation (€2,000) - online vote

"10 years making an impact", the tenth anniversary of SpinUOC

The tenth SpinUOC was held on 30 June. Under the slogan "10 years making an impact", the SpinUOC final, held at the Antiga Fàbrica Estrella Damm (Old Estrella Damm Brewery) in Barcelona, showcased eight innovation projects conceived by the UOC community.

According to Àngels Fitó, UOC vice president for Competitiveness and Employability, the university's entrepreneurial community is showing an interest in programmes such as SpinUOC because "people need a professional life that is open to new opportunities, and these can take the form of entrepreneurial initiatives." Fitó added that, because the UOC "provides lifelong learning to meet the changing needs of people, businesses and organizations," the university community's interest in undertaking innovative projects "appeals to us as an institution in order to provide them with the best possible support, such as through Hubbik and SpinUOC."

In the vice president's opinion, the tenth year of the UOC's programme for the promotion of entrepreneurship was also testament to "the university community's wish to help meet the global challenge of reducing gaps such as the digital, gender and geographic divides." For Àngels Fitó, this year's SpinUOC stood out due to the "profile of the entrepreneurs involved and their proposals, with women forming a majority of its participants, diverse geographical origins, and a digital but mainly social focus."

UOC president Josep A. Planell pointed out that, over all these years, SpinUOC "has crystallized into a wealth of experiences, projects, applications, contacts and start-ups." Marking the programme's 10th anniversary, he highlighted the importance of "this decade and continuing to move forward".

These are the projects that reached the **final in 2022**:

See the SpinUOC day again
(CAT)

Yeira
Turning courses into effective e-learning experiences

Peerpod
Podcasts created by students to improve learning

Sensit
Kit for learning about technology through gamification

Easydoc
Technology to help people understand bank contracts

Mirou
Accessible video calls for dependent people

AutisMIND
Helping people with autism to cope

GenomAbs
Precision genomics to combat autoimmune diseases

TheKer
Revolutionizing the manufacture of electronic components

The experience of the winners of the tenth SpinUOC

The success of the SpinUOC programme is clearly illustrated in the remarks of participants. **Carla Gómez**, an engineer studying for a Master's Degree in Taxation with the UOC's Faculty of Law and Political Science and a member of the team responsible for **TheKer, winner of the prize for best entrepreneurial project**, said "SpinUOC has been the best experience possible for sharing our project."

Alex Escolà, a course instructor on the Master's Degree in Child and Adolescent Psychology: Intervention Techniques and Strategies from the UOC's Faculty of Psychology and Education Sciences and **winner of the audience prize for his project, AutisMIND**, was similarly enthusiastic, saying "It has been an incredible experience. The amount of support I have received for a project that will help many people with autism, I couldn't ask for more."

Finally, **Irene Martínez**, studying for a University Master's Degree in Bioinformatics and Biostatistics with the UOC's Faculty of Computer Science, Multimedia and Telecommunications, and **Cristina Abascal**, the developers of **GenomAbs, winners of the Ramon Molinas Foundation prize for best project with social impact,** said "we are extremely proud to have won this award and SpinUOC has been an unforgettable experience."

The UOC attending the 4YFN start-up fair at the Mobile World Congress

The 2022 edition of the 4 Years From Now (4YFN) fair for start-ups was held from 28 February to 3 March under the umbrella of Mobile World Congress (MWC). The UOC, represented by Hubbik, had a stand featuring eight start-ups and spin-offs: Be-challenge, Chordata Motion, Jo també llegeixo, Educatool, Immersium Studio, Opground, Senior Domo, and Waital.

The director of the Research and Innovation department, Mireia Riera, highlighted the importance of participating in 4YFN, "a strategic event in the start-up world" that is aligned with the university in its "mission to transfer new knowledge to society" and make it possible for the "results of research and innovation to have a social impact". She considers 4YFN to be "the ideal environment for spotlighting the services and products offered by UOC start-ups and spin-offs" while also "connecting these businesses to the entrepreneurial ecosystem".

Communication that has an impact

Raising awareness and strengthening the UOC's reputation

In 2021, the COVID-19 pandemic was still changing in nature and the global situation remained complex. There were fewer requests for information than in 2020, but the general trend continued upward in respect of the UOC's media visibility, with growth rates varying depending on the channel. This increased visibility in 2021 contributed to raising awareness and strengthening the reputation of the university.

The UOC social media community grew by 11%

In 2021 the UOC's communication priorities shifted towards social media to focus on increasing community engagement and boosting all forms of interaction. The total number of engagements increased by 15.23%.

Social media indicators

Social network	Followers	Total
Facebook facebook.com/UOC.universitat/	+ 2,800	95,181
Twitter twitter.com/UOCuniversitat	+ 3,123	80,732
LinkedIn linkedin.com/school/uoc/	+ 29,280	201,959
Instagram instagram.com/uocuniversitat/	+ 6,331	27,430

2021

Greater visibility in Spain and Latin America

The faculties' blogs

+ 13%
visits from Spain
(excluding Catalonia)

+ 50%
views in Latin America

UOC News

+ 10%
growth in Latin America

Media

+ 5%
number of items published in the media (19,329)

+ 19%
audience figures since 2018

Research in the spotlight

More than 2,500 news items appeared in the media referring to matters related to UOC research (50% more than in 2020). The 120-plus articles published in *The Conversation* during the two years covered by the agreement have received 2.1 million views.
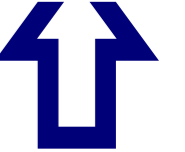
The UOC features in the documentary *Reiniciar les aules*

Reiniciar les aules [Rebooting the Classroom], a documentary by Aleix Mateu, Anabel Herrera and Marc Parramon, premiered on TV3's *Sense ficció* on 22 February 2022, exploring the profound transformation under way in the education sector. While governments and local institutions continue to debate what the next educational model will be, global tech companies have a plan that will completely revolutionize the way we study and access knowledge, as well as determining what the world's leading languages will be. The UOC featured in the documentary with appearances by experts including UOC president Josep A. Planell and faculty members Nati Cabrera, Diego Redolar and Sílvia Sivera, analysing and reflecting on the digital transformation of education and the challenges in store in the future. The programme was watched by an audience of 222,000 when it was broadcast, and a further 17,500 watched it on catch-up.

(CAT)
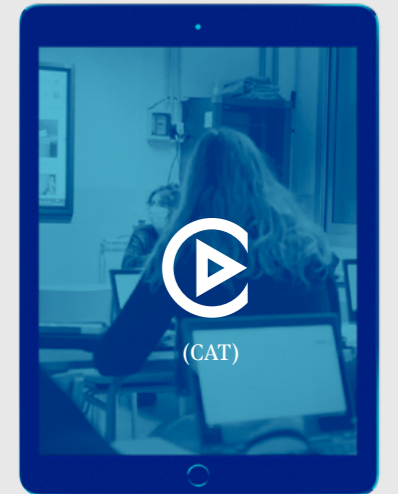
Communication and visibility

The impact in figures

Media	3,441,487,702 audience impacts	19,329 items published (+5% on 2020)
Faculty blogs	1,143,850 blog sessions (+30.7% on 2020)	938,348 users
UOC News	951,400 views (+0.4% on 2020)	626,559 sessions
Corporate social networks	21 million impressions	-

2021

Internal communication figures (staff)

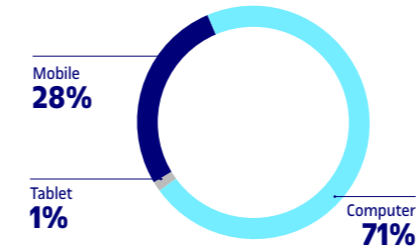|		
Weekly newsletter	80% opening rate	49,490 views of internal pages in 2021

2021

La UOC en viu!, a programme to bring the team together

The three programmes of *La UOC en viu!* broadcast in the 2021/2022 academic year featured **live appearances by around seventy members of staff**. The three programmes received almost **3,800 views** with an **average viewing time of nearly 28 minutes**. The initiative **reached almost the entire organization** (over 1,400 employees) and **helped the UOC team to reconnect**.

The university's website, uoc.edu

Logins by device

Mobile **28%**

Tablet **1%**

Computer **71%**

The most viewed video of 2021:

(ES)

1,709,092 impressions
91,118 views

UOC interview: *El proceso de creación de la mano del cineasta, Guillermo del Toro*

The figures for the university's website were similar to those for the previous academic year.

	uoc.edu
Logins	36.6m
Users	8.3m
Number of views	88.8m

2021/2022. Figures in millions.

Updating the website

This year, work began on the process of conceptualizing and designing the university's new web portal. The portal is our main platform for communicating with all our audiences around the world and keeping them engaged, as well as being a tool for disseminating our academic knowledge. The purpose of the update is to provide and facilitate access to key content and to give users a great experience in line with the university's pioneering, accessible and transforming spirit. This update will be implemented progressively over the next two academic years.

The numbers have doubled

From September 2021 to July 2022, the content on the UOC's YouTube channel received 43.6 million views, with 534,000 hours of viewing time. On average, all the main indicators doubled compared with the same period in the previous academic year.

Direct broadcasts received 182,000 views, each viewing lasting on average 10 minutes.

YouTube channel

Number of videos on the channel	455
Views	23,414,741
Increase in subscribers	+ 8,200
Live broadcasts	328

Governing and participatory bodies

The UOC's organizational structure is designed to meet the goals and targets set by the Foundation's Board of Trustees and the university's Governing Council.

The first plenary meeting of the University Council, the highest body representing the university community, was held in November. This was the first meeting for the newly elected representatives. The Student Council, the highest student representation body, was also formed.

The university's governing bodies

Fundació per a la Universitat Oberta de Catalunya (FUOC)

The foundation, which was established on 6 October 1994, is the owner of the Universitat Oberta de Catalunya. Its **Board of Trustees** is its highest representative, governing and administrative body under Article 9 of its Statutes. The **Standing Committee** is the permanent administrative and management body of the FUOC by delegation of the Board of Trustees.

Governing Council

The Governing Council is the university's governing body as provided in Article 13 of the university's Organizational and Operational Regulations. It is composed of the president, the vice presidents, the general manager, the general secretary, and one representative each for the teaching staff, students and administrative staff.

Executive Board

This is a permanent management and administrative body composed of the president, the vice presidents, the general manager and the general secretary.

The university community's participation and representation bodies

University Council

The University Council is the UOC community's highest participatory body. It is composed of the members stipulated in the UOC's Organizational and Operational Regulations, and it is chaired by the president of the university. The representatives of the academic staff form a majority. Its functions are to discuss the university's strategic lines and objectives, discuss the aspects that affect the careers of academic and management staff, voice its opinion regarding the appointment of the president, and discuss any other matters proposed by the president, the Governing Council or the Executive Board.

Student Council

The Student Council is the students' highest representative, consultative and advisory body. It includes student representatives from all faculty committees.

Faculty committees

Faculty committees channel student participation in the ordinary operation of the university's faculties. The representatives are responsible for forwarding students' demands to the relevant bodies.

Law and Political Science
Economics and Business
Computer Science, Multimedia and Telecommunications
Psychology and Education Sciences
Information and Communication Sciences
Arts and Humanities
Health Sciences
Doctoral programme

Main coordination bodies

Strategic Committee
Academic Committee
Administrative Committee
Programme Committee
Research and Innovation Committee
Competitiveness Committee
Quality Committee
Transparency Committee

Transforming the network of UOC centres

The regional offices have returned to normal following the restrictions imposed during the COVID-19 pandemic, although most on-site services continue to be provided by prior appointment only. The progressive digitalization of the processes related to student care and services has, however, helped drive forward plans to transform the network of UOC centres. The reorganization, led by the Office of the Vice President for Competitiveness and Employability, will make the network of UOC centres key to the relationship between the university and the regions in which it operates.

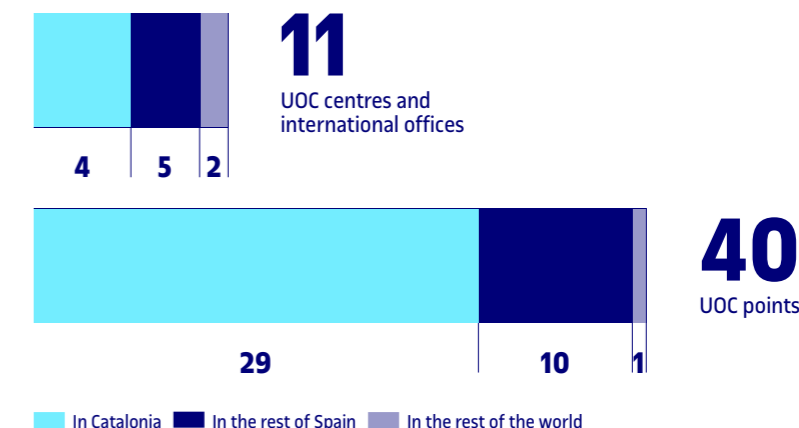The UOC's centres have **3 main roles:**

1) To represent the university to build and maintain local partnerships, identifying opportunities for cooperation and ensuring they are followed up.

2) To provide and share information on the needs of each location so the university can meet its needs appropriately.

3) To act as a link between academia and the local community.

The centres have continued to organize activities including the second edition of the Skills, Education Seminars and Challenges cycles, with over 10,000 attendees at the 33 activities offered in this academic year. 64 information sessions were also held in the regions where the UOC operates, introducing the university to around 2,000 people. Finally, the UOC centres began to implement measures designed to build connections between the university and the local socio-economic fabric.

Internationally, the centres in Mexico and Colombia continued to strengthen the UOC's presence in Latin America through institutional relations with authorities, quality agencies, higher education institutions, university networks and local communities.

During the academic year a new UOC point was opened in Malaga, while the office in Manresa and the UOC point in Sueca, in the Valencian Community, were closed down. The regional office located in the UOC's premises at Rambla de Poble Nou, meanwhile, has been converted into a student service hub.
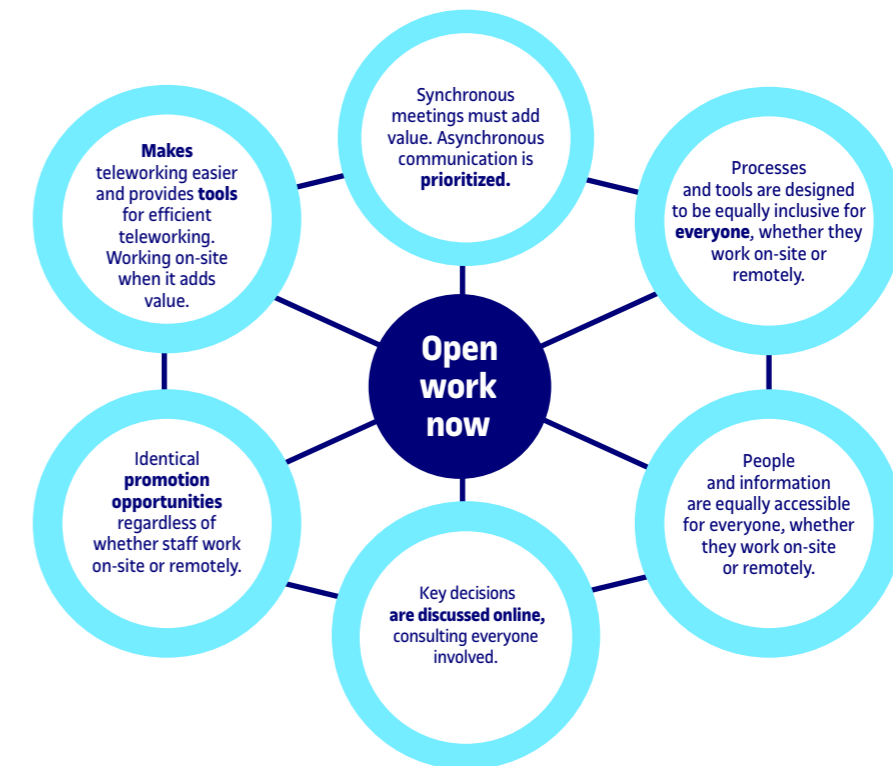
Regional centres, international offices and UOC points

11
UOC centres and international offices

4   5   2

40
UOC points

29   10   1

In Catalonia   In the rest of Spain   In the rest of the world

10
Open teamwork

The future of open working

The UOC has always had staff who work online, even before the pandemic, when it was less common, and has led the way on this form of workplace organization. COVID-19 acted as a catalyst for a change that would have happened in any case.

Over recent months the UOC has been rolling out the biggest cultural change in its history: an interdisciplinary, innovative form of organization that affects the university's entire workforce. This is the New Way of Working, a model based on a clear commitment to an open working methodology that encourages staff to be flexible and independent and promotes their welfare.
This new model is designed to allow everyone to move seamlessly between on-site and remote work, so some activities that were traditionally done on-site have now been turned into digital processes.

At the same time, a clear common reference framework has been established that is adaptable to the circumstances of each team and individual, consisting of a number of key policies and protocols. This overall process of reflection will lead to a working model which will include open working, as well as other aspects related to leadership, coordination and individual work.

Open work now

Synchronous meetings must add value. Asynchronous communication is **prioritized.**

Processes and tools are designed to be equally inclusive for **everyone**, whether they work on-site or remotely.

People and information are equally accessible for everyone, whether they work on-site or remotely.

Key decisions **are discussed online,** consulting everyone involved.

Identical **promotion opportunities** regardless of whether staff work on-site or remotely.

Makes teleworking easier and provides **tools** for efficient teleworking. Working on-site when it adds value.

The balance between e-work and working on-site

New spaces for group work

A total of 12,000 m2 have been refurbished to adapt them to the New Way of Working. Specifically, individual workspaces have been turned into rooms for group work. This encourages on-site work that adds value, with an adapted interior design which is divided equally between formal meeting spaces and other more informal areas.

Digital disconnection

As the open working model has been rolled out in the UOC, with many processes now digitalized, it is especially important to guarantee the right to disconnect to protect employees' health and welfare. For this reason, a right to disconnect policy and protocol were approved in December 2021 and these have been rolled out in 2022. They are based on three cornerstones: the right to disconnect, self-scheduling of work, and communication hours.

The fourth satisfaction, professional commitment and psychosocial risk assessment survey

The fourth "Tell us what you think!" professional engagement and satisfaction survey was run in October and November 2021. It was open to all members of staff at the UOC. For the first time, this edition included an assessment of psychosocial risks.

Physical attendance criteria

The New Way of Working means every employee (depending on the needs of the job or the team, or for personal reasons) can opt to work on site or from home. The criteria for determining if on-site working is considered to add value were established during this year.

Employees in the countryside

Thanks to the implementation of the New Way of Working, our employees now work from all around Catalonia and Spain. The latest figures, collated at the end of May 2022, show that 131 employees work from towns and villages with fewer than 10,000 inhabitants in 25 different counties around Catalonia. Meanwhile, 147 members of staff work in rural parts of the rest of Spain, in eleven different autonomous communities. We recruited 6% more people living outside Catalonia in 2022 compared to the figure for 2021.

Communication channels: uses and recommendations

In 2022 we published guidelines and recommendations for the different communication channels used within the framework of the New Way of Working. We have a wide range of channels available for communicating with colleagues and, bearing in mind the right to disconnect policy, a set of guidelines has been produced to determine which channels are most advisable.

Training in digital skills and new management systems

The organization encourages all members of staff to acquire the digital skills needed to ensure they can perform their roles as efficiently as possible in this new work environment. Under the 2022-2025 Digital Skills Training Plan, training will be provided focusing on four competencies: efficiency and the organization of work, the open working methodology, information security and the use of data, and decision-making.

Meeting protocol

This protocol, approved in December 2021 and rolled out in 2022, establishes general guidelines and criteria for meetings taking place within the open work model. With this new way of working, it is important to define why, how and when we meet in order to work as efficiently as possible.

La UOC en viu!

Five of these programmes were broadcast during the 2021/2022 academic year, with UOC staff taking centre stage as presenters and interviewees. These programmes, made by and for staff, with a casual vibe, blurred the lines between radio, TV and video podcast. The programmes, designed to help employees reconnect, get involved and get to know each other, were very well received by staff.

Teaching, research and administrative staff

Average length of service

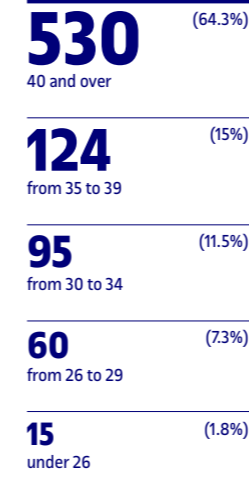|	
8.6 years	Administrative staff
11.6 years	Teaching and research staff
3.55 years	Full-time research staff

824 (60.5%)
administrative staff

353 (25.9%)
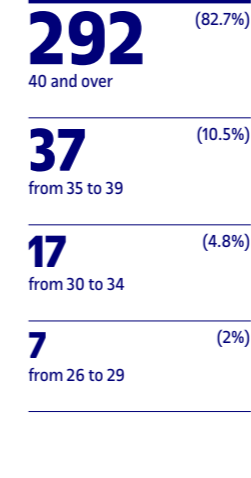teaching and research staff

185 (13.6%)
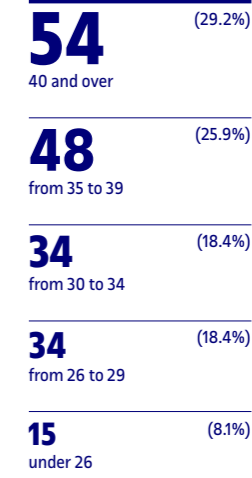full-time research staff

Total
1,362

Administrative staff by age

530 (64.3%)
40 and over

124 (15%)
from 35 to 39

95 (11.5%)
from 30 to 34

60 (7.3%)
from 26 to 29

15 (1.8%)
under 26

824 total

Teaching and research staff by age

292 (82.7%)
40 and over

37 (10.5%)
from 35 to 39

17 (4.8%)
from 30 to 34

7 (2%)
from 26 to 29

353 total

Full-time research staff by age

54 (29.2%)
40 and over

48 (25.9%)
from 35 to 39

34 (18.4%)
from 30 to 34

34 (18.4%)
from 26 to 29

15 (8.1%)
under 26

185 total

2021. Figures for the calendar year.

Administrative staff by gender
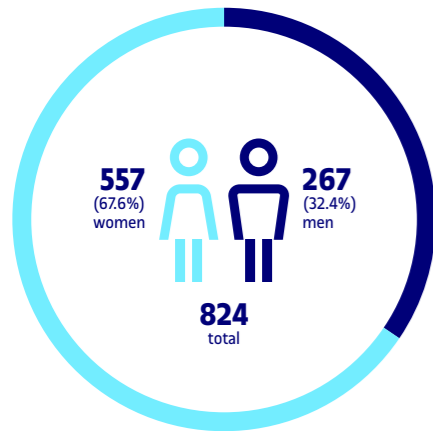
557 (67.6%) women
267 (32.4%) men
824 total

Teaching and research staff by gender

182 (51.6%) women
171 (48.4%) men
353 total

Full-time research staff by gender

99 (53.5%) women
86 (46.5%) men
185 total

11
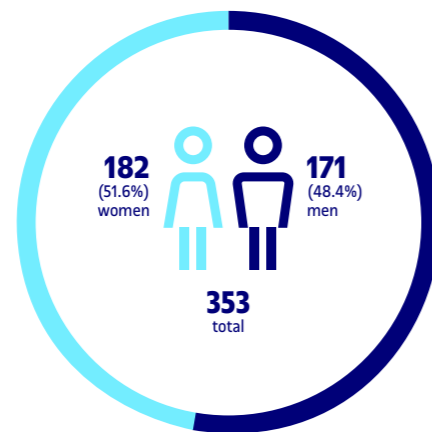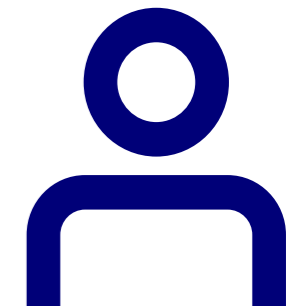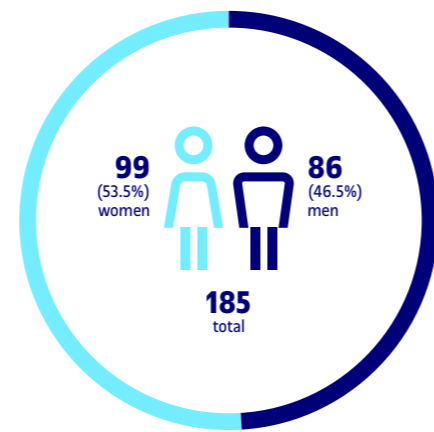
The 25th anniversary campaign

01
Introduction

The UOC is an innovative university that is rooted in Catalonia and open to the world. It offers people lifelong learning to help not just their own progress but that of society as well, while also carrying out research into the knowledge society. Created in 1995, it was the world's first ever online university.

A communication campaign was organized to celebrate its 25th anniversary. The main aim of the campaign was to **raise awareness about the university and raise its profile**. To update the university's image and brand, a range of activities and participative events were carried out under the slogan "Learning. Transforming".

The UOC's spirit is that of an approachable, agile, innovative, participative and responsible institution. This translated into a communication campaign that was intense, rigorous, inclusive and, above all, cross-cutting, using a wide range of media and resources to mark this anniversary.

02
Aims of the campaign

In 1995, the UOC reinvented learning with a transformative online educational model which is now endorsed by the world's leading university rankings and chosen by over 87,000 students around the globe.

The UOC's 25th anniversary could not go unmarked. It represented a great opportunity to raise the university's profile and present its achievements, together with the challenges for the future. It was also the perfect moment to highlight its role as a leading institution in online education and to encourage pride in forming part of this community.

> The main aim of the anniversary campaign was to **contribute to publicizing the UOC and position it as a unique, top-ranking university**. This required defining a global strategy for communicating with greater impact in the strategic regions for the business (Spain and Latin America) and raising the university's international profile. It was also designed to increase the engagement, loyalty and commitment of audiences linked to the UOC.

The anniversary was also an opportunity for the institution to lead, through the reflections of its spokespeople, faculty members and researchers, the debate on the roadmap for reinventing the future of education.

The communication campaign was originally intended to be rolled out in the 2020/2021 academic year. However, following the outbreak of the COVID-19 pandemic, the activities and events took place over the 2020/2021 and the 2021/2022 academic years, with most of them happening in 2021 and 2022.

U3
Resources

The communication and institutional campaign to mark the 25th anniversary of the university was based on five key areas:

· Storyboard, slogan and visual identity
· Key messages and priority audiences
· Products, action plans and website
· Participatory projects
· Programme of events and activities

Storyboard, slogan and visual identity

Storyboard: The UOC in 60 seconds

The anniversary was a perfect opportunity to update the university's image and position it as something different. A short storyboard was drafted to concisely and clearly set out the institution's mission, emphasizing its raison d'être and its most outstanding qualities.

– The UOC is a pioneering university specialized in online education that provides lifelong learning.
– It is a global, digital native university with a public mandate.
– It focuses research on the interaction between technology and the human and social sciences.

Slogan and visual identity

The logo and slogan were both the product of a process of reflection and collaboration with expert professionals. Two participatory work sessions were held which produced ideas that formed the basis of the new logo and proposed slogan. The UOC worked with the specialist design company Mucho on the concept and execution of the slogan and logo.

The slogan "Learning. Transforming" succinctly expresses our raison d'être, our mission. In Catalan, the two words "Formar" and "Transformar" share the same root. This gives the slogan a pleasing, memorable rhythm. It is succinct and works on any device. The Catalan and Spanish spellings are the same, and a similar solution has been found for the English version.

01. It is succinct.
It succinctly expresses our raison d'être. Our mission.

02. It is memorable.
The two words share the same root, making the slogan memorable.

03. It is multilingual.
It is exactly the same in Catalan and Spanish and the English version also works well.

04. It works as a graphic.
The mirroring and play on words fit with the idea of transformation, and reflect the UOC's own logo.

The new graphic image and slogan were installed in all the university's buildings and centres and on all its digital resources and platforms.
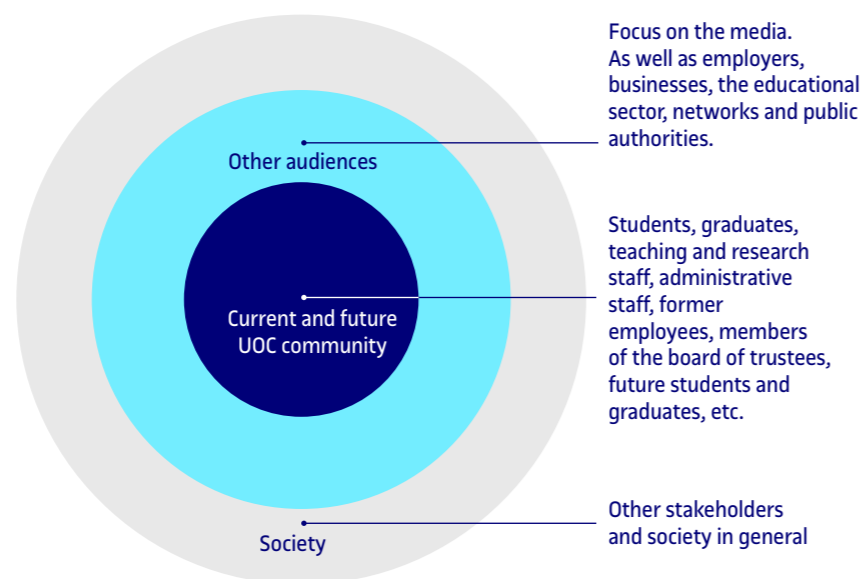
Key messages and priority audiences

This central aspect of the anniversary communication campaign is based on the UOC's ability to transform people and society, in the personal and professional sphere, in communities and regions.

This was illustrated by highlighting stories of progress and change. The spotlight was on the people who learn or who guide others through the learning process, or who perform research or work at the university, or thanks to it.

It was an opportunity to tell the public about the UOC and raise its profile. It also allowed us to present the past, present and future of the UOC to people and communities that do not know about the institution, with a particular focus on Spain and Latin America. The 25 year celebration was also an opportunity to raise awareness of the university's teaching and research results and the support it provides to businesses.

Other audiences — Focus on the media. As well as employers, businesses, the educational sector, networks and public authorities.

Current and future UOC community — Students, graduates, teaching and research staff, administrative staff, former employees, members of the board of trustees, future students and graduates, etc.

Society — Other stakeholders and society in general

Products, action plans and website

A number of activities and events were held to mark the UOC's 25th anniversary, combined with specific products and action plans. To bring all this information together, a website dedicated to the university's 25th anniversary was published to coincide with the inaugural lecture of the academic year.

The 25th anniversary website, 25.uoc.edu, focused on the UOC community: their testimonials were central to explaining what the university has become, with content linked to an institutional dossier that was specially created for the occasion.
This website acted as a gateway to both this material celebrating the anniversary and to a second website containing news about all the ceremonies, events, activities and projects carried out over the two academic years to mark the occasion.

Institutional dossier

The 25th anniversary institutional dossier presented the UOC with its community as the main focus (students, teaching staff, graduates, researchers, etc.), with a selection of clips from interviews that could be viewed on-line. It had a visual format, with infographics giving facts and figures, a brief timeline and the key messages that define the university.

Timeline

The UOC's history is inextricably linked to the development of the internet, and this was shown in a timeline that was adapted to different formats. Once the key dates and events were identified, a timeline was created in different formats (physical and digital) summarizing the UOC's first 25 years. There were various versions of this timeline adapted for different formats and uses.

• **Long timeline:** this was produced in a pull-out format in the institutional dossier and in digital form on the anniversary news site. It provided a broad, schematic view of the university's history over these 25 years.

• **Vinyl wall timeline for centres:** welcoming visitors to the university's centres. A graphic work was created to hang on walls in locations where it will be seen by visitors, sharing the history of the UOC and what makes it special.

• **Video timeline:** an audiovisual version of the timeline was produced and shown for the first time at the inaugural lecture of the 2020/2021 academic year, then on the website and at the anniversary ceremonies. The film showed the university's background and history, and was based on a historic bank of audiovisual images.

(ES)

Media and social network action plans

Taking the opportunity of the university's 25th anniversary to raise its profile and present its achievements to date and challenges for the future, communication action plans were drawn up for the media and social networks, which were followed during the entire period of the celebrations.
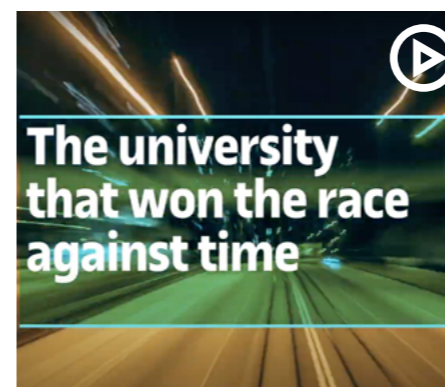
Media

(ES)

(CAT)

Social media

Press interviews with the president were set up with key media in Catalonia, Spain and Colombia. A script for the interviews was prepared, with key messages and figures that could be used by any UOC spokesperson.

A campaign to raise the UOC's profile ran in May in Spain (excluding Catalonia) in May 2021 and in June 2021 in Latin America (Colombia). The campaign was based on interviews with members of the university community in which they reflected on pressing issues (the future of education, rural entrepreneurship, e-health, etc.) and about how the UOC has transformed their lives and their communities.

A number of **projects in partnership with local and national media** were also organized. These included:

• El País: *El momento de la educación online*. A series of branded reports published in the newspaper *El País* on the importance and value of online education.

• Reiniciar les aules [Rebooting the Classroom], This documentary, broadcast on 22 February 2022, was produced for Televisió de Catalunya by The Mediapro Studio in collaboration with the UOC. In the context of its 25th anniversary, the UOC decided to collaborate on this project in order to share its reflections on the future of education, based on the expertise it has gained from 25 years offering high quality e-learning and seeking to help transform higher education in the digital age.

• Articles by members of the Executive Board were published in key media in Catalonia and Spain.

#25anysUOC #25añosUOC #25yearsUOC

There were two facets to the social media plan: one more participatory, the other about providing information. The plan was implemented progressively over the anniversary celebrations, accompanying all the scheduled activities. All the campaign products and events were shared, with a 360º multiplatform and multiformat approach.

Specific actions included:
• A campaign to share personal stories on social networks.
• Picture capsule: sharing the UOC's photographic and audiovisual archives from the last 25 years.
• Corporate video: the university that won the race against time. Launched on social networks in December 2020 and shared throughout 2021.

Participative projects

Virtual *Gaudeamus igitur*

Participatory projects were one of the areas most seriously affected by the COVID-19 crisis. However, thanks to the use of technology and the university's essentially online nature, it was finally possible to carry them out.

In the 2020/2021 academic year, with a view to producing a collaborative version by the UOC community of *Gaudeamus igitur*, in a solemn yet modern style, a project was launched to form a choir that could meet this challenge. The project had certain features that paralleled our educational model: support and monitoring, flexibility, cooperation, ubiquity and the use of technology.

It was a participatory project that involved 300 members of the UOC community: graduates, students, UOC faculty and course instructors, researchers and administrative staff. Representatives of all these groups formed the choir that recorded the soundtrack and a video was subsequently produced by the CANADA production company. This was shown for the first time at the graduation ceremonies for the 2019/2020 and 2020/2021 academic years, held in February and March 2022.

Online Lives
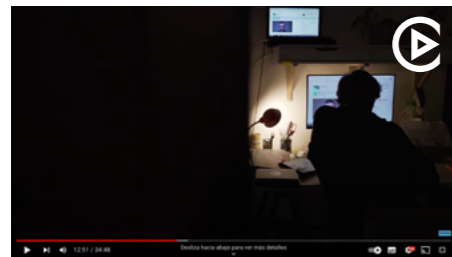
How to study at the UOC The learning methodology is one of the distinguishing features of our university. To give an idea of how it affects individuals, a documentary film was made, following seven students for a semester (the second semester of the 2019/2020 academic year, which coincided with the COVID-19 lockdown).

The documentary Online Lives combined sequences recorded by a film crew and recordings made by the students themselves. This combination created a record of their day-to-day lives. It was first shown on 15 December 2021.

Programme of events and activities

As part of the campaign to mark our 25th anniversary, a series of large-scale in-person events were programmed. However, the outbreak of the pandemic in 2020 and its continuing effects throughout 2021 forced us to postpone and redesign the format of these events. All the academic activities that took place in this period formed part of the celebrations, as the image of the anniversary and the story of our first 25 years were linked to them. Some of the most noteworthy institutional events are detailed below.

Inaugural lecture

The 2020/2021 inaugural lecture was featured by Sanjay Sarma, Professor of Mechanical Engineering and vice president for Open Learning at the Massachusetts Institute of Technology (MIT), and at the 2021/2022 inaugural lecture by innovation and digital policy expert and advisor Francesca Bria and the 2022/2023 inaugural lecture by Michael Murphy, President of the European University Association (EUA). The three events were streamed via the university's digital platforms and social media, and each event highlighted the institution's 25-year history, the importance of digital education (especially during the pandemic) and the future of education.

Investiture ceremony for honorary doctorate awarded to Mariana Mazzucato

On 3 February 2022, Mariana Mazzucato, professor of Economics of Innovation and Public Value at University College London, was awarded an honorary doctorate by the UOC in a mixed-format ceremony (in person and online).

2019/2020 and 2020/2021 graduation ceremonies

Because of the pandemic, we had to postpone our 2020 graduation ceremonies and these took place in February 2022, combining awards to those graduating in 2019/2020 and 2020/2021. The events took place in hybrid format (in-person and online) in two different locations (Barcelona and Madrid), and over 18,000 students were invited, giving them an opportunity to celebrate their own academic achievement against the background of the UOC's 25th anniversary.

Inauguration of the new Interdisciplinary R&I Hub

On 28 October 2022 we inaugurated the Interdisciplinary R&I Hub at the Poblenou campus. The hub is a fundamental part of the research and innovation ecosystem, allowing research and support staff, labs, international collaborators, doctoral students and all the other actors and assets of research at the UOC to be brought together in the same space in order to facilitate and maximize interactions between them and between the different disciplines.

The President of the Government of Catalonia, Pere Aragonès, and the president of the UOC, Josep A. Planell, chaired the event, to which all UOC staff were invited, bringing the university's 25th anniversary celebrations to a close.

04
Results and impact

The 25th anniversary communications campaign enabled the UOC to enhance its reputation and reposition itself in line with its objectives. Although the length of the campaign and the products, events and activities related to it were affected by the outbreak of the COVID-19 pandemic, the results achieved were more than satisfactory for the institution.

The university's twenty-fifth anniversary has had considerable impact in the media, with some hundred high-quality appearances in Catalan and Spanish media, including interviews with the president on TV3, in El País, in *elDiario.es* and on the COPE radio network.

A particularly notable example was the *Reiniciar les aules* documentary, shown on the TV3 programme *Sense ficció,* in which experts from the UOC analysed and reflected on the digital transformation of education and its future. The contributions came from Josep A. Planell, president of the UOC, Sílvia Sivera, director of the eLearning Innovation Center (eLinC), Nati Cabrera, director of the Master's Degree in Quality Management and Evaluation in Higher Education, and Diego Redolar, of the Cognitive NeuroLab research group.

Our cooperation with El País on the project *El momento de la educación online* had very positive qualitative and quantitative results, helping to improve the university's digital positioning in Spain. The project achieved the following highly satisfactory results:

Over 25,600,000 impacts

81,200 pages viewed, with an average of **13,500** per item

Over **67,200** users

3.04 minutes average per user and item

Over **3,000** interactions on social media

The awareness-raising campaign formar-transformar.uoc.edu achieved better results in Spain than internationally. In Spain it was very well received and users interacted actively with online material, clicking on videos and watching some in full.

The figures speak for themselves: in Spain the effective CTR was substantially higher than our original estimate. Moreover, fewer impressions were needed to reach the click target envisaged.

In Colombia, the campaign was affected by the social and economic situation in the country and, although large numbers of views and impressions were achieved, they did not meet the targets we had set beforehand.

	Spain	**Colombia**
Display + Spotify	1,755,809 impressions	1,581,548 impressions
	61% views	60% views
Social media	4,424,157 impressions	9,727,837 impressions
Total YouTube	686,676 views	971,115 views
Average views	40%	30%
YouTube views	95.87%	17.43%
Native:	Clicks: 14,264	-
	CTR: 0.68%	-

UOC website

The twenty-fifth anniversary was present in two distinct but interlinked sections of the website. The 25.uoc.edu website displayed part of the content of the institutional dossier and included other related material. The figures for this portal indicated an interest in consuming the product:

25.uoc.edu website	**Portal listing events related to institutional celebrations (calendar and events)**
Unique page views: 84,681	Unique page views: 13,132
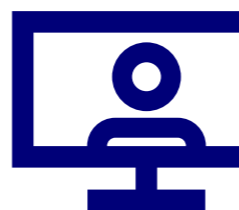
Social media

A series of measures were taken to optimize the UOC's corporate profile on social media (Facebook, Twitter, Instagram and LinkedIn), to raise the university's profile and generate interaction with the main users of each service. 25-year tags were created to bring together relevant content.

Between February 2021 and the graduation ceremonies in February 2022, a total of 1,185 mentions with the official 25-year tag were recorded. June 2021 and February 2022 were the months that saw most activity.

#GraduacióUOC #25anysUOC
#elearning #elearningUOC graduats i graduades
Barcelona
universitat Parlem amb
amb motiu dels
dels estudis teu Avui futur jornada
món nou educació preparat
Entra #ReiniciarAulesTV3 temps
aquests documental

Audiovisual products

The audiovisual products used in the campaign included the following:

• The *Online Lives* documentary recorded over 5,600 views on YouTube in Spanish alone, over 2,500 in Catalan and over 300 in English (figures as at 3 October 2022). **It was also shortlisted for the 13th Premis Corresponsables awards for the best corporate video or audiovisual.**

• *Gaudeamus igitur:* the video attracted over 3,400 views on YouTube (at 3 October 2022). It was also shown during the graduation ceremonies, which were attended by over 18,000 students.

12 Awards, recognitions and rankings

Times Higher Education World University Rankings

Ibero-america
Best online university

Worldwide
One of the top 175 young universities

Spain
Best online university and **4th** best university under 50 years old

According to the CYD 2022 ranking, the UOC is the leading online university in Spain

This ranking has awarded us fourteen high-performance indicators, four more than last year, putting us ahead of many Spanish universities. The UOC has obtained a total of 37 performance indicators in this ranking, which covers 79 universities in Spain, 28 fields of knowledge and 3,052 programmes.

The UOC obtains excellent results in European research funds

According to the U-Ranking 2022, put together by the BBVA Foundation and the Valencian Institute of Economic Research (IVIE), the UOC scored excellent results in research and innovation indicators such as European research funds for doctoral teaching and research staff and citations per document.

UOC transparency portal receives award from the Association of Chartered Accountants of Catalonia

Each year the Association of Chartered Accountants of Catalonia awards a prize for the best communication on transparency-related matters. This initiative recognizes professionals and public and private institutions that develop communication tools to support transparency in management and accountability. This year the UOC transparency portal won the award.

University of Lausanne

The Faculty of Law, Criminal Science and Administration at the University of Lausanne in Switzerland has awarded a prize for excellence to the thesis submitted by Antonia Linde Garcia, director of the Faculty of Law and Political Science's bachelor's degree in Criminology.

Auggie Award 2021

UOC spin-off Immersium Studio has won an Auggie Award 2021, one of the leading awards in the field of virtual reality. The award was for the Best Healthcare and Wellness Solution for their ICU and COVID-19 training programme.

Universitats amb Cor programme

The Faculty of Economics and Business has been commended for its work to help raise awareness of the Universitats amb Cor programme, which Càritas Diocesana de Barcelona promotes to foster charitable activities at universities.

Leaders & Legends of Online Learning

Professor Albert Sangrà, researcher and member of the Faculty of Psychology and Education Sciences and director of the UNESCO Chair in Education and Technology for Social Change, has been invited to form part of the Leaders & Legends of Online Learning initiative.

The WHO has renewed its designation of the UOC's Faculty of Health Sciences as a collaborating centre

The World Health Organization (WHO) has renewed its designation of the UOC's Faculty of Health Sciences as a collaborating centre for eHealth. The faculty, with the support of the eHealth Center, has been the only collaborating centre for eHealth in Spain since 2018.

ReCALL award for the best article of 2021

Christine Appel, a member of the Faculty of Arts and Humanities, has won the prize for the best article in 2021 awarded by the Cambridge University Press *ReCALL* journal.

John Rooney Award

Jules Wilson, a member of the Faculty of Economics and Business teaching staff, has won the American Association of Geographers' John Rooney Award.

Prizes for scientific research

The project "Infraestructures per a una vida independent: una investigació participativa per repensar l'habitatge, les cures i la comunitat en temps de pandèmia", the work of Joan Moyà-Köhler, Andrea García-Santesmases and Lluvi Farré Montalà, researchers in the IN3 CareNet group, was one of the winners of the Scientific Research awards presented by Barcelona City Council.

CINDA digital process transformation

The UOC projects "Modelo centrado en la generación de identidad: Espacio Folio, Espacio Agora y Método Perfil" and "Las competencias para la empleabilidad" have both won CINDA digital transformation process good practice awards.

Awards, recognitions and rankings

Josep M. Duart, new president of the EDEN Digital Learning Europe network

Professor Josep M. Duart, from the Faculty of Psychology and Education Sciences, has been appointed president of the EDEN Digital Learning Europe network. The appointment is a reflection of the UOC's strategy to position itself internationally as a pioneering and expert institution in e-learning and digital transformation in the field of education.

ICAS Book Prize

The book *Regresar a China* by Carles Prado of the Faculty of Arts and Humanities has won the 2021 ICAS Book Prize for the best book on Asian studies.

Maurice Hilleman Award

Xavier Bosch, a member of the Faculty of Health Sciences, has received the Maurice Hilleman Award for his contribution to the human papillomavirus (HPV) vaccine.

Member of the Government of Catalonia's Advisory Board for Economic and Public Finances Policy

Àngels Fitó, vice president for Competitiveness and Employability, has been appointed a member of the Government of Catalonia's new Advisory Board for Economic and Public Finances Policy. This newly formed body is made up of twelve internationally renowned experts specializing in fields such as economic policy, public finances, and budgeting, and it will help to guide the Government's economic policies from now until the conclusion of its mandate.

Lorenzo Natali Award for Journalism

David Messeguer, a course instructor with the Faculty of Information and Communication Sciences, has won (together with other journalists) a Lorenzo Natali Media Prize for a report on abuses in strawberry farms.

Rellisquin Film Festival Prize

A documentary titled *Petons a Robadors,* which Anna Clua of the Faculty of Information and Communication Sciences helped to make, has won 2nd prize in the Rellisquin Film Festival.

Top thirty compliance officers in Spain

The UOC's Compliance Officer, Adriana Antich, has been selected as one of the top thirty compliance officers in Spain by the *Legal Dealmaker* journal.

National University Publishing Award

Ciro Llueca, director of the Library and Learning Resources department, picked up the National University Publishing Award for best interuniversity publication, for the book *Buñuel. Todas las conversaciones,* published by the University of Zaragoza and Editorial UOC.

Golden Bear at the 2022 Berlin International Film Festival

Arnau Vilaró, course instructor for the Faculty of Arts and Humanities, was one of the scriptwriters for Alcarràs, a film directed by Carla Simón that has won the Berlinale 2022 Golden Bear award.

Civil Guard Cross of Merit

Ana Isabel Bernal, a member of the Faculty of Information and Communication Sciences, has received the Guardia Civil's Cross of Merit in recognition of her efforts combatting gender-based violence.

The Napolitan Victory Awards

Soñar a destiempo published by Editorial UOC was a winner at the Napolitan Victory Awards receiving the Washington Academy of Political Arts and Sciences (WAPAS) Award for the best political book of the year.

2nd Revista MetaRed International Awards

Ricard Mateu, director of the Technology department, received a runner-up prize in the 2nd Revista MetaRed international awards for the article "KINTON - El viaje a la nube: Migración del CPD de la UOC al cloud público".

50 most powerful women in the audiovisuals business in Spain

Forbes magazine has included Elena Neira, course instructor with the Faculty of Information and Communication Sciences, on its list of the 50 most powerful women in the audiovisuals business in Spain.

Cross-, Inter-, and Trans-disciplinary Collaborations Award

The jury of the Cross-, Inter-, and Trans-disciplinary Collaborations Award, made up of teaching staff members Rosa Borge, Ferran Prados and Inma Rodríguez, decided that the work presented by the researcher Albert Solé-Ribalta was worthy of this year's interdisciplinary award of excellence.

UOC Prize for Best Interdisciplinary Doctoral Thesis

Juan Pedro Cerro, a member of the Master's Degree in Education and ICT's teaching staff, has been awarded the UOC 2021 Prize for Best Interdisciplinary Doctoral Thesis.

Pioneering 22@ district business

The UOC was recognized as one of the pioneering businesses in the 22@ district at the closing ceremony of the district's 20th anniversary celebrations.

United Nations Latin American Institute

Abraham Fernández, a member of the Faculty of Psychology and Education Sciences and a tutor on its Bachelor's Degree in Social Education, won an award last December for his work at the United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders (ILANUD).

CSIC Cultura Científica ranking of Spanish and international female researchers

Carmen Pages, Inma Rodríguez-Ardura, Ana Jiménez-Zarco and Jules Wilson, researchers from the Faculty of Economics and Business, all appear in the CSIC Cultura Científica ranking of Spanish and international female researchers working in Spain. The ranking is based on data from their public profiles on Google Scholar.

Institute for Catalan Studies Creu Casas Prize

Cristina Steegmann, a course instructor with the Faculty of Computer Science, Multimedia and Telecommunications, has been awarded the Creu Casas Prize by the Institute for Catalan Studies, for work throughout her career promoting knowledge and understanding of technology among female students.

European Society of Historical Demography Awards

The European Society of Historical Demography has given Joana Maria Pujadas, a researcher with the Faculty of Arts and Humanities, one of its historical demography awards at its triennial conference.

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Financial results for 2021

Financial summary

Total revenue in 2021 was €158.2 million, surpassing the growth target set in the budget. Operating revenues grew overall by 9% compared with the previous year, versus a budgeted growth target of 6%.

Despite the health crisis, and, in fact, as a side effect of it, the prospects of online education strengthened, reflected in enrolment figures 10% higher than the previous year.

The surplus generated in 2020 amounted to €4 million, and the Board of Trustees approved two major technological projects of strategic interest to the FUOC, to be executed in subsequent years at a cost of €3.8 million. The UOC reported a loss in 2021 which is likely to be offset by bringing forward the surplus from 2020.
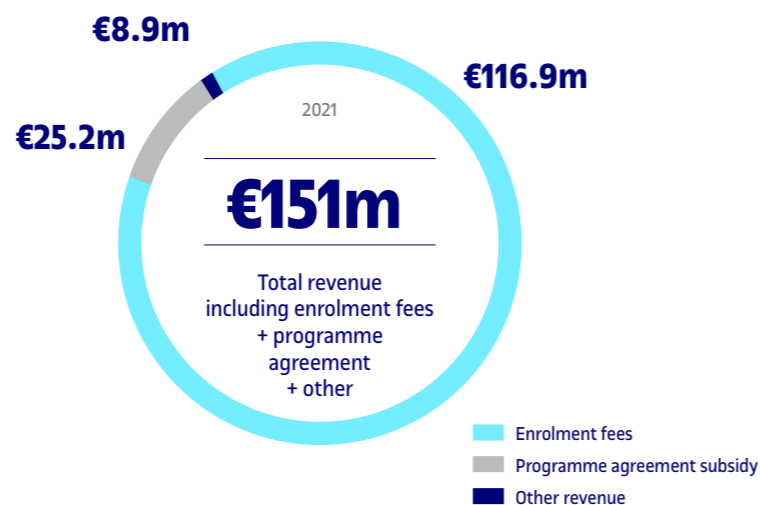
The holding company Grup UOC SLU was dissolved as the purpose for which it was constituted is no longer required. As a result of this operation, gains of €1 million were taken to operating income.

Actual revenue versus budget

Enrolment fees	116,870
Programme agreement: current subsidy	25,207
Other revenue	8,910
Total revenues	**150,987**
Capital grants taken to revenue in the year	6,223
Gains Grup UOC	1,032
Total revenues	**158,242**
Application of 2020 surplus	1,096
Total revenues including prior-year surpluses brought forward	**159,338**

In thousands of euros.

€8.9m
€25.2m
€116.9m

2021
€151m

Total revenue including enrolment fees + programme agreement + other

■ Enrolment fees
■ Programme agreement subsidy
■ Other revenue

Actual expenditure versus budget

Variable expenses	48,032
Structural and staff expenses	56,296
Other expenditure	48,554
Total expenditure	**152,882**
Amortization of subsidies received	6,223
Total	**159,105**

In thousands of euros.

€48.6m
€48m

2021
€152.9m

Total expenditure

€56.3m

■ Variable expenses
■ Structural and staff costs
■ Other expenditure

Investments

Funding of investments	
Programme agreement: capital subsidy	4,547
Other funding	141
Total funding of investments	**4,688**
Application of 2020 surplus	218
Total funding including prior-year surpluses brought forward	**4,906**

Breakdown of investments	
Learning resources	1,871
Technology investments	5,512
Other investments	1,681
Total	**9,064**

In thousands of euros.

€1.7m
€5.5m

2021
€9.1m

€1.9m

Total investments

■ Technology investments
■ Learning Resources
■ Other investments
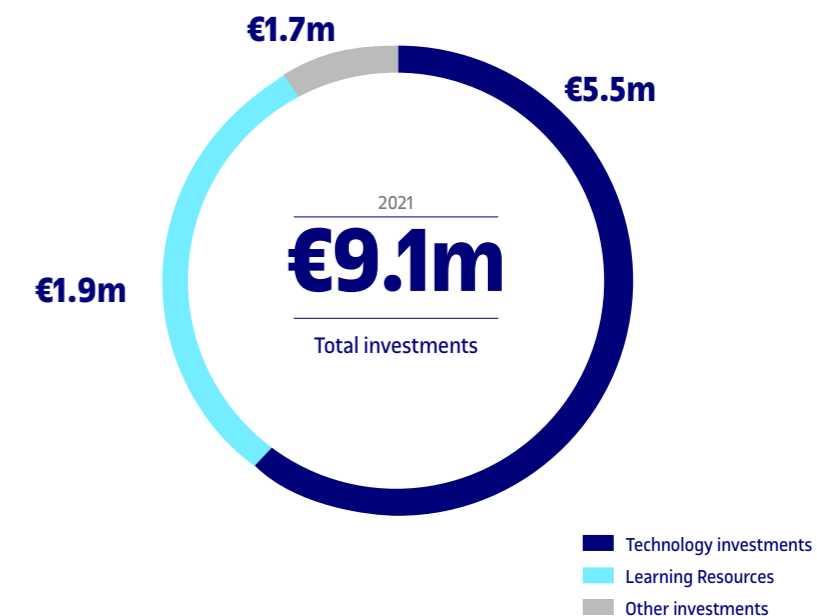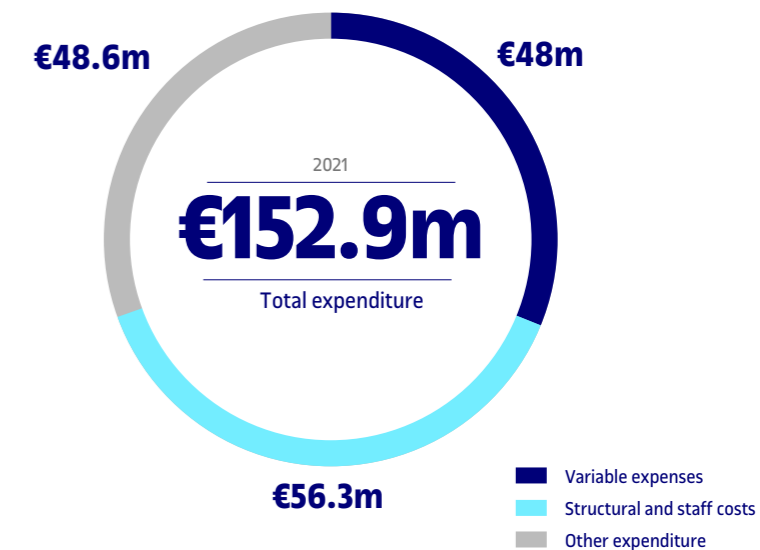
2022 budget

This page shows the key figures included in the 2022 budget and the changes compared with the actual figures for 2021.

The university's budget has increased by more than 50% since 2014 reflecting the institution's sustained growth. The UOC's budget over the last two years has exceeded €150 million.

As in 2021, expenses exceed revenue in the 2022 budget, which will be offset by bringing forward the surplus generated in 2020.

The current revenue in the approved budget for 2022 totals €157.1 million, of which €121 million correspond to enrolment fees (up 3.5%, a much lower growth rate than in previous years, which saw double-digit growth), €27.7 million correspond to the programme agreement (up 10%), €4 million to research and innovation (projects and knowledge transfer) and €4.4 million to other revenues. The Government of Catalonia's funding ceiling for the next year was increased by €2.5 million, helping to make it possible to create the teaching posts needed for the new relationship model between the university and its teaching staff and the new way of organizing and managing them. This subsidy is conditional upon achieving the results established in the programme agreement, and represents just 18% of the budget.

The investment budget for 2022 is €11.2 million. Of this, €2.3 million is earmarked for updating learning resources and €5.7 million for technology (including investments in the new LMS and the roll-out of the Data Governance Strategy). These investments will enable the UOC to continue the process of transforming courses and implementing the new Information Systems Master Plan. Government of Catalonia co-funded investments totalling €1.9 million have also been budgeted in 2022 in respect of the Singulars project, begun in 2021, to create a new UOC hub in Barcelona's 22@ innovation district and raise the institution's scientific and technical profile. These facilities will enable the UOC to strengthen its current research lines and develop new ones.

"What makes the UOC different from other private online universities is that we are a non-profit university with a public mandate."

Antoni Cahner

General manager

FUOC budget for 2022

+	**164,620**	**2022 expenditure** (up 3.5% on 2021 actual expenditure)
+	**11,223**	**2022 investments** (up 23.8% on 2021 actual investments)
+	**163,092**	**2022 revenue** (up 3.1% on 2021 actual revenue)

In thousands of euros.

14 The future of the university

Josep A. Planell
President

"By offering online education, we can cultivate talent anywhere in the world"

"21st-century universities, and ours in particular, will have to ensure that they offer education that suits people at any point in their life or career, harnessing the latest technologies, as we have always done. And to ensure its social impact, this education must be offered at public prices."

Interview published in *UOC News* (16/09/2021)

Marta Aymerich
Vice president for Strategic Planning and Research

The university's mission

"Worldwide, universities have come to share three missions: to teach, conduct research and serve society. However, we often say that we only have one: to transform society. To face up to the challenges of today and tomorrow. To do so, we need to both train people (through teaching) and generate and share knowledge with the rest of society (through research and by exchanging knowledge to boost innovation). Everything is connected and everything is equally important."

Article published in *Ara* (24/12/2021) (CAT)

Carles Sigalés
Vice president for Teaching and Learning

The UOC has created GRAF, a pioneering visual system for assessing students' competencies

"The UOC's model is based on a continuous assessment process that lets us monitor students' progress in acquiring competencies. The activities they carry out let them demonstrate their ability to use knowledge (understood as the combination of information, comprehension, skills, values and attitudes in specific contexts) and their ability to respond to specific demands. These abilities are vital when it comes to boosting their employability."

Article published in *UOC News* 16/12/2021

Pastora Martínez Samper,
vice president for Globalization and Cooperation

What is the future that awaits Spanish universities in the post-COVID-19 world?

"We hope there'll be a deep transformation that makes it possible to face future pandemics and inescapable challenges like climate change: a digital, green and social transformation from the inside out. Without forgetting anyone, regardless of where they are."

Article published in *La Vanguardia* (10/10/2021) (ES)

Àngels Fitó
Vice president for Competitiveness and Employability

"The university has a strategy of empowering students to deal with a complex, volatile and uncertain job market"

"The university is responsible not only for offering quality training and education suited to the main challenges of society and the job market, but also for fostering the development of employability-specific competencies."

Published in *UOC News* (04/11/2021) (ES)

Antoni Cahner
General manager

Towards new and improved university management models

"Higher education has become an attractive industrial sector for private investment funds, and this has led to an increase in for-profit private universities, which are in direct competition in the system to attract students."

Interview published in *El Economista* (05/11/2020) (ES)

Executive Board

This is the UOC's permanent management and administrative body.
From left to right, its members are:

Eduard Bosch, Deputy General Manager of Finance and Resources

Inés Teresa-Palacio, Deputy General Manager of Global Business Development

Carles Sigalés, Vice President for Teaching and Learning

Àngels Fitó, Vice President for Competitiveness and Employability

Antoni Cahner, General Manager

Josep A. Planell, President

Pere Fabra, General Secretary

Marta Aymerich, Vice President for Strategic Planning and Research

Pastora Martínez Samper, Vice President for Globalization and Cooperation

Emili Rubió, Deputy General Manager of Operations

Josep M. Oliveras, Director of the Office of the President and Institutional Relations

↗ **Organizational chart**