

Uoc

25 FORMAR TRANS-FORMAR

**Annual report
2020/2021**

25 years learning
and transforming

Universitat Oberta
de Catalunya

Annual report
2020/2021

25 years learning
and transforming

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From vulnerability to tenacity



“Without ignoring urgent matters, this academic year we were able to build on our strengths, integrate new knowledge and accelerate processes that were already under way.”

Josep A. Planell

President of the Universitat Oberta de Catalunya



COVID-19 has made us more aware than ever of our vulnerability as human beings, both with regard to the health emergency and its ongoing economic and social consequences. That being said, it has also led to changes, alliances and progress, the depth of which we are just now starting to realize. And the truth is, as UOC philosopher and faculty member Miquel Seguró says, even though fragility is usually presented as a negative trait, it is closely linked to the human condition and, once accepted and experienced, allows us to adapt to whatever comes our way, pushes us to collaborate with others and forces us to do better.

If we review everything we lived through in the last academic year, it is obvious that, without ignoring urgent matters, we were able to build on our strengths, integrate new knowledge and accelerate processes that were already under way. Just as we were celebrating our 25th anniversary, we were forced to take a decisive step forward in an organizational transformation project designed to make us an institution whose organization, interactions,

decision-making and actions are based on a fully digital system. We are undergoing a metamorphosis, which is outlined in the new Strategic Plan that is being drawn up thanks to a process of collective participation. It will set the institution's challenges and priorities and be our guide in terms of both assuring the UOC's future sustainability and upholding and increasing our commitment to the digital transformation of education.

We have also remained steadfast in our aims to improve our educational model, expand our course catalogue and drive research through specific measures, such as the certification of our internal quality assurance system, the approval of our new Bachelor's Degree in Primary Education, and the creation of an interdisciplinary research hub in Barcelona's 22@ tech district, respectively. What's more, we have strengthened our role as a knowledge hub through the Alumni symposium, the first Online Employment Fair (drawing over 7,000 registered participants and seeing nearly 600 job vacancies posted), and the celebration

of the IN3's 20th anniversary. As a knowledge hub that has adopted the 2030 Agenda, throughout the academic year we continued to collaborate with online educational projects both at home and abroad.

However, transformations often shed light on social vulnerabilities and, as Elisabet Ruiz-Dotras, an expert in financial education and UOC faculty member, warns, digitalization may also generate exclusion. This is why it is so important to teach and provide support, to not leave anyone behind, and to see technology as an opportunity to level the playing field and achieve territorial rebalance. And also why it is so important to offer our knowledge and experience to meet today's challenges and to support governments, institutions and academic communities in the digital transformation of education.

We may be fragile, but so are ideas, but that doesn't make them less powerful, fascinating, adaptable and fruitful when they are accompanied by other ideas and tenacity.

U2

25 years learning and transforming

25 FORMAR
TRANS-
FORMAR

The world's first online university

The UOC was created in 1995 as the world's first online university at the behest of the Government of Catalonia and with the approval of the Catalan Parliament. The aim was to use technology to open access to high-quality university education to everyone, with merit as the sole consideration.

This academic year saw the celebration of the UOC's 25th anniversary. The inaugural lecture given by Sanjay Sarma, vice president for Open Learning at Massachusetts Institute of Technology (MIT), kicked off the institution's commemorative events, which due to the impact of the pandemic will be extended until July 2022. The Faculty of Economics and Business and the Faculty of Psychology and Education Sciences also held 25th anniversary celebrations.

25 years later, our purpose remains the same: to teach people to transform our environment, both locally and globally.

**LEARNING
TRANS-
FORMING**



Learning and transforming

The anniversary slogan, “*Learning and transforming*”, succinctly expresses our *raison d'être*, our mission. The graphic identity communicated by its logo reinforces the concept of transformation. They were both conceived thanks to the collaborative efforts of several of the University's teams.

A look back

“This is a university with no campus, without classrooms, desks, chairs or boards. A university that needs only students and professors. And also PCs for them to connect with each other.” This was how TV3 news reporter Eduard Boet described the UOC upon its launch, 25 years ago. This historic clip starts a special anniversary video that tells the University's 25-year history in ten minutes.

A timeline featuring key moments over the last 25 years was also been created and is on display as a mural at the entrances to the UOC's various centres.



A transformative university that changes with the times

To bring together all the information regarding the celebration, a special website, 25.uoc.edu, was produced. It contains two areas: one in a more dynamic format, with graphics, key figures and personal accounts; and another that allows visitors to follow the anniversary's schedule of events.

A publication featuring the key milestones achieved in the UOC's unique, pioneering 25-year history, as described by the people who experienced them, was also produced. In it, various members of the UOC community help the reader understand how we got to where we are and where we would like to go in the years to come.

A publicity campaign, formartransformar.uoc.edu, was launched in Spain. It consisted of five conversations between members of the community on five different subjects: the future of education, human rights and equality, digital transformation, e-health, and rural entrepreneurship.



The UOC celebrates its anniversary

More than 300 people from Catalonia, Spain and Latin America responded to the call to form part of the participatory choir that recorded a new arrangement of the university anthem, *Gaudeamus igitur*. The choir, which included members of staff, alumni, students and course instructors, attended virtual rehearsals with conductor Óscar Peñarroya and then recorded the anthem in a professional studio. A video was also filmed and its debut is scheduled for the graduation ceremonies to be held in 2022.

A documentary, *Online Lives*, featuring seven students was also produced. It depicted their everyday lives over the course of a semester, representing the wide range of student profiles: from rural and urban environments, from different areas of the country, with different ages and genders, and a wide variety of family situations. The common denominator was that, thanks to online learning, they could all continue to study despite the pandemic. The documentary premiered online on 15 December 2021.

Progress was also made on a collaborative programme within a co-creation process with the University's staff to rethink various celebratory projects that had to be postponed or adapted for online consumption due to the pandemic. Finally, a set of actions was proposed for publication on the UOC's various social media profiles (Facebook, Twitter, Instagram and LinkedIn) to draw attention to the University and generate engagement with key audiences using the hashtag *#UOC25years*.



The anniversary in the media

The institution's 25th anniversary was reported in both Catalan and Spanish media. The coverage included interviews with president Josep A. Planell broadcast or published by TV3, *El País*, *elDiario.es*, COPE, the Vocento group (*La Rioja, Hoy, Canarias 7, La Verdad, Leonoticias, El Correo, Las Provincias, El Comercio, El Diario Montañés, Burgos Conecta, Sur, Diario Vasco, Ideal, El Norte de Castilla*) and *El Punt Avui*. Vice president Àngels Fitó was also interviewed for the programme *La Aventura del Saber* on Tv2, as were vice president Carles Sigalés on Ràdio Estel and general manager Antoni Cahner in *El Economista*. A report on the University as a success story was published in *Via Empresa* and another on the 25th anniversary of its centre in Manresa was featured in that area's local newspaper, *Regió 7*.

The inaugural lecture

The UOC begins the 2020/2021 academic year in its usual manner, inviting its community to come together in an opportunity for debate and reflection. This time the inaugural lecture was given by Sanjay Sarma, professor of Mechanical Engineering and vice president for Open Learning at Massachusetts Institute of Technology (MIT), who spoke about the future of education. Sarma is a leading authority worldwide both on research into the science of learning and on mechanical engineering, and is credited with the development of radio-frequency identification (RFID) technologies. His talk calls upon us to keep on studying what university models will work best and how online education can play a role in the future of society, work and human potential. The event also marks the start of celebrations for the UOC's 25th anniversary.

“The future belongs to online universities that strike deals with companies for internships and apprenticeships.”

Sanjay Sarma

Professor of Mechanical Engineering and vice president for Open Learning at Massachusetts Institute of Technology (MIT).



How the adoption of technology affects work and learning

“The student has to become the CEO of their own life and the student has to become the chief learning officer, the chief marketing officer of their own life. They cannot any longer be an interchangeable part that you give to a factory and the factory plugs them in.”

How to adapt to the new normal

“The future cannot be one in which we cut young people’s dreams to fit what we want. The future has to be that we need to give these young people knowledge and agency to succeed in the future.”



How do our brains work?

“The assumption is that the professor has a pen and the student's brain is a sheet of paper. That's very unfortunate. The reason that's unfortunate is because the human brain should really be treated as an organism that grows.”

Full inaugural lecture

Lessons on learning

“Curiosity is the hunger of learning, and the saliva of learning is a neurotransmitter called dopamine. So if you make students curious, they will learn, end of story.”

What is the future of education? The UOC as a visionary university

“You can do all of that online, and online does it better than the lecture. And this is where UOC comes in. You were designed from the beginning to go this route. You were visionary.”

Highlights from the academic year

September 2020

The UOC's 25th academic year had...



87,500
students

70,669
students on official programmes

48,074
bachelor's degree students

22,595
university master's degree students

26,384
new students
(18.57% more than in the previous year)

Three new master's degrees and two new doctoral programmes

The UOC's offering for the academic year was 25 bachelor's degrees, 54 university master's degrees, 8 doctoral programmes, 15 UOC-certified master's degrees and 195 postgraduate and specialization programmes. The year saw the introduction of the master's degrees in Design, Visual Identity and Brand Building, in Technology-Mediated Language Teaching and Learning, and in Cybersecurity and Privacy, and the doctoral programmes in Humanities and Communication and in Health and Psychology.

Ars Electronica lands in Barcelona

Barcelona played host to Ars Electronica Garden Barcelona, co-organized by the UOC, becoming one of the main satellite sites of the Ars Electronica Festival. The 41st edition of the world's leading manifestation of the interconnections between art, technology and society was held in Linz (Austria) and 120 cities around the world from 9 to 13 September.

The UOC was the only online university in Spain to appear in the *Times Higher Education (THE)* ranking. In 2021 it was in the 601-800 bracket out of a total of 1,527 institutions.

E-working implemented as a general priority for the entire academic year

The Executive Board decided to extend the option of e-working to everyone as a priority until September 2021. However, people who needed to work on site would be provided with suitable spaces to do so.

The world's first online university celebrated its 25th anniversary as a world leader in quality e-learning. 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 95,000 students.



October 2020

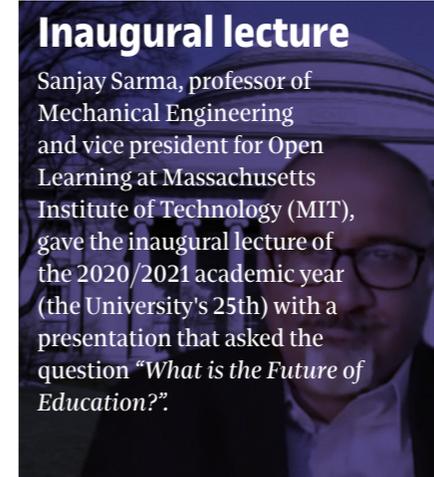
A new way of working

Four working groups (work resources, spaces, team organization and management, and change management) were activated to handle fundamental aspects of the organization's transformation towards increased digitalization and ubiquity.



Inaugural lecture

Sanjay Sarma, professor of Mechanical Engineering and vice president for Open Learning at Massachusetts Institute of Technology (MIT), gave the inaugural lecture of the 2020/2021 academic year (the University's 25th) with a presentation that asked the question "What is the Future of Education?".



Promoting talent

Join our team was unveiled as a new website designed to brand the UOC as an employer in order to attract talent and position it as an appealing organization with which to work and collaborate.

November 2020

More than 900 people signed up for the twenty workshops, talks and conferences held within the first Health Week from Home to promote health and healthy e-working.



Barcelona City Council transfers part of the old Can Jaumandreu factory to the UOC

This represented another step towards the creation of a single campus made up of the two transferred buildings and the one already hosting the University. The new complex will form a hub to foster research, technological development and innovation. It aims to be a bleeding-edge space for knowledge and frontier research that is committed to the 2030 Agenda and to finding solutions to the challenges facing global societies in the 21st century.

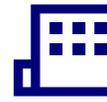
Bolivia's Private University of Santa Cruz de la Sierra (UPSA) partnered with the UOC to train its teachers in online teaching.



Highlights from the academic year

November 2020

1st Online Employment Fair

 **120**
companies

 **7,063**
attendees

576
job and/or internship offers

10,501
applications to offers

42
talks

22
company sessions

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

December 2020

New Chair in Personal Autonomy and Digital Health

The UOC and the Spanish Confederation of People with Physical and Organic Disabilities (COCEMFE) launched the new UOC-COCEMFE Chair in Personal Autonomy and Digital Health in 2021 with the aim of applying the concept of personal autonomy to facilitate decision-making and enable independent living throughout a person's whole life.

Improvements in the employment and working conditions of UOC graduates

The results of the 2020 survey on the employment of graduates conducted by the Catalan University Quality Assurance Agency (AQU Catalunya) showed that the employment and working conditions of graduates of UOC programmes (bachelor's, master's and doctoral degrees) had improved at the start of the year. The data also showed an improvement in the acquisition of competencies and overall outstanding results for the UOC in terms of training and satisfaction. The survey was conducted prior to the COVID-19 outbreak.

The *Transparency Examination*, organized by the Commitment and Transparency Foundation (FCyT), is a voluntary transparency report based on data published on Spanish university websites. The UOC improved on its position with respect to the previous edition, achieving "transparent" status in the category of private universities. Only 6 of the 24 private universities analysed in the study were classified as transparent.

January 2021

The final exams, which had to be sat online due to the pandemic, took place over six days without incident from 9 to 20 January.

16,158
students

25,314
tests
from **80 countries**

1,042
courses

Supporting elite athletes

Elite and high-performance sportspeople studying for a university qualification started to benefit from a specific support programme created by the Spanish National Sports Council (CSD), the Ministry of Culture and Sport and the UOC to provide training and help them find employment.

February 2021

KINTON, the project moving us to the cloud

The UOC's servers, which enable the operation of the Virtual Campus, various applications and everything associated with the University's digital activity, were physically stored in a building in Castelldefels, the data processing centre (DPC). As part of the UOC's digital strategy, the decision was made to migrate the DPC to the cloud in 2021.

UOC research award

Ferran Prados, from the Applied Data Science Lab (ADaS) at the Faculty of Computer Science, Multimedia and Telecommunications, won the 2020 UOC Interdisciplinary Research Award for a scientific paper on multiple sclerosis published in a journal in the Nature group.



Between ethics and aesthetics

Sala Beckett and the UOC presented a series on the playwright Lluïsa Cunillé. Curated by two experts in Catalan literature from the UOC, the aim of the series was to explore the respected playwright's work and offer new and alternative insights.

Highlights from the academic year

February 2021

Against discrimination and sexual harassment

The UOC approved its [Regulation](#) against sexual harassment and discrimination based on sex, sexual orientation, and gender identity and/or expression, providing a new framework with a wider scope and more precise definitions of unacceptable conduct. A number of tools to analyse specific needs were subsequently produced as a consequence of this regulation, including the Protocol.

Disseminating Catalan literature

The Lletra Award, organized by the Prudenci Bertrana Foundation and the UOC, celebrated its 20th edition in 2020 with a new format that included, in addition to the usual monetary prize, a virtual residency for its winners. The 2020 Lletra Award was shared by the programme *Lectures en ruta* and the podcast *La lectora*, two new ways of exposing more readers to Catalan literature through digital formats such as audio and video.

Benchmark in digital transformation

The plan on how to realize the University's commitment to becoming a benchmark in the digital transformation of education, which was drawn up over the course of several months by various teams made up of academic and administrative staff, was published. The plan's initial projects focused on raising awareness, research, the digital divide, the equal access, the selection of course instructors, and impact on education systems.

March 2021

Mission Talutiga Missió

To celebrate International Women's Day, the UOC organized an escape room on gender inequalities in universities and knowledge. The initiative was open to all comers, including people with no ties to the University, in order to raise awareness about gender equality through gaming.

HRS4R accreditation renewed

The European Commission assessed the UOC's strategy for excellence in human resources for research and found it to be excellent. As a result, HRS4R accreditation was renewed for another three years and the implementation of the Action Plan 2021-2023 was continued.

Sílvia Sivera was appointed the new director of the eLearn Center, replacing Lluís Pastor. She has been a member of the Faculty of Information and Communication Sciences since 2006 and of the GAME research group since 2014. In 2020 she was a recipient of the Jaume Vives Award.



March 2021

The world's most cited scientists

Stanford University published its World's Top 2% Scientists, a list of the researchers most cited in 2019. It included Hug March (TURBA Lab, member of the Fac. of Economic and Business); Jordi Cabot (SOM Research Lab, ICREA); Àngel A. Juan (ICSO, full professor at the Fac. of Computer Science, Multimedia and Telecommunications); Xavier Vilajosan (WINE, full professor at the same Faculty); and Ferran Adelantado (WINE, deputy director of research and member of the same Faculty).

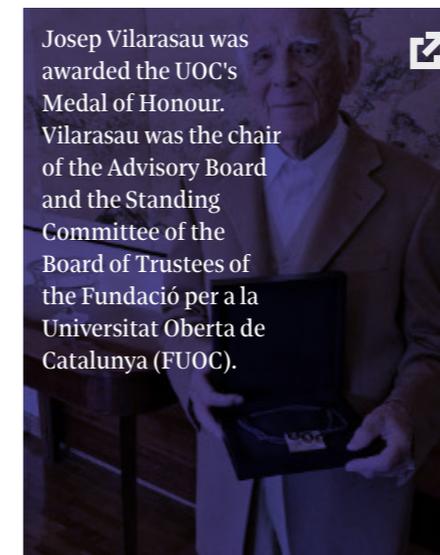
Auditions for the new *Gaudeamus igitur*

More than 300 people from Catalonia, Spain and Latin America auditioned to join the participatory choir that recorded a new arrangement of the university anthem, *Gaudeamus igitur*, as part of the #UOC25years celebrations. The auditions were open to the entire community: students, affiliated teaching staff, tutors, research staff and UOC staff.

New Bachelor's Degree in Primary Education

It was announced that in September 2021 the UOC would launch its Bachelor's Degree in Primary Education, which will be taken by a hundred students and taught exclusively in Catalan this year. With this bachelor's degree, the UOC rounded out the programmes for future teachers offered by the FUOC and the Faculty of Psychology and Education Sciences.

April 2021



Driving e-learning

The E-learning Research Promotion Committee was formed to set the strategy to drive and differentiate e-learning research.

La UOC en viu!

La UOC en viu, a live programme allowing the staff to meet up online, was held for the first time. This initial programme was organized to celebrate La Diada de Sant Jordi and plans for a summer version in July were announced.

A new strategic plan

The participatory consultation and deliberation process to design the new Strategic Plan 2022-2025 started. The first phase involved a discussion about the twelve challenges previously identified by stakeholders, the University's participation bodies and the Strategic Committee. Suggestions for improvements and comments were welcomed.

Highlights from the academic year

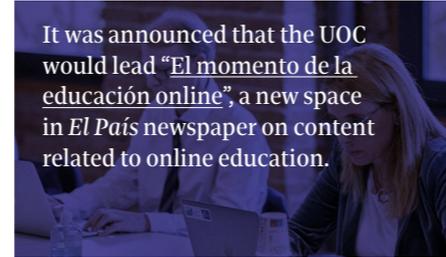
May 2021

New classroom in September

It was announced that the start of the new academic year would set a major milestone: a pilot test implementing a new classroom format in the profession-focused training courses. This was the start of a project designed to guarantee the evolution of the UOC's educational model.

Institutional Open Knowledge Policy approved

Following a participatory process that took place throughout 2020, the Open Knowledge Policy was approved to ensure that academic and student publications, institutional documentation and research data are available in open access. This was one of the objectives set in the Open Knowledge Action Plan approved in 2018.



It was announced that the UOC would lead "El momento de la educación online", a new space in *El País* newspaper on content related to online education.

The UOC retained its position at the head of the list of online universities for research according to the CYD Ranking.

June 2021

Certified quality

The Catalan University Quality Assurance Agency certified the implementation of the UOC's internal quality assurance system (IQAS). The University has a single IQAS for the entire institution, covering all the official bachelor's and master's degree programmes it teaches.

SpinUOC winners

Àlex Letosa won the Ramon Molinas Foundation social impact award for his project, Educatool. Helena Mas's Whoduniter project took the audience award, and Jordi Cabot's Xatkit was the recipient of the jury award.

The UOC excels in European research funds according to the U-Ranking 2021. The University was also found to excel in the average contribution base of its graduates (which is €32,559) and in the percentage of its teaching and research staff with a PhD.

20 years of the IN3

The IN3 celebrated the 20th anniversary of its creation with the talk "The Network Society in the Age of Pandemics", given by Manuel Castells, the Spanish Minister of Universities and UOC professor of Sociology. He was the IN3's director from 2008 to 2013.

June 2021

8 out of 10

graduates are happy with their qualification according to the feedback survey on programmes completed at the UOC by bachelor's and master's degree students graduating in the 2020/2021 academic year.

86.2%
would choose the same university

86.7%
would take the same qualification

It was announced that in conjunction with Pompeu Fabra University (UPF) and the Barcelona Institute for Global Health (ISGlobal) the UOC would begin to offer a new multidisciplinary, innovative university master's degree in Planetary Health in September 2021. It is the world's first programme of its kind.

July 2021



President Gabriel Ferraté Award

Red Maze, a (physical and virtual) network of people formed to alleviate loneliness, was the winner of the first President Gabriel Ferraté Award, which called upon the university communities of the UPC and the UOC to provide solutions to contemporary social challenges.

The UOC was ranked the fourth best young university (established less than 50 years ago) in Spain according to *Times Higher Education*. It took 149th place globally.



The election process to choose the representatives of the UOC's two highest participation bodies came to a close. The newly elected student members of the Student Council and the student, academic staff and administrative staff members of the University Council will be responsible for representing the entire university community for the next three years.

A l'estiu, la UOC en viu!



The University's staff reunited online to enjoy a special summer edition of its live event, this time called *A l'estiu, la UOC en viu!* It featured live music performances and members of the UOC community revealing their hidden talents and attracted 1,260 viewers.

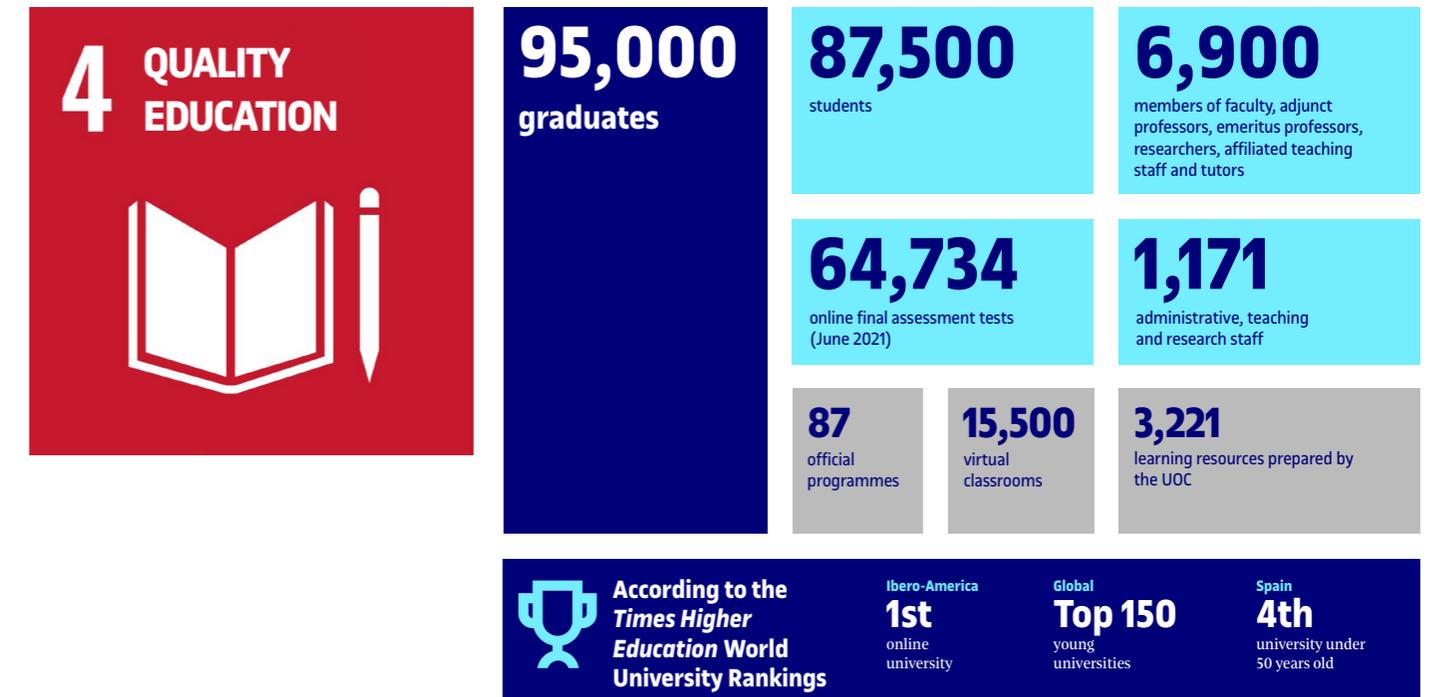
04

A university committed to the digital transformation of education

Social commitment #2030Agenda

The UOC was created 25 years ago, a trailblazer in e-learning. Our objective was to provide learning opportunities for all throughout their lives, regardless of their circumstances. We are now more committed to this goal than ever. And through high-quality e-learning we can contribute to Sustainable Development Goal (SDG) 4, Quality Education. We also strive to promote the digital transformation of education

by helping governments, institutions and teaching communities around the world. We offer the UOC's knowledge and experience to meet today's new challenges.



Digital Transformation of Education Plan

What do we want to do?

- 1 Facilitate fair access to higher education for all
- 2 Offer education adapted to the needs of each person
- 3 Train people in global and digital competencies in classrooms with a diverse and international student body
- 4 Improve the methodologies of teaching staff in virtual environments
- 5 Help institutions and organizations to foster online education



“The steps we're taking to contribute to the digital transformation of education must have the fight against unequal access and the digital divide as their core.”

Pastora Martínez Samper
UOC Vice President for
Globalization and Cooperation

How do we do it?

Striving to assure the quality of e-learning

We work with governments and quality assurance agencies around the world. We help them implement their own high-quality e-learning systems and mechanisms. What's more, our quality policy takes into account international standards in distance education, allowing us to guarantee the continual improvement of the system.

Reducing the digital divide

We work to boost the proficiency of institutions and teachers in using information and communication technologies (ICTs) in their teaching, while also providing students with training in digital skills. To achieve this goal, we offer our course catalogue and bespoke advice.

Helping governments and institutions with their digital transformation

As a standard-bearer in e-learning, we help education systems and institutions develop their own online models with a three-pronged approach: pedagogical, technological and organizational.

Research and innovation in e-learning

To achieve our aim of meeting tomorrow's educational challenges, we have formed 20 e-learning research groups. Moreover, the eLearn Center, a trailblazing centre for educational innovation, allows us to continue making progress and adapting our pedagogical model to the ever-changing landscape.

Emergency remote teaching

Due to the pandemic, over the course of the last academic year we decided to provide in-class teaching staff with tips to successfully deliver emergency remote teaching.

This initiative also carried on into this academic year, with the webinars receiving more than 160,000 views. What's more, the programme was also cited as a good practice by the European Commission in its *Network of Experts working on the Social Dimension of Education and Training* report (Farnell, 2021). An open access book on improving online teaching, *Decálogo para la mejora de la docencia online. Propuestas para educar en contextos presenciales discontinuos* (Sangrà, 2020), was also published, becoming one of the most downloaded dossiers in UOC history.

Improving e-learning in Europe

The UOC participated in the Erasmus+ project ECOLHE (Empower Competences for Onlife Learning in HE) to analyse the implementation of the framework of the European Higher Education Area. Its objective was to generate a framework and useful tools to improve the quality of online teaching.

[Website of the Digital Transformation of Education Plan](#)

Integrating e-learning in Ecuador

We provided Ecuador's Universidad Católica de Cuenca (UCACUE) with support and advice to drive its implementation of high-quality online education. We also developed actions to help the university's team of professionals with their digital transformation.

Online public examinations in 38 countries

In March 2021, the European Patent Office (EPO) held its European qualifying examination (EQE) online after having to be suspended in 2020 due to the pandemic. The UOC offered its guidance to ensure that the examination process could take place in a virtual environment. A total of 3,733 people in 38 countries sat the five tests on five consecutive days.

Training Bolivian teachers in ICT

The Private University of Santa Cruz de la Sierra (UPSA) and the UOC teamed up to improve the e-learning training provided for the Bolivian university's teaching staff. Fifty teachers from the Bolivian university took the online teaching courses designed by the UOC to train university teaching staff in the design of learning and teaching activities in virtual environments.

Changes in higher education

The International Association of Universities (IAU) and the UOC joined forces to organize a series of talks under the title Innovative Education for Unshaped Futures (IE4UF) to explore some of the changes being observed in higher education. The series took place from June to October 2021 and included the participation of academics from more than 50 countries, who worked on a policy note to be submitted at UNESCO's 2022 conference on higher education.

Folio, reinterpreting the portfolio

This year, Folio was included in the catalogue of classroom tools in some faculties. This tool is a reinterpretation of the portfolio concept that allows students to share their work with the UOC community and focus on the professional world. A total of 2,434 students are currently using this resource and work is under way to make it available to all the UOC's programmes. Folio offers each student a personal portfolio they can use to carry out collaborative work, develop their digital image, create their identity within the community and improve their visibility in the professional world.

More digital and multiformat resources

Some 24,000 students have used the new learning resources model.

The UOC's production of digital resources has increased by 55%.



Under the management of the teaching staff, a team of professionals works every semester to provide students with text-based and audiovisual learning resources. Some are created by the UOC itself with the University acting as a publisher or audiovisual production company and commissioning them from subject experts. Others, however, are chosen from published sources.

In the 2020/2021 academic year, the course transformation plan was strengthened through the redesign of learning resources in 1,442 classrooms, representing 39% of the courses offered in the UOC's various

academic programmes. The objective of redefining the resources was to adapt them to the competency-based model, in which students learn by completing activities or challenges related to professional practice.

Thanks to this course redesign process, the resources are more attractive, voluminous materials are split into more manageable pieces and the combined use of various formats such as text and video is more widespread. In 2020, the UOC produced 3,221 resources, some 55% more than in the previous academic year (2,073).



“Our commitment is that on day one of the academic year all the learning resources are in the classrooms at the disposal of the teaching staff and students. Throughout the year we strive to ensure the quality of these teaching materials.”

Ciró Lluca
Director of Library and Learning Resources

This academic year we also published a **Toolkit** to support the digital transformation of social organizations.



Two examples of learning resources in the classrooms

The following are two of the materials most used in the courses. Thanks to a Creative Commons licence, they are open to everyone.



Design toolkit

“It is an open access repository of design content with a special focus on people-centred design and interaction design. Its aim is to foster student autonomy and lifelong learning.”

Enric Mor, member of the Faculty of Computer Science, Multimedia and Telecommunications



Digital toolkit

“This repository goes beyond office applications to offer an opportunity to gather the most representative resources to work in the academic and professional spheres.”

Teresa Romeu, coordinator of this resource and a member of the Faculty of Psychology and Education Sciences

Learning resources in figures

3,221 learning resources prepared by the UOC in the classrooms (55% more than last year)

50,702 resources with associated rights management (52% more than last year)

99 software licences

1,442 courses transformed (39% of the total)

Classification of UOC-designed learning resources



Audiovisual
7,564
(21%)

Interviews
Reports
Informal debates
Testimonials
Podcasts
Animation



Multimedia
122
(1%)

Websites
Blogs
Wikis



Multiformat
28,926
(78%)

PDF
HTML5
Audiobook
EPUB



Figures from the 2020/2021 academic year.

A certified internal quality assurance system

The mission of the Planning and Quality department is to foster the design, roll-out and assessment of processes to guarantee the quality and continual improvement of all the University's areas of activity, especially its programmes. The internal quality assurance system (IQAS) encompasses all the processes related to teaching that assure the education programmes' quality in accordance with the directives of the Catalan University Quality Assurance Agency (AQU Catalunya).

This academic year AQU Catalunya certified the implementation of the UOC's IQAS. The University has a single IQAS for the entire institution, covering all the official bachelor's and master's degree programmes it teaches. Certification of the IQAS ensures that the system is implemented and deployed at the centre – in this case, throughout the entire University – and that it is fit for the purpose of assuring the quality of the programmes taught at the UOC.

Certification of the IQAS is the first step on the way to opting for institutional accreditation, a milestone to be gained in the 2021/2022 academic year, which will make it possible to accredit all the University's official bachelor's and master's degree programmes for a period of six years, which can be extended for equal periods upon submission to an external assessment process.



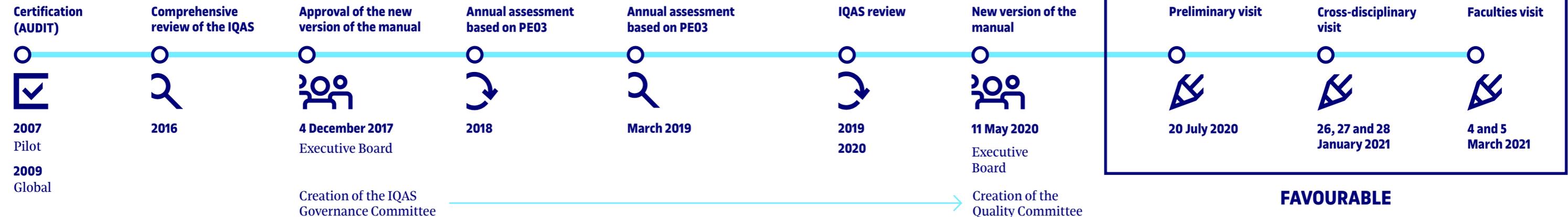
“We have achieved an extremely important milestone in terms of the University's quality. It is the result of the intensive collective efforts of all the faculties, the teaching staff and the administration departments that support teaching, under the leadership of the Planning and Quality department. AQU Catalunya has granted us the ability to verify, monitor and assess our programmes, which means we can accredit our own qualifications.”

Carles Sigalés
Vice President for Teaching and Learning.

“There has been a culture of quality since it began to take shape in the very first processes aimed at verifying the official bachelor's and master's degree programmes (2009). That culture, which is now being consolidated, is matched by the strong leadership and commitment to quality of both the senior management and the academic and administrative staff.”

The Evaluation Assessment Committee's report on the implementation of the IQAS (April 2021).

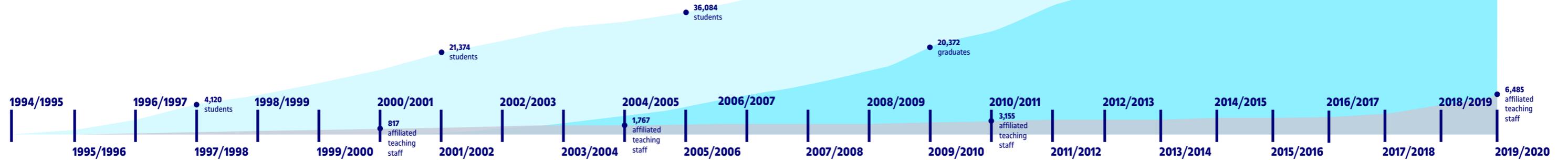
IQAS certification process



25 years providing lifelong learning



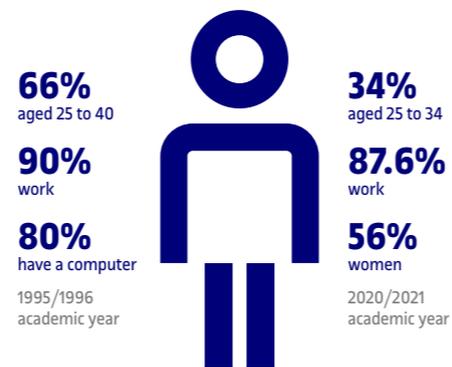
The idea behind the founding of the UOC, back in 1995, was not for a distance university, but to take advantage of the incipient World Wide Web to create the first ever distanceless university. The UOC began teaching in the 1995/1996 academic year, with 206 students enrolled on its Business Science and Educational Psychology degree programmes.



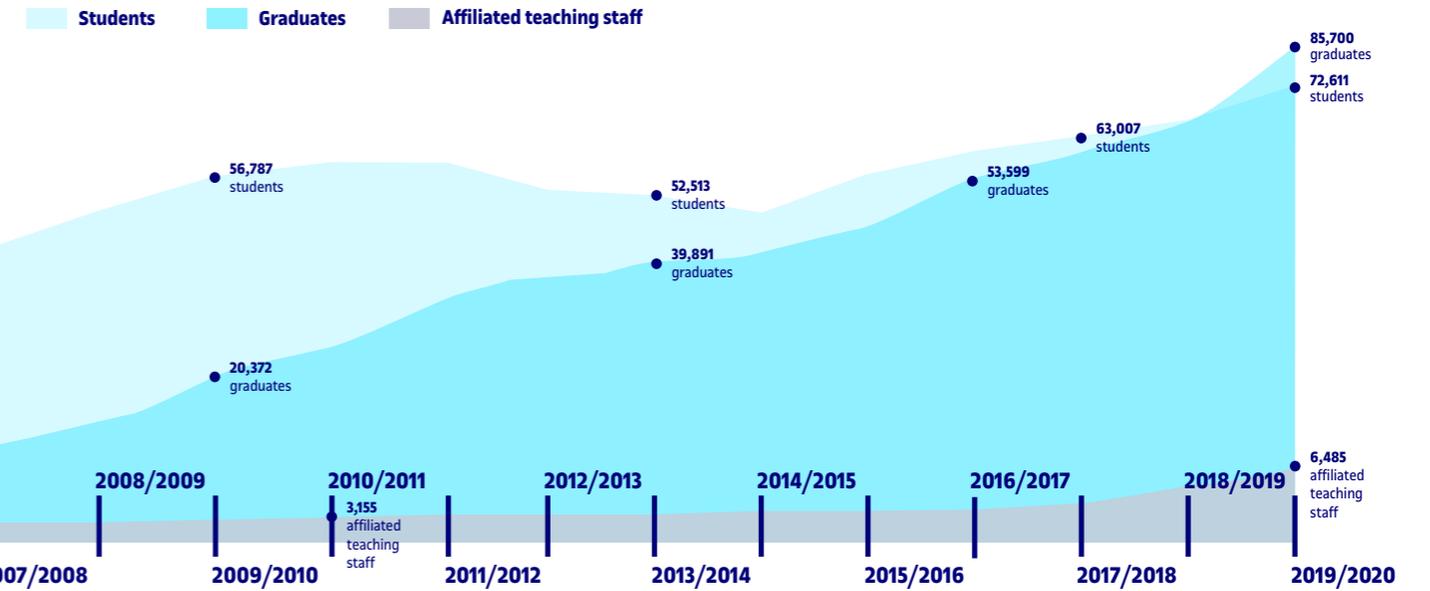
25th anniversary video



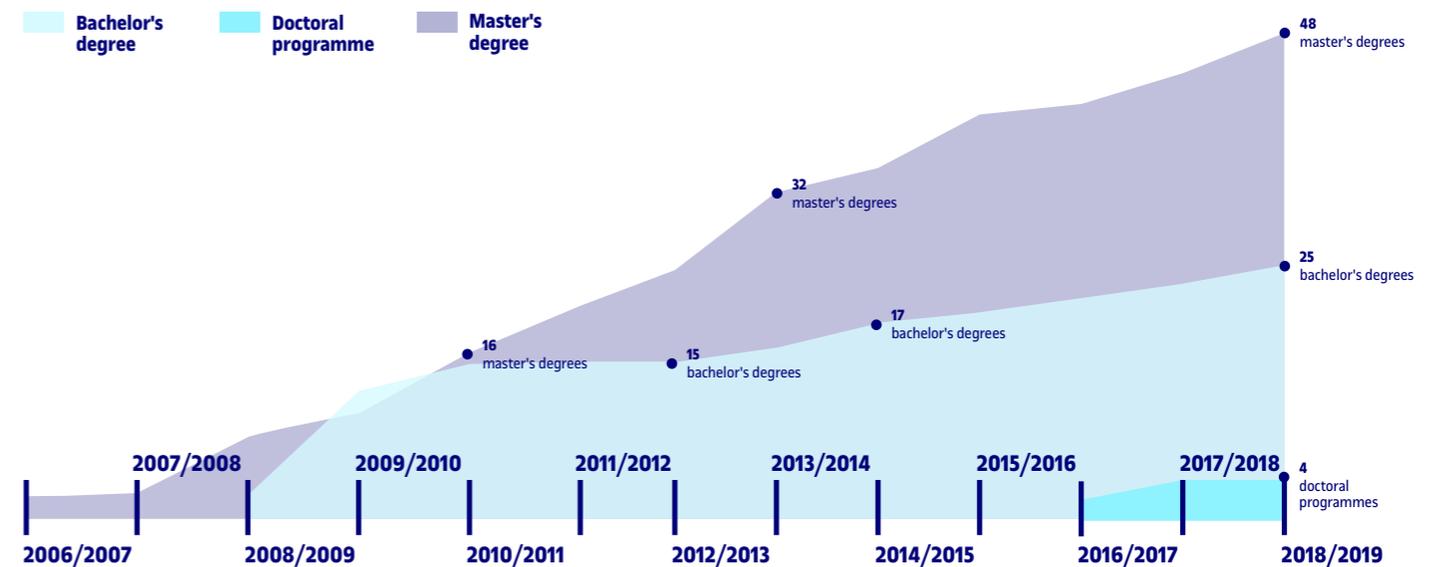
Student profile



UOC students



Course catalogue



A global university born in the digital age

The first 206 students enrolled were the pioneers of a community that 25 years later, in the 2020/2021 academic year, is made up of more than 87,500 students.

95,000
total graduates
over 25 academic
years

9,217
graduates of official programmes
in the 2020/2021 academic year

18.30%
more than in
2019/2020



48,074
bachelor's degree
students

12.45%
more than in 2019/2020

26,384
new students

18.57%
more than in 2019/2020

22,595
university
master's degree
students

18.24%
more than in 2019/2020

87,500
students at
the UOC in the
2020/2021
academic year

70,669
students
on official
programmes

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

Bachelor's degree students

56.0% women

34.0% aged 25 to 34

87.6% combine studies with work

72.9% work in the private sector

65.2% are studying with the expectation of professional improvement or self-employment

48.1% are studying for professional improvement or are self-employed

61.5% choose the UOC so they can combine their studies with work and other responsibilities

Master's degree students

60.0% women

47.0% aged 25 to 34

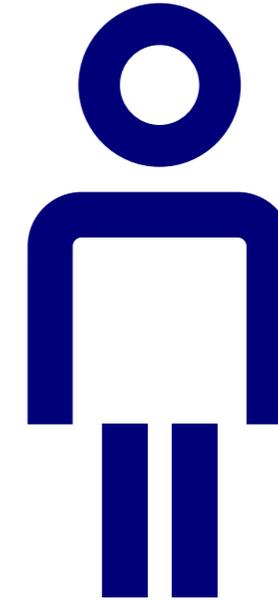
90.9% combine studies with work

65.7% work in the private sector

76.9% are studying with the expectation of professional improvement or self-employment

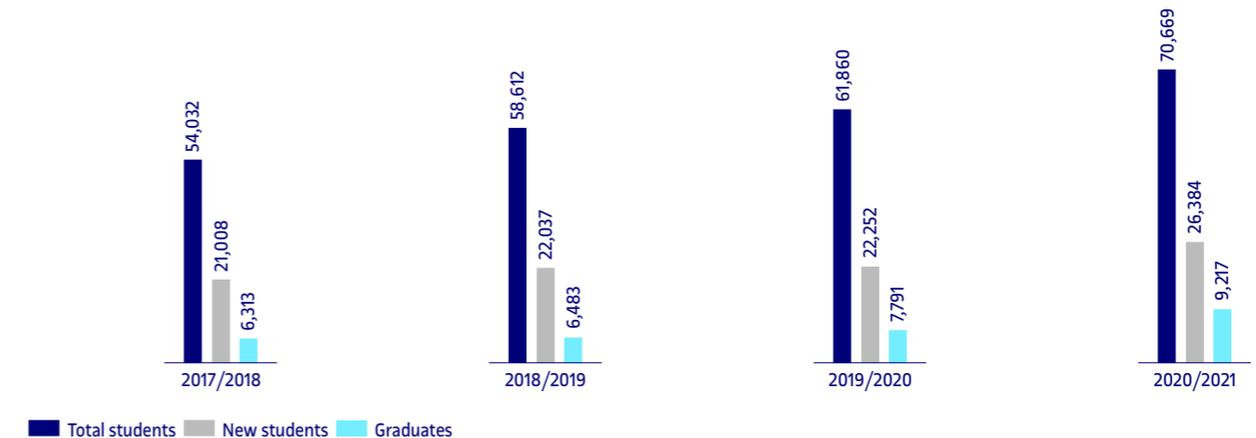
43.9% are studying for professional improvement or are self-employed

40.9% choose the UOC so they can combine their studies with work and other responsibilities



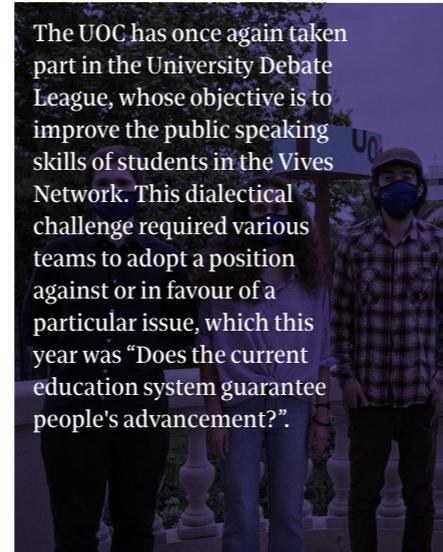
Source: Power Bi October 2021 + Admission survey.
Drawn up by the Planning and Quality department.

Trend in the number of official bachelor's and master's degree students



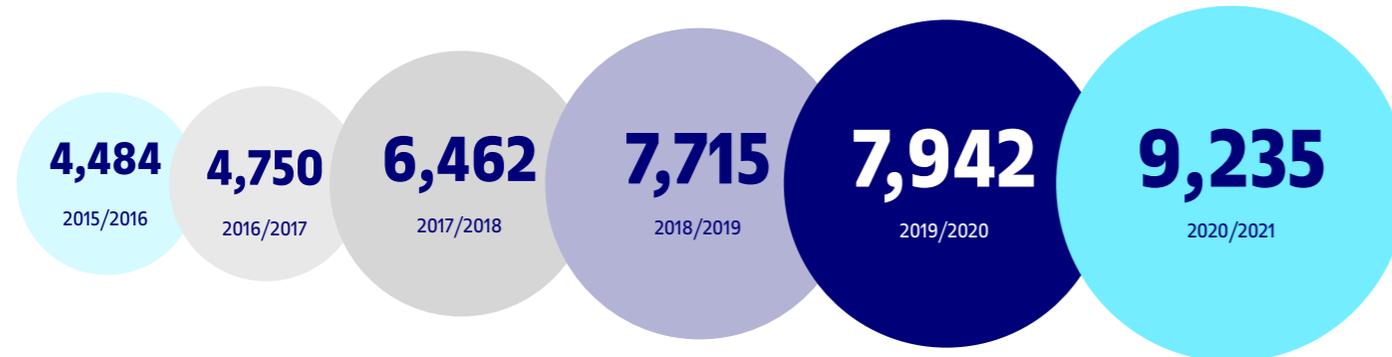
Distribution of official programme students by faculty

Faculties	Bachelor's degree	Master's degree
Arts and Humanities	3,847	1,976
Information and Communication Sciences	4,832	1,496
Health Sciences	-	2,079
Law and Political Science	8,232	3,597
Economics and Business	10,688	4,604
Computer Science, Multimedia and Telecommunications	7,482	4,564
Psychology and Education Sciences	12,993	4,279
Total	48,074	22,595
Official programmes total (bachelor's and master's degrees)	70,669	



The UOC has once again taken part in the University Debate League, whose objective is to improve the public speaking skills of students in the Vives Network. This dialectical challenge required various teams to adopt a position against or in favour of a particular issue, which this year was "Does the current education system guarantee people's advancement?".

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



80%
are happy with their degree

87%
would take the degree programme again

86%
would come back to study at the UOC

The UOC has students living in 141 countries:



Figures from the 2020/2021 academic year. These figures do not include UOC Corporate students.

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



Source: DAU. Base of 72,249 students.

Mobility students

Online mobility programmes allow students from all over the world to take one or several courses on the UOC Virtual Campus and have them recognized in their academic records. E-learning puts the international experience within everyone's reach. 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 offer their students a broader and more international curriculum.

27
Erasmus+ mobility students.

207
foreign mobility students through collaboration agreements with educational networks and institutions.

Figures from the 2020/2021 academic year.

Adapting to meet everyone's needs



1,944

students with a disability level of 33% or more were enrolled at the UOC in the 2020/2021 academic year (making it one of the top universities in Spain in this regard).

At the UOC we are continuing our efforts to adapt to the specific needs of our students. Our distanceless educational model favours equal opportunities in access to quality higher education, and we are specifically working towards guaranteeing access to education for people with disabilities. This year saw the creation of a disability working group, whose purpose is to analyse how disabilities are addressed at the

UOC and propose improvements. Management staff also underwent specific training to gain the tools they need to accommodate staff diversity. More than 200 people (management staff from the units, the Strategic Committee, the Personnel department and the Welcome Programme) took part in this training. These actions were designed to better adapt the UOC's services to the needs of its community.

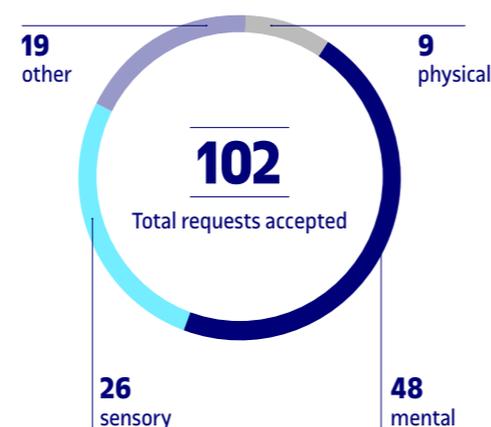
More personalized services

At the start of each semester, students are given time to request adaptations to teaching or learning resources. This ensures more personalized support and attention when needed, such as in the case of difficulties submitting an activity.

Figures from the first semester



Figures from the second semester



Adapting teaching

Ten years ago the UOC and the ONCE signed a collaboration agreement to facilitate fair and inclusive access for students with disabilities. One of the lines of action that was agreed and recently ratified is the provision of educational materials for people with a serious visual disability.

UOC students affiliated with the ONCE can ask the organization directly for a transcription of classroom learning resources in Braille. To allow everyone access to lifelong learning, the learning resources are offered in various formats, such as audiobooks, HTML and PDF, allowing automatic reading with text-

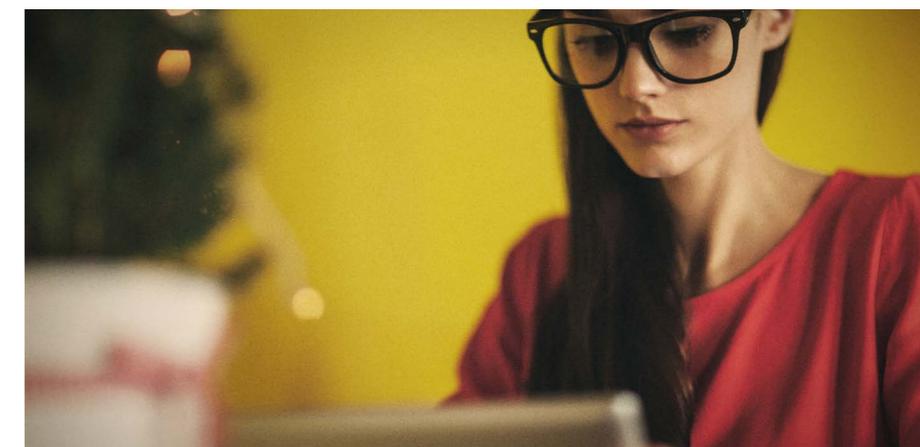
to-speech tools. This creation process is performed by the teaching staff with support from the Library and Learning Resources department and the eLearn Center consultants.

This academic year, 17 UOC students asked the ONCE for adapted learning resources.

The benefits of electronic assessment systems

Students with special education needs from various European universities appreciate the benefits of electronic assessment systems according to *Acceptability of the e-authentication in higher education studies: views of students with special educational needs and disabilities*, a study carried out by UOC researcher David Bañeres in collaboration with researchers from Finland, Turkey and the United Kingdom. The more than 250 participants in the study recognize the individual benefits that electronic authentication gives them, despite some misgivings about technological incidents.

One of the advantages of the TeSLA system, devised by the UOC, is that it facilitates access to virtual assessment for students with disabilities.



The official catalogue of university programmes and courses for 2020/2021

Three new university master's degrees were added to the catalogue of academic programmes this year: Design, Visual Identity and Brand Building; Technology-Mediated Language Teaching and Learning; and Cybersecurity and Privacy.

Also new this academic year were the doctoral programmes in Humanities and Communication and in Health and Psychology, and the interuniversity doctoral programmes in Business Administration and Management and in Tourism.

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
- Medical Social Work

Law and Political Science

- Electronic Administration and Governance
- 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
- Online MBA (UOC, EADA)
- 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
- Mobile Application Development
- 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 Education 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
- Multimedia

Psychology and Education Sciences

- Social Education
- Psychology

Doctoral programmes

The Information and Knowledge Society

Education and ICT (E-learning)

Network and Information Technologies

Bioinformatics

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

Humanities and Communication

Health and Psychology

Business Administration and Management

(interuniversity: UPC, UPM, UPCT, UOC)

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

Number of official and UOC-certified programmes per level and academic year

25 bachelor's degrees

8 doctoral programmes

67 UOC-certified master's degrees and postgraduate courses

213 postgraduate courses and specializations

60 language courses

54 university master's degrees

74 summer seminars

208 open courses

10 vocational training courses

58 courses, profession-focused specializations and professional development programmes



A scholarly community

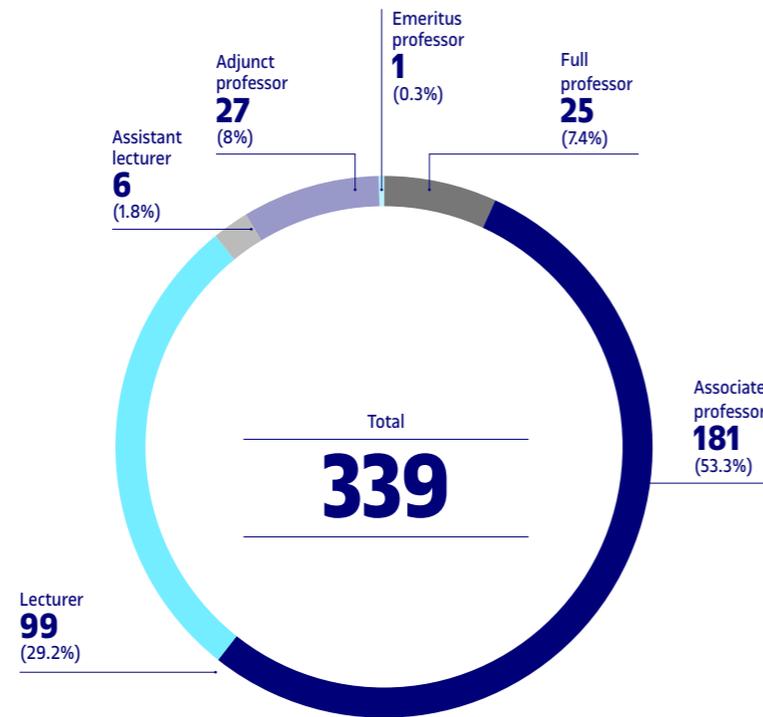
The UOC's teaching staff comprises three types of professionals, each with their own roles:

Coordinating professor
(Designs courses, assures their quality and coordinates the course instructors)

Course instructor
(Guides and monitors the student learning process)

Tutor
(Guides the student on their academic pathway)

UOC faculty members by category



Active faculty members as of 31 December 2020. UNEIX figures for the calendar year.

Faculty members with PhDs

	Women	Men	Total
Faculty members with PhDs	52%	48%	91%
Faculty with PhDs who have received a positive assessment from an external assessment body	50%	50%	75%

Active faculty members as of 31 December 2020. Figures for the calendar year.

Faculty members with six-year research accreditations

	Women	Men	Total
Faculty with PhDs and six-year research accreditations	49%	51%	53%

Active faculty members as of 31 December 2020. Figures for the calendar year. Excluding adjunct instructors and emeritus professors.

Faculty members with six-year teaching accreditations

	Women	Men	Total
Faculty with six-year teaching accreditations	47%	53%	65%

Active faculty members as of 31 December 2020. Figures for the calendar year. Excluding adjunct instructors and emeritus professors.

Course instructors and tutors

	Women	Men	Total
Course instructors	49.70%	50.30%	5,859
Tutors	57.45%	42.55%	799

Course instructors, tutors, and course instructors who are also tutors

6,485 individuals*

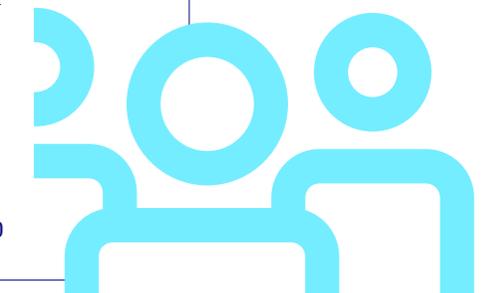
Figures for the 2020/2021 academic year. * There are 173 members of the affiliated teaching staff with a dual role: they are both course instructors and tutors.

5,859

Course instructors (22.6% more than in the 2019/2020 academic year)

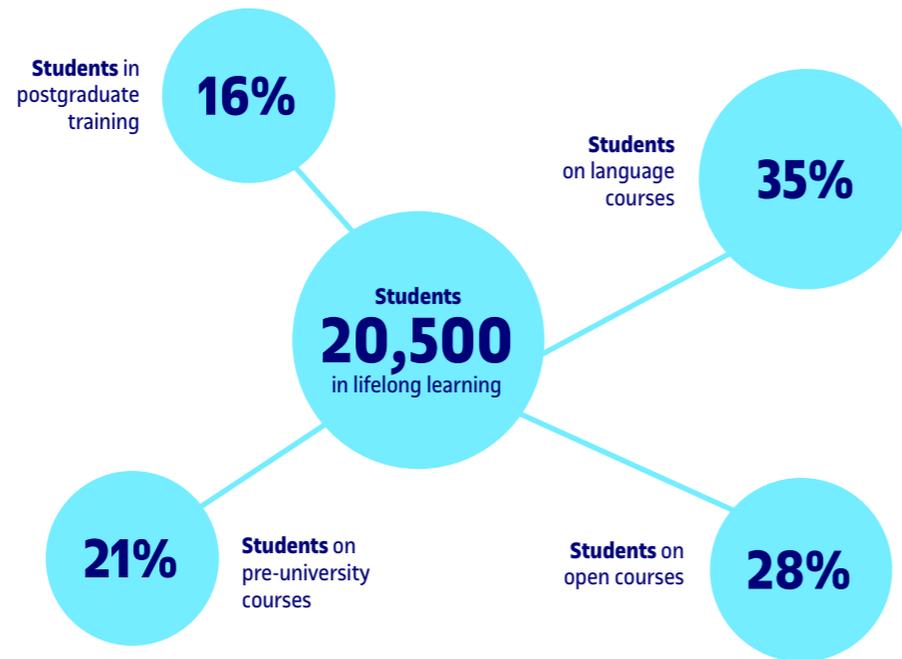
799

Tutors (6% more than in the 2019/2020 academic year)



Beyond university education

UOC X offers programmes and courses that go beyond regular university education, aiming to support people throughout their lives. Examples include the university entrance exam preparation course for students over 25, language courses, continuing development programmes and the UOC's partnership with the Jesuïtes Educació Foundation's online vocational training project.



Professional development programmes

The 2020/2021 academic year has been one of growth for professional development programmes (PDPs) in various faculties, increasing the catalogue from 1 to 7.

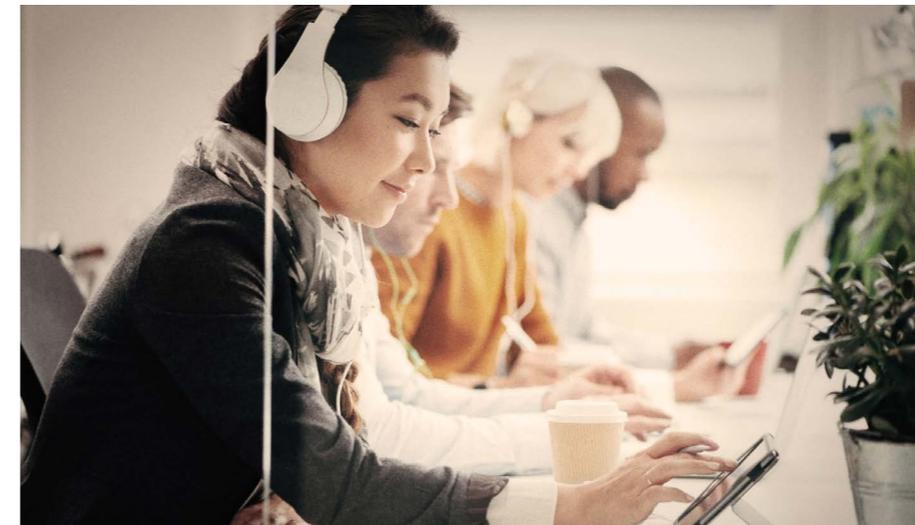
PDPs are short, profession-focused, immersive experiences. They offer students the chance to gain university knowledge and professional skills for immediate application.

With these training courses students can strengthen their professional skills in the most sought-after subject areas with the support of experts who are active in the field. These short, intensive courses are designed to efficiently improve the professional development of their students.



Professional training courses

These courses provide the impetus for professional change through the acquisition of skills that companies need in areas such as marketing, nutrition, tourism and business management. An unhurried learning system that allows students to balance their personal and professional lives with their aim of achieving a different, better future.



The UOC Summer School

In the space of just one month the summer webinars offer a flexible experience in which to study subjects of interest in more depth. These knowledge capsules cover various aspects of modern culture and society, offering learning, entertainment and personal growth opportunities.



The Virtual Campus, constantly evolving

From its start, now some 25 years ago, the Campus has been constantly evolving to meet the learning needs of students and teachers.

Once on the Campus, students can access the virtual classrooms, where they will find their teachers and fellow students, as well as activities, resources and tools to help them learn. It is also home to information and resource pages where they can find support throughout their time at the University, such as with procedures, programmes of study and their academic record.

71.9% of the students were satisfied with the online final assessment tests experience

72.5% found the test-taking process easy

Assessment data from the June 2021 tests.

January 2021	June 2021
6 days	6 days
16,158 students	29,857 students
25,314 tests	64,734 tests
1,042 courses	1,265 courses
92 tests adapted for disabilities or special needs	149 tests adapted for disabilities or special needs
924 queries relating to test questions	1,426 queries relating to test questions
133 invigilators	250 invigilators
4,230 technical queries	10,660 technical queries
122 teaching and administrative staff members answering queries	176 teaching and administrative staff members answering queries



Canvas, the UOC's new learning environment

We are working internally to offer classrooms that operate under the new Canvas learning management system in the 2021/2022 academic year. Canvas will first be made available to the students and teachers on the professional training courses. It will then be progressively implemented across all our programmes. Canvas will make it possible to:

- Evolve the educational model and improve the quality of teaching.
- Offer a **better, more versatile, more varied and more satisfactory learning experience.**
- Provide a wider and more up-to-date range of tools and resources built into the learning environment.
- Use **standardized processes.**
- Achieve **excellence in research.**

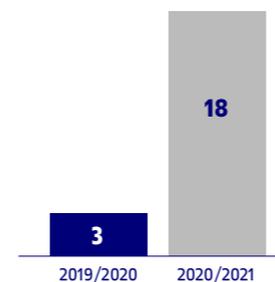


Main consumption indicators for Campus information sections

2020/2021

Logins	41,503,920
Users	17,233,880
Average time spent logged in	00:03:11
Logins from mobile devices (tablets and mobile phones)	3,692,333
Percentage of logins from mobile devices	21.4%
Logins from outside Spain	4,513,384
Percentage of logins from outside Spain	7.8%
HTML pages (forming part of the Campus information sections)	50,329

Online doctoral thesis defences



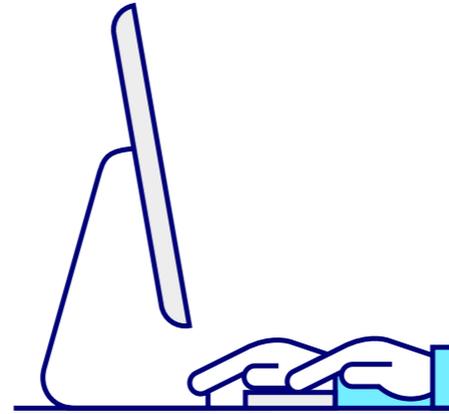
Live online public defences of final projects

January 2021	July 2021
1,309 students	3,650 students
34 university master's degrees offering them	74 university master's degrees offering them

Continuous support and guidance

At the UOC, students receive ongoing support and guidance from their teachers, tutors and the 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

2020/2021

323,001

enquiries (academic and technological)



1.98

average response time
(in days)

3.7/5

degree of satisfaction with responses to enquiries

47,632

tweets received

4.6/5

degree of satisfaction with the assistance received via Twitter

2,332

complaints



21,972

@UOCrespon Twitter followers



Key email indicators

79,632

message recipients

1,854,263

message recipients

1,009

message recipients

309

messages sent

642,274

messages sent

43

messages sent

24,115

newsletter recipients

426,623

newsletter recipients

43

newsletters sent

123

newsletters sent

■ Course instructors ■ Students ■ Tutors

Support from the Library

biblioteca.uoc.edu

The Library is a centre for digital resources with a team of over sixty experts who provide their services to students, teaching staff, researchers, and administrative staff, striving to ensure high-quality learning resources and research at the UOC.

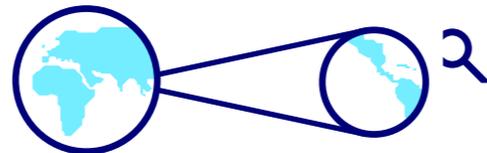
In addition, the Library collection provides the university community with access to databases, books and e-journals, with more than 4 million downloads for the second year running. The Library team is also working to promote open knowledge and mainstream the gender perspective.

The collection	2020/2021	Training	2020/2021
64,809	titles in the catalogue	138	hours of training for students
28,118	e-book titles	883	attendees
36,691	printed book titles	number of sessions	
108,614	e-journals on subscription	27	aimed at students
179	databases and platforms on subscription	18	aimed at teachers

Visits from 176 countries



52%
from Spain



48%
from the rest of the world
of which **41%**
from LatAm

Use of the Library

2,873,055	visits to the Library website
3,840,686	number of downloads of electronic articles and documents (including books and book chapters)



High-quality service

The users have rated the Library Replies service

 **4.6/5**

Customer service 2020/2021

The Library Replies	
4,353	number of queries
20	complaints received from students
number of queries/requests for Library services	
20,909	loans and renewals
2,921	documents requested from the Electronic Documents Supply Service
2,401	queries/requests received from teachers
256	bibliographic queries

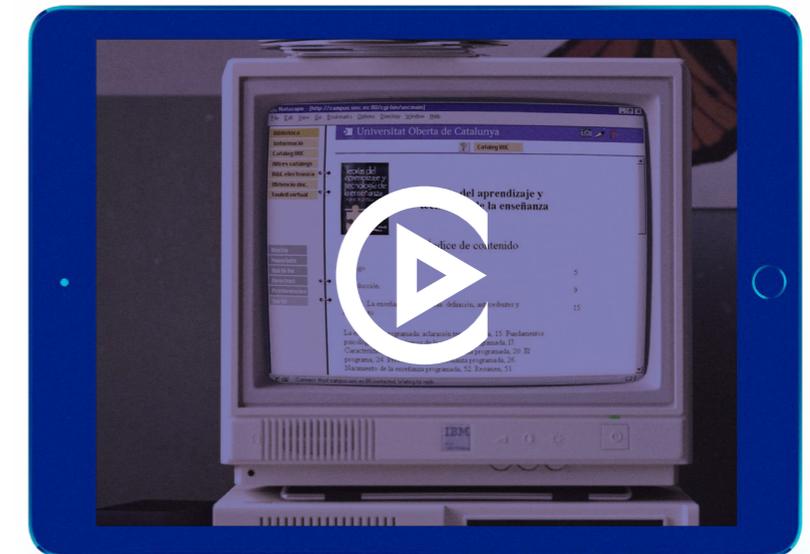
A library created in the 1990s

The origins of the UOC Library



“We had no frame of reference from other online libraries. We had to consider what we could do in a Virtual Campus. We imagined a library that would enter the student's home.”

Adoració Pérez
First director
of the UOC Library



U5

Expanding our research ecosystem



A new research hub



“The 22@ hub is an opportunity to carry out transformative research.”

Marta Aymerich
Vice President for Strategic
Planning and Research

Twenty-five years ago, the UOC became the world's first fully online university and was a pioneer in the use of the internet as a teaching and research tool. Now an undisputed leader in the knowledge society, it aims to strengthen its commitment to RDI through the Can Jaumandreu research hub in Barcelona's 22@ tech district, which is scheduled to open in 2022.

This ecosystem will be based on three strategic research pillars: e-learning, e-health, and the network society. The hub will not only bring together various research groups and centres in one place, it will also equip them with key infrastructure at the cutting edge of technology in Catalonia for collaborative use.

Driving e-learning research

This academic year saw the creation of the E-learning Research Promotion Committee, which will set the strategy for promoting and differentiating all the research carried out at the UOC. Its primary mission is to promote e-learning research, innovation

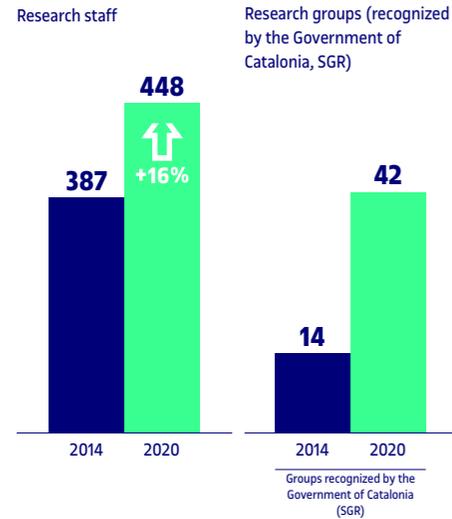
and knowledge transfer. The aim is to internally channel all the talent and experience accumulated by the UOC in this field to make it even more interdisciplinary and raise its international profile.

According to Scopus, the UOC, with 469 publications, ranks 33rd among the 150 institutions with an output of more than 250 references.

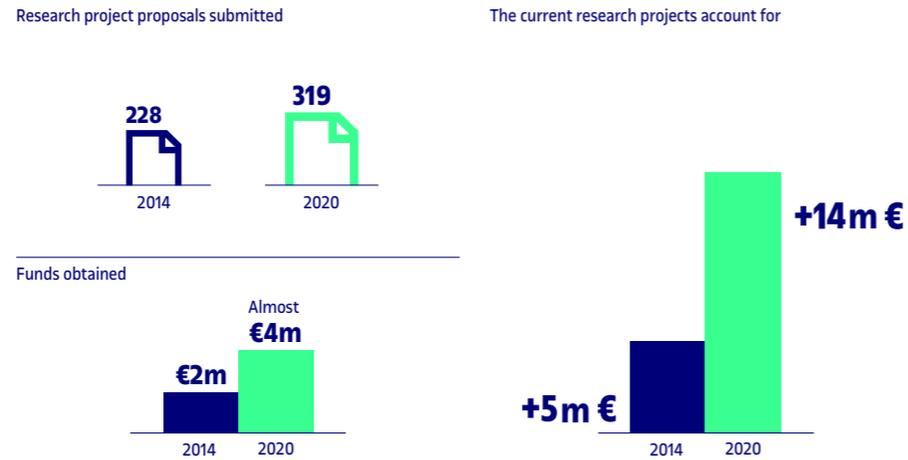
The growth of research at the UOC over the last 7 years (2014-2020)

More people, more groups and more funding: this is what the R&D indicators show if we follow the UOC's research growth over the last seven years. This is a rising trend that reflects the success of the strategy adopted in this period.

Research staff and groups



Research funding



Scientific articles



Doctoral degrees



Knowledge exchange



Scientific articles



Industrial doctorate students



Current patents

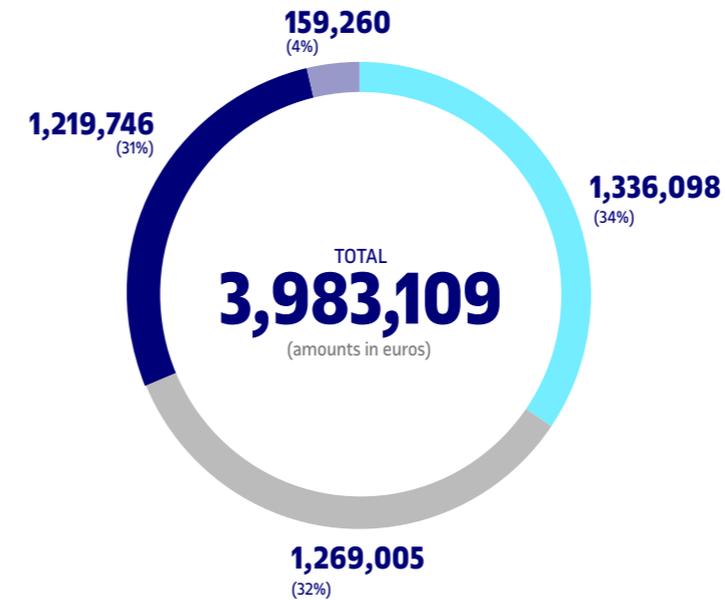


14 million euros of funding

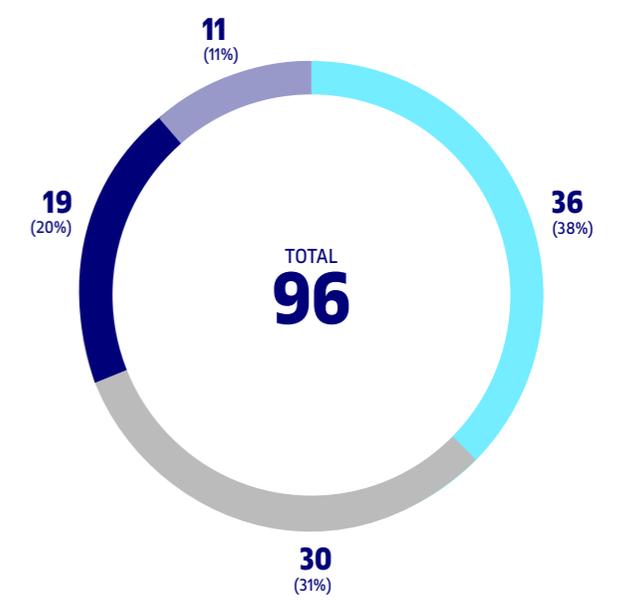
The funding obtained in 2020 is split between 96 approved projects. By 2020, the UOC's ongoing research projects had brought in a cumulative €14 million of funding.



External funding for projects awarded to the UOC in 2020, by geographical area

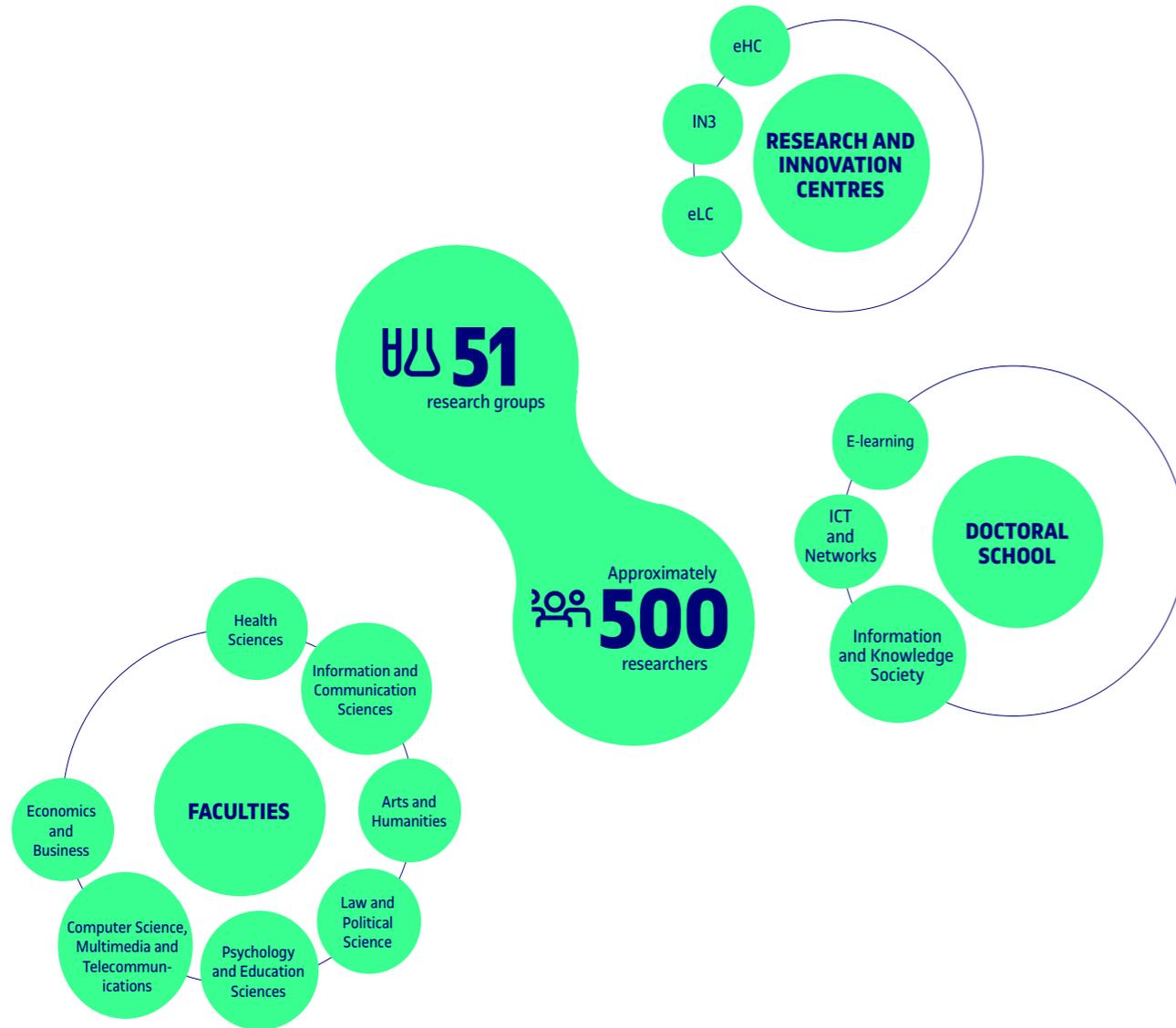


Number of projects awarded to the UOC in 2020, by geographical area



Legend: Regional (light blue), National (grey), European (dark blue), International (excluding the EU) (purple)

Consolidating our growth



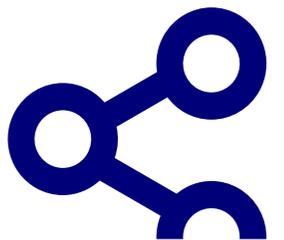
The University's research and innovation staff is made up of almost 500 professionals, an increase of over 31% relative to 2014. Many of these researchers work in the research groups affiliated to one of the faculties, in one of the two research centres or in the innovation centre. Of the 51 research

groups in 2020, 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	10
Health Sciences	4
Social Sciences	28
Information and Communication Technologies	9

2020 figures.



Research and innovation centres and institutes

Internet Interdisciplinary Institute (IN3)

in3.uoc.edu
IN3 Director: David Megías

“The IN3 was created in the 1999/2000 academic year to conduct cutting-edge research into the network society, that is, the interaction between digital technologies and the various scopes of human society. Today we say that the IN3 researches the digital transformation of society. This interdisciplinary research is conducted in collaboration with the social and human sciences and computer science and engineering. We not only analyse how society is being transformed, but we are also participants in that transformation with the aim of contributing to the progress of humanity.”

The IN3 is a trailblazing research centre that specializes in studying the network society. Unlike other research centres, it connects engineering disciplines, especially computer science and telecommunications, with the social sciences, the health sciences, the human sciences and the arts. Its research, which is currently carried out by 11 groups, is based on multidisciplinary, transdisciplinarity and interdisciplinarity.

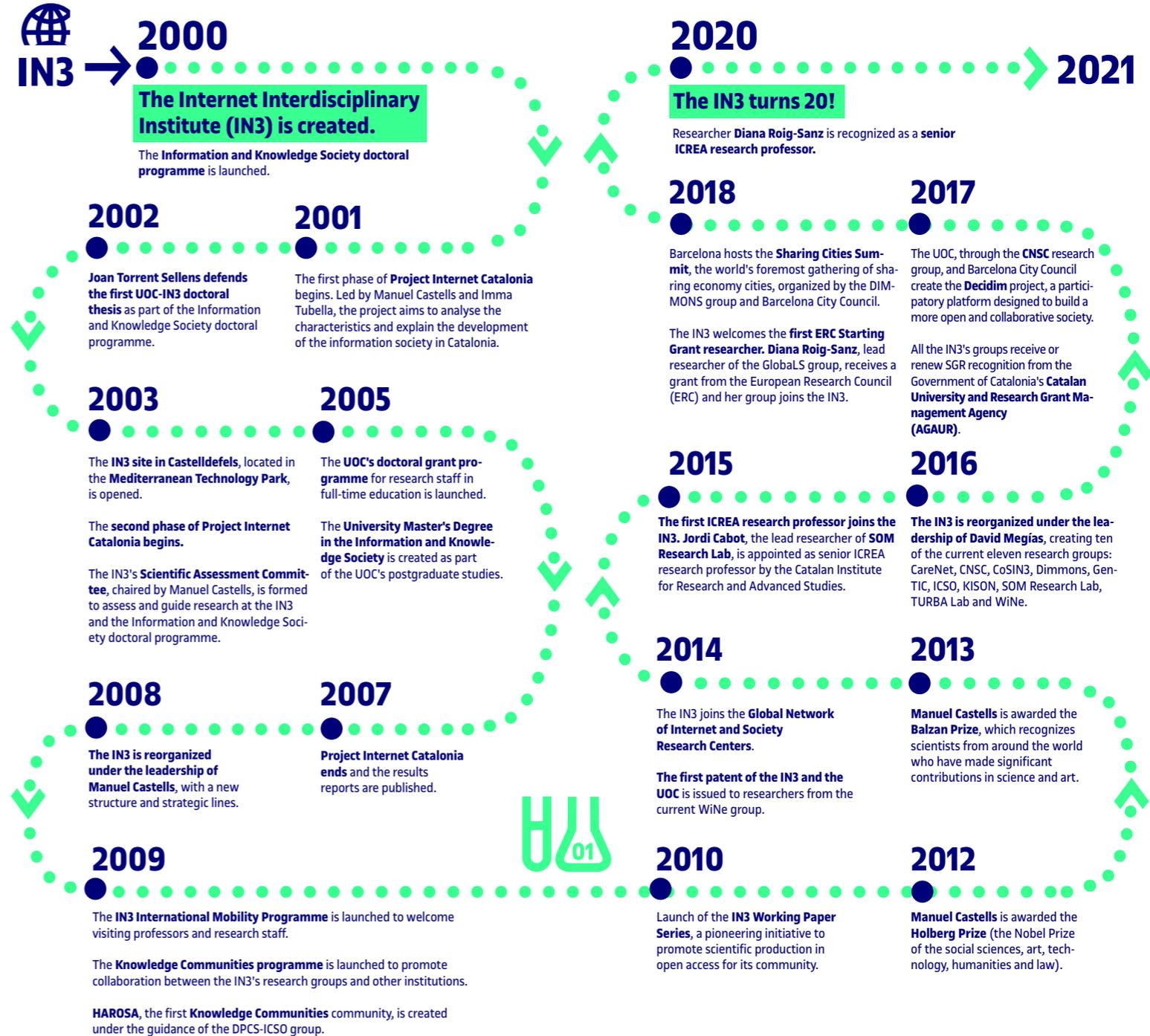
20 years of the IN3

In 2020 we celebrated the **20th anniversary** of the IN3. Created in 2000 by **Gabriel Ferraté** (president of both the UOC and the IN3) and **Imma Tubella** (then the vice president for Research and the vice president of the IN3), it was the UOC's first research centre.

The IN3's anniversary coincided with two key milestones: the **25th anniversary of the UOC**, the world's first fully online university, and the **25th anniversary of the publication of the first volume of the trilogy *The Information Age*** by Professor **Manuel Castells**. To commemorate the event, Dr Castells gave a talk called *“The Network Society in the Age of Pandemics”*.



“The network society today: (revisiting) the Information Age trilogy”



The IN3 in figures



Team

10

visiting researchers:
Maynooth University (Ireland), University of Namur (Belgium), National Pedagogic University (Colombia), Universitat Rovira i Virgili (Tarragona), University of the North (Colombia), UNED and UOC



5

interns

43

predoctoral researchers

38

postdoctoral researchers

32

research assistants

17

external collaborators

Citations

185

citations received in Web of Science (WoS)

255

citations received in Scopus

467

citations received in Google Scholar

Theses

4

doctoral theses

1

intergroup doctoral thesis

Publications

173

individual scientific publications



20

books

95

open access publications

8

intergroup scientific publications (collaboration between two or more IN3 research groups)

39

in Q1 in Web of Science (WoS)

41

book chapters

59

in Q1 in Scopus

Figures from 2020

The IN3's eleven research groups are:

CareNet

Care and Preparedness in the Network Society (CareNet)

Leader: [Dr Israel Rodríguez](#) (associate 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)

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 Holthoef](#) (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](#) (Ramón y Cajal researcher)

Area: Multidisciplinary (political science, anthropology, economics, philosophy, computer science and art)

Field of knowledge: Digital commons

GenTIC

Gender and ICT (GenTIC)

Leader: [Dr Milagros Sáinz](#) (senior researcher)

Area: Multidisciplinary (psychology, sociology, economics, geography and anthropology)

Field of knowledge: Gender and ICT

GlobaLS

Global Literary Studies (GlobaLS)

Leader: [Dr Diana Roig Sanz](#) (ICREA researcher; ERC Starting Grant)

Area: Multidisciplinary (humanities and social sciences)

Field of knowledge: Global literary studies and digital humanities

ICSO

Internet Computing & Systems Optimization (ICSO)

Leader: [Dr Ángel A. Juan](#) (associate professor)

Area: Computer engineering

Field of knowledge: Internet computing and systems optimization

KISON

K-ryptography and Information Security for Open Networks (KISON)

Leader: [Dr David Megías](#)

(associate professor, director of the IN3)

Area: Computer engineering and telecommunications

Field of knowledge: Information and network security and privacy

SOM Research

Systems, Software and Models (SOM Research)

Leader: [Dr Jordi Cabot](#) (senior ICREA researcher)

Area: Computer engineering

Field of knowledge: Software engineering

TURBA Lab

Urban Transformation and Global Change Laboratory (TURBA Lab)

Leader: [Dr Ramon Ribera](#) (associate professor)

Area: Multidisciplinary (economics, political science, geography, urban planning and environmental studies)

Field of knowledge: Urban transformations

WiNe

Wireless Networks (WiNe)

Leader: [Dr Xavier Vilajosana](#) (associate professor)

Area: Computer engineering and telecommunications

Field of knowledge: The Internet of Things

Research and innovation centres

eHealth Center

Fostering cross-disciplinary research in digital health

In the 2020/2021 academic year the eHealth Center strove to consolidate its strategy as a promotor of cross-disciplinary research into e-health within the University. The centre's aims is to build a transdisciplinary e-health community within the UOC and give visibility to the various projects and research endeavours being carried out in this field, thus achieving the goal of becoming a leader in e-health research and academic reflection. In line with this objective, the centre opened its first

call for research groups, incorporating ADaS Lab, GRECIL, SUNAI and PSiNET as a result of the process. Over the course of the academic year, the centre worked on conceptualizing and organizing the eHealth What If Forum, an international series created by the centre to foster debate on the subject of health and technology. Taking place for the first time in November 2021, this event will be held annually.



ehealth-center.uoc.edu

Director: Dr Albert Barberà

"Universities should not be limited to their two traditional areas, teaching and research, but should also contribute to social transformation."

The eHC promotes innovation

The eHealth Center debuted a new initiative called **eHealth Project: from Idea to Project**, which it co-organized with the Faculty of Health Sciences to promote innovation in the e-health projects carried out by students on the University's Master's Degree in E-Health. The centre has granted €3,000 in financial assistance to the winning project: the QuiròfanHub app. In this period the eHealth Center also unveiled its **UOC-COCEMFE Chair in Personal Autonomy and Digital Health**.

With the aim of encouraging **transdisciplinary and interdisciplinary research** at the University, the eHealth Center has published a **proof of concept** call aimed at the University's e-health community.

Research in digital health

In 2020, 27 articles on e-health were published.

PSICODEM, a mobile app for professionals and families caring for people with dementia was also launched in this period. Finally, the centre carried out **research into the social perception of COVID-19 vaccines**, the results of which will be available in late 2021 or early 2022.



eHealth outreach and international networks

The centre is committed to becoming an agent of reflection and change in the health system. In this regard, throughout the academic year it continued its work in **international networks** and consolidated its leadership over the global cluster of Sustainable Development Goal (SDG) universities. The eHealth Center also organized a **webinar on the education of future health professionals and the impact of the pandemic on the healthcare model**, which included the participation of various members of the international cluster. Additionally, the centre renewed its commitment to **World Neglected Tropical Diseases Day**, an international initiative supported by the WHO.

Members of the eHealth Center gave talks at various outreach events held in Barcelona, such as the **Science Festival** and the **European Researchers' Night**. The centre also reaffirmed its commitment to the fight against COVID-19 throughout the academic year. In this line, the centre teamed up with the University's Globalization and Cooperation department to organize a conversation series titled **"Global access to COVID-19 vaccines. Multidisciplinary keys to a complex problem"**. **Albert Barberà**, the director of the eHealth Center, acted as its academic coordinator.

eHealth Pro

With the aim of fostering research in e-health at the University, the centre organized the **eHealth Talks**, monthly scientific discussion seminars featuring various members of the UOC's e-health community. It has also taken part in a **European tender**, providing **training in clinical practice guides** and tools to support clinical decision-making in the area of minority diseases for more than 150 healthcare professionals.

eLearn Center

We provide service before, during and after teaching

In March, Silvia Sivera, a faculty member and expert in creativity and communication, replaced Lluís Pastor as the director of the centre. With this change in leadership, the eLearn Center (eLC) has entered a new phase as the body of the UOC responsible for evolving the University's learning model to guarantee a unique, connected and collaborative learning experience at all times. The aim is to constantly improve in terms of quality, be open to the latest methodological and technological trends, be relevant for people and society, and be globally recognizable.

The eLC activates innovation at the UOC and communicates with the latest research in e-learning to ensure the best results.

It will no longer be considered a research centre and will be internally reorganized based on four pillars of service:

Teaching partners

Support in learning design

Learning analytics

Use of learning analytics to obtain evidence that guides teaching innovation and improvement processes



Transformation catalysts

Stimulation and development of educational innovation processes

Knowledge generation and transfer in e-learning

Observing and spotting educational trends and offering advice to other institutions in their digital transformation

<http://elearncenter.uoc.edu/>
Director: Silvia Sivera

"The year of transformation: the eLearn Center is preparing to become the eLearning Innovation Center to set the standard in the evolution of online learning."

E-learning knowledge transfer

By offering support to other higher education institutions that decide to implement online or hybrid models or ones that require the intensive use of technology in their educational and service processes, the UOC draws international attention to online learning models and helps improve education systems around the world. This academic year it has advised the AIEP professional institute (Chile) and the Universidad Católica de Cuenca (UCACUE, Ecuador). At the latter, moreover, support was provided to some of the teaching staff in the transformation of courses.

Within the framework of the Diálogos project, the UOC shared its ideas on new formats of education resources and remote laboratories with the Monterrey Institute of Technology (TEC) and the Pontifical Catholic University of Peru (PUCP).

Moving assessment online

The COVID-19 pandemic made it necessary to hold the final tests **online**, triggering the first step in a process to permanently move the UOC's entire assessment structure online.

Based on the following strategies, defined in working groups and approved by the Programme Committee, the eLC provided the resources necessary to advise, support and help the teaching staff with online assessment, namely to verify their students' **identity** and check for **plagiarism**.

1	Final assessment tests: Facial recognition (Valid-NEXT)
2	Continuous assessment: Facial recognition and voice recognition <i>Identity verification points in continuous assessment</i>
3	Continuous assessment: Live interview
4	Continuous assessment: Design <i>Build identity verification into course design</i>
5	Continuous assessment: Progressive. Design of continuous assessment as an integrated whole
6	Continuous assessment: Metacognition <i>Strengthen metacognition in continuous assessment activities and processes</i>
7	Continuous assessment: Portfolio
8	Continuous assessment: Keystroke recognition
9	Continuous assessment: Anti-plagiarism. Plagiarism check (a)
10	Final assessment tests: Anti-plagiarism. Plagiarism check (b)
11	Final assessment tests: Oral presentation / Video conference. Oral exams

Evolution of GRAF and Folio

This academic year saw the pilot phase roll-out of the innovative **GRAF** project in two university master's degrees (Design, Visual Identity and Brand Building, and the Online MBA) and in the Project Management specialization programme. GRAF is a system to develop and assess competencies in courses and graphically chart their progress. The implementation of this

project to help students improve their competitiveness in the working world posed a real interdisciplinary challenge in terms of educational engineering. For its part, the **Folio** project is a catalogue tool that is now being used in 53 courses on four bachelor's degrees (Digital Design and Creation; Art; Multimedia; and Catalan Language and Literature), two university

master's degrees (User Experience (UX) and Interaction Design, and Video Game Design and Development) and two doctoral programmes (Humanities and Communication, and Health and Psychology). Folio strengthens the technopedagogic model for content creation and mentor-based dissemination of knowledge and competencies acquired throughout the learning process.

Doctoral School

escola-de-doctorat.uoc.edu
Director: Dr David Masip

"A doctoral degree is the highest qualification a university can offer in the education of future researchers to solve society's most complex problems. This is essentially where they learn to conduct research."

Going online across the board

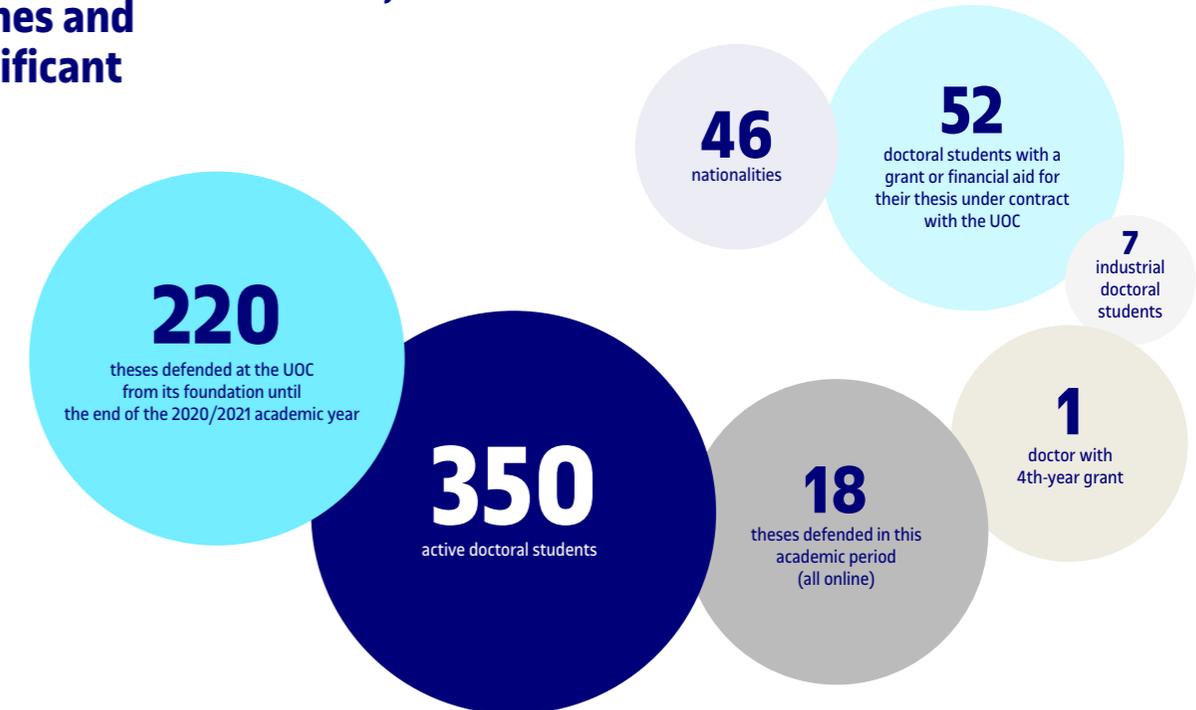
This year, once again due to restrictions in place because of the COVID-19 pandemic, the Doctoral School continued to hold its thesis defences online, garnering positive feedback thanks to the smooth running of the entire process. The circumstances also made it necessary to move the welcome session for the new doctoral students for the 2020/2021 academic year online. This guaranteed the participation of all who could attend.

By the end of the 2020/2021 academic year, 220 theses had been defended at the Doctoral School, 18 of them during this academic period (all online), and there were 350 doctoral students from 46 different countries. Of these active doctoral students, 52 were under contract with the UOC with a grant or financial assistance to complete their doctoral thesis and seven were undertaking industrial doctoral programmes. This year was the fourth year in which Dr María Palazzi was awarded a grant to continue her postdoctoral research, and the award for the best interdisciplinary thesis of the 2019/2020 academic year went to Dr Sarah Wagner for her thesis *A multi-sited ethnography of the decolonization of mobile media among Guaraní*.



New doctoral programmes and other significant activities

The salient data concerning these programmes for the 2020/2021 academic year were:



The Doctoral School coordinates and organizes the UOC's doctoral programmes and creates a common framework of reference for the University's various programmes. It works hand in hand with the UOC's three research centres and seven faculties.

This year saw the introduction of two UOC online doctoral programmes (Humanities and Communication, and Health and Psychology) and two interuniversity programmes: Tourism

(UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO) and Business Administration and Management (UPC, UPM, UPCT, UOC).

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 Catalan universities. In this fourth edition, the UOC finalist, who had been selected in

an initial online classification phase, was the online doctoral candidate Pablo Rey Mazón, from the Information and Knowledge Society programme. The School also took part in the first edition of the "Your Doctoral Thesis in a Twitter Thread: #HiloTesis" competition organized at the state level by the Conference of Rectors of Spanish Universities (CRUE) through its *Scientific Culture and Communication Network* (RedDivulga) to promote scientific communication among doctoral students.

Research by our faculties

The UOC's seven faculties also include researchers, some of them affiliated to research groups and some doing research without any affiliations.

Faculty of Arts and Humanities

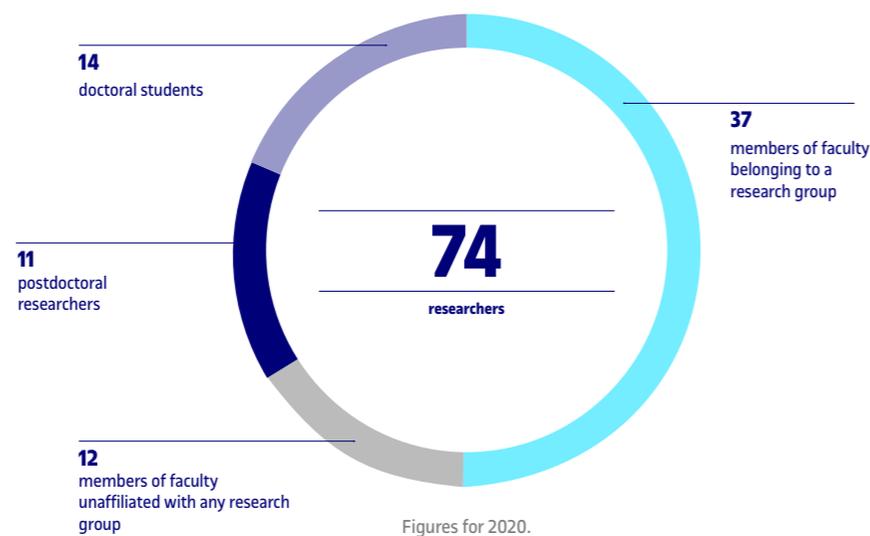


The mission of the research conducted by the Faculty of Arts and Humanities continues to be achieving a better understanding of the complexity of the world's languages, cultures and societies. In 2020, the research team increased its membership to 74 from the previous year's total of 60.

for contemporary challenges, was added to those of the Faculty (Identicat, ALTER, DARTS, GlobaLS, GRIAL, LiCMES, MEDUSA, PROTCIS and TechSLA Lab) this year. Additionally, the researcher Diana Roig-Sanz was appointed senior research professor by the Catalan Institute for Research and Advanced Studies (ICREA).

Two new RDI projects also obtained funding from the Spanish Ministry of Science and Innovation: Maite Puigdevall and Joan Pujolar, from the IdentiCat research group, with *New speakers as agents of sociolinguistic transformation in Catalonia* (EquiLing-Cat), and David Martínez and Carles Prado, from the ALTER research group, for *Taphonomies of Cross-Cultural Knowledge: Interactions between Europe and East Asia in the 19th and 20th centuries*.

A new group, MUSSOL, which conducts research into philosophy



Faculty of Psychology and Education Sciences



The research carried out by the Faculty of Psychology and Education Sciences is centred around three pillars: 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 fields of knowledge. Areas that can be analysed from many different perspectives are defined at the point where all these groups and contexts meet.

Seven groups conduct their research within the Faculty (Feed2Learn, Edul@b, eTIC, LES, Grecil, PsiNET and Smart Classroom Project) and two are attached to the IN3 (CareNet and GenTIC).

Numerous members of the 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.). The Faculty's teaching staff also supervise around sixty doctoral theses, of which 7 were defended during the 2020/2021 academic year.

Faculty of Information and Communication Sciences



The research conducted by the Faculty of Information and Communication Sciences aims to significantly boost the research culture among the staff and increase the social impact of research based on innovation and the transfer of socially relevant knowledge.

Research in information, data and communication provides key insights for the current landscape and essential skills for adapting social and

technological change to sustainable, open, accessible and gender-sensitive social and cultural needs.

In 2020, our team led or participated in 21 competitive research projects or research contracts. This year, the Faculty's team won five competitive research projects or research contracts. In total, the Faculty's researchers participated in 26 research projects.

With regard to scientific output, our team published 29 articles, chapters or books in 2020, a ratio of 1.26 publications per researcher. Additionally, the team led or participated in more than 50 scientific outreach and knowledge transfer activities in professional, social and educational settings.

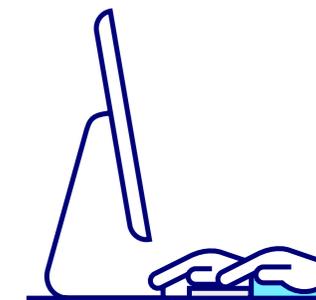
Faculty of Law and Political Science



The Faculty's research is mainly conducted by consolidated research groups recognized by the Government of Catalonia (SGRs). The Internet Law (DDI) group studies legal problems arising from digital technology in various areas, especially intellectual property, privacy, consumer affairs, alternative and online dispute resolution (ADR and ODR), and internet platforms. The Criminal Justice

System group specifically studies victimization and devictimization processes, restorative justice practices and their integration in the criminal justice system. The Taxation, Labour Relations and Business (TaxBusiness) group carries out research into company law, with a particular focus on tax and labour aspects. Finally, the research of the GADE (eGovernance: electronic administration and democracy) group

is split into three main lines: political information and ICT, e-participation, and e-government. In addition to numerous publications in high-impact journals, thesis supervision and knowledge transfer through congresses, conferences and seminars, the groups work on numerous competitive research projects at both the national and international levels.



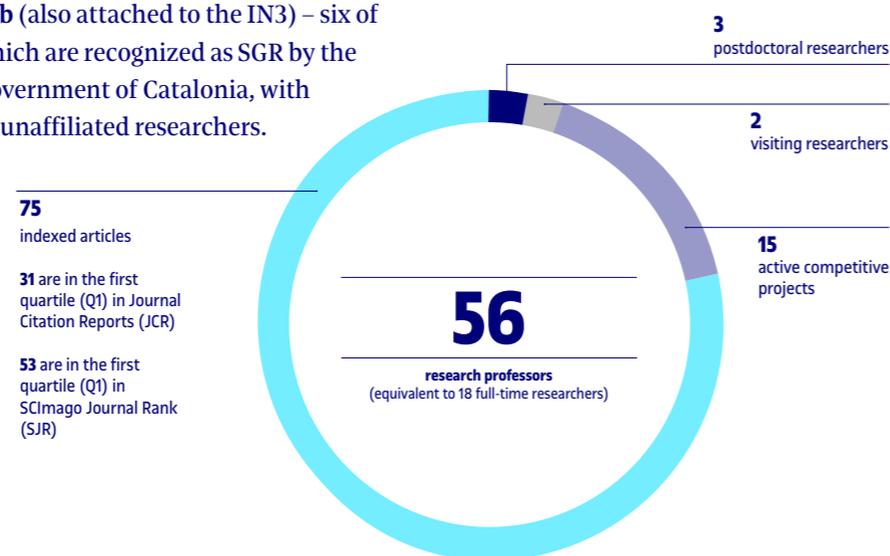
Faculty of Economics and Business



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 contributing factors and effects of technological change and its impact on management and policies, as borne out by its **cross-cutting project on the sharing economy**.

The Faculty's researchers participate in **two interuniversity doctoral programmes (in Business Administration and Management and in Tourism)**, as well as the UOC's

own doctoral programmes. They are organized into **nine research groups – DigiBiz, i2TIC, MeL, NOUTUR, SUMA, FM2, GO2SIM, KIMO and TURBA Lab** (also attached to the IN3) – six of which are recognized as SGR by the Government of Catalonia, with 12 unaffiliated researchers.



Faculty of Computer Science, Multimedia and Telecommunications



The Faculty of Computer Science, Multimedia and Telecommunications has continued to develop and drive research in its own fields of knowledge. In the 2020/2021 academic year, Dr Ferran Prados, from the Applied Data Science Lab (ADaS), and Dr Àgata Lapedriza, from the AI for Human Well-being (AI Well) group, joined

the eHealth Centre as principal investigators. The rest of the Faculty's recognized research groups are SMART LEARN, TEKING and LAIKA, while ICSO, WiNe and KISON are integrated into the IN3.

The Faculty's scientific output is analysed through two main indicators:

publication and number of active research projects. In 2020, it published a total of 102 papers, of which 77 were indexed (62.3%, in the first and second quartile of JCR).

As to funded research projects, in 2020 there were 23 active projects, 15 of which were led by researchers from the Faculty.

Faculty of Health Sciences

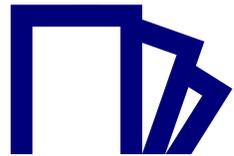


This year, the Faculty of Health Sciences celebrated its tenth anniversary. Health sciences research has gradually been introduced into our DNA, in such a way that it is now one of the backbones of our approach. Thanks to the work of our highly motivated team, we have made progress towards meeting challenges in a variety of fields: nutrition, ageing, neuropsychology, e-health, women's

health, and planetary health. We have three SGR recognized groups (FoodLab, Cognitive Neurolab and eHealth Lab) and a UNESCO chair. We are a WHO Collaborating Centre for Digital Health, and we collaborate with various organizations that form part of the health systems of various countries. We have published a total of 75 articles to disseminate the research

findings of 18 different projects. The Faculty's research and innovation are conducted in an interdisciplinary and responsible manner, with the aim of generating a social impact on the field of health and human well-being from a biopsychosocial perspective.

Sharing knowledge



Open knowledge

7 open access scientific journals



3 open access general-interest journals



21 blogs



4 knowledge dissemination platforms



Open Knowledge Policy approved

Following a participatory process conducted throughout 2020 – in which the Research and Innovation Committee, the faculties and the research centres were involved – the UOC Executive Board approved its **Open Knowledge Policy**. This was one of the objectives set out in the Open Knowledge Action Plan approved in 2018 to reaffirm the institution's commitment in this scope and to the open model being adopted the world over. The new policy establishes the institutional framework that allows the UOC to share and **openly transfer the knowledge** it generates: research, teaching, innovation and institutional management.

The UOC's O2 Repository

15,175 open publications



2,123 scientific articles by the UOC



166 doctoral theses



Good practices in redefining scientific assessment

The UOC is one of eleven academic institutions from around the world to be selected as an inspiring case study to analyse a new, comprehensive way of assessing research. With the title *“Reimagining academic assessment: stories of innovation and change,”* the initiative was coordinated by the organization of the San Francisco Declaration on Research Assessment (DORA), the European University Association (EUA) and the organization SPARC Europe, which focuses on driving open access to knowledge.

1,659 open access learning resources



9,512 final projects



Source: the UOC's O2 Repository. Cumulative data. Data collected in September 2021.

Global access to COVID-19 vaccines

The UOC organized a **series of talks** (garnering more than 2,300 views) in which experts analysed the relationships between health, the economy and politics when guaranteeing global access to COVID-19 vaccination. We reflected on the global challenges that vaccine development, production and distribution pose, as well as the paths to take to overcome them, from an interdisciplinary academic approach and a scientific perspective. The series aimed to contribute to opening academic knowledge up to the public.



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 first, the UOC-COCEMFE Chair in Personal Autonomy and Digital Health, in collaboration with the Spanish Confederation of People with Physical and Organic Disabilities (COCEMFE),

seeks to apply the concept of personal autonomy to facilitate decision-making and enable independent living throughout a person's whole life. The second, in collaboration with Barcelona City Council, is the Barcelona UOC Chair in Digital Economy, which aims to strengthen action research, the co-creation of public policies and entrepreneurship in the sharing economy.

UNESCO Chair in Education and Technology for Social Change

UNESCO Chair on Food, Culture and Development

UOC-BSA Chair in Applied Research and Data Analysis in Health

Randstad Foundation - UOC Chair in Disability, Employment and Social Innovation

UOC-COCEMFE Chair in Personal Autonomy and Digital Health

Barcelona UOC Chair in Digital Economy

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.uob.edu

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

Digitum. A relational perspective on culture society: digitum.uoc.edu

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

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

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 (*Digitum*)

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

University of the Andes (*ETHE*)

Dublin City University (*ETHE*)

Vytautas Magnus University of Kauna (*ETHE*)

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

Academic impact

9,760 WoS citations

6,924 Scopus citations

30,471 Google Scholar citations

Engagement

7 million users*

9 million sessions*

18,779 followers (Twitter)**

Indexing (Only peer review journals)

6 in DOAJ

1 in WoS-JCR SSCI

6 in Scopus

6 in CARHUS Plus

5 with the FECYT quality label

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 data from 2009 to 31 December 2020. The data do not include the *IPR* and *ETHE* journals, as no user and session data are available for them.

** 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*, *Digitum* and *Mosaic*. Cumulative number of followers as of 25 October 2021.

Editorial UOC

www.editorialuoc.com

Editorial UOC is the UOC's university publishing house. In the 2020/2021 academic year, we completed and consolidated the process of functionally integrating it into the UOC's organizational structure, specifically within the Library and Learning Resources department. The integration process contemplates the definition of a new strategic plan under which to transform and redirect its activity to adopt the same values as those held by the University. These values and hallmarks are:

- Academic rigour
- Publishing quality
- Focus on the fields of education and communication
- Digital product
- New formats
- Open access
- Economic sustainability

This academic year, Editorial UOC has made the preparations necessary to implement these changes in the coming years.



The faculties share their knowledge

The seven UOC faculties also share knowledge by taking part in open activities which, despite the COVID-19 outbreak, have adapted to continue to serve as meeting and co-creation forums.

Faculty of Arts and Humanities
Men in Movement
 Masculinities and Feasible Futures
 29 September to 1 October 2020



Faculty of Law and Political Science
2021 IDP Congress
 Rebuilding the EU digital market
 30 June and 1 July 2021



Faculty of Psychology and Education Sciences
Digital Competencies Congress
 Tomorrow's challenges. 25 years of the faculties. Challenges in education, psychology and social action, and joint challenges. Four sessions: 21 April to 29 June 2021



Faculty of Computer Science, Multimedia and Telecommunications
JUX Mosaic 2020
 "Interactions for Care"
 10, 16, 24 and 30 November 2020



Faculty of Economics and Business
Sharing Cultures
 7th International Workshop on the Sharing Economy
 24 February 2021



Faculty of Health Sciences
Ageing and Health Webinar
 3 March 2021



Faculty of Information and Communication Sciences
5th UOC-EFE MojoMAD (Mobile Journalism) Symposium
 18 May 2021



biblioteca.uoc.edu/en/research

The Library supports research

Library for Research services

126	CVs reviewed for accreditation calls
53	bibliographic enquiries
228	bibliometric enquiries
9	bespoke training courses
57	enquiries about the institutional repository
15	records reviewed on the Researcher's Website
4	datasets published in the CORA data repository
7	requests for the name standardization service
32	documents requested from the inter-university document search and loan service by teaching and research staff
15,097*	items deposited in the O2

* Library for Research data.

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

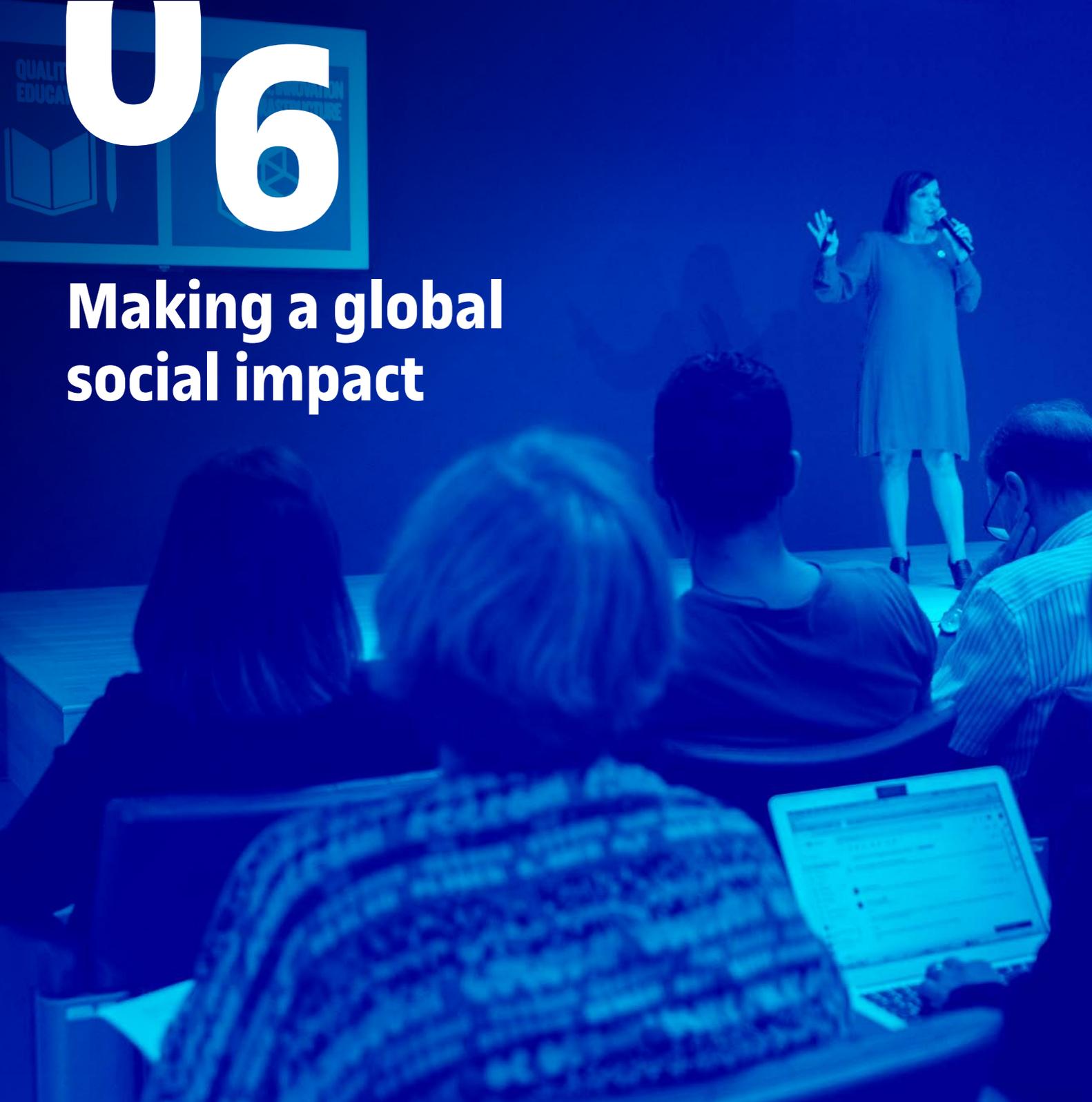
- 1 Searching for information**
Tools and services for finding information easily and quickly
- 2 Research data and information management**
Citation, bibliographic references and research data
- 3 Publication and dissemination support**
Authors' rights, editorial policies and how to increase the visibility of scientific output
- 4 Assessment**
Bibliometric indicators and social impact

UOC Scientific Publishing Seminars

Two editions of the Scientific Publishing Seminar, an event held every semester to gather the editorial teams of the UOC's academic journals, were held in 2020. **The seventh** seminar served as a forum for discussion on the past and future challenges of the UOC's academic journals, and **the eighth** featured a talk by Jesús Zamora Bonilla, professor of Logic and Philosophy of Science and dean of Faculty of Philosophy at the UNED.



Making a global social impact



The 2030 Agenda takes centre stage

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

Climate commitment

The UOC has joined the Government of Catalonia's climate action commitment to reversing the environmental emergency. Under this commitment, it aims to measure the impact of its activity on the climate, progress towards a more energy-efficient system based on renewable sources, reduce emissions from travel associated with its activity, adopt actions based on the circular economy and on dissemination, and promote the institution's commitment to the planet.

These goals are framed within the UOC Environmental Sustainability Plan promoted by the University Council and included in the Strategic Plan, which is nearing completion. The Environmental Sustainability Plan contains measures such as publicly presenting a roadmap to achieve carbon neutrality with calendarized quantitative objectives (within a maximum period of one year from the signature of the commitments) and obtaining EMAS certification (within a maximum period of three years).

Environmental conferences

From 1 to 4 June we held the first UOC Environmental Conference, which drew participation from nearly 200 people, including staff, students and alumni from both Spain and Latin America. During the conference, eight online workshops were organized to reflect on

how consumption habits, in relation to both energy and food, impact the environment and what new habits can be introduced to prevent and avoid adverse environmental, social and economic effects.

University cooperation at the OCUD Conference

Working with the Observatory of University Development Cooperation (OCUD) and the Conference of Rectors of Spanish Universities (CRUE), we held the 6th OCUD Conference on 20 and 21 January. Titled “20 Years of the ESCUDE Progress and Challenges of University Development Cooperation” and taking place for the first time online, the conference covered and expanded on the keys of university development cooperation from various perspectives, such as decentralized cooperation, intergenerationality from the perspective of feminism, antiracism, decolonization, and environmental sustainability, without ignoring the impact of COVID-19 on cooperation projects and activities.

Toolkit for the digital transformation of social organizations

The [UOC Toolkit](#) for the digital transformation of social organizations was presented as a guide for the voluntary sector with guidelines, strategies and resources to adapt in-person activity to a virtual or hybrid setting. It proposes a digital transformation that strengthens the link between social organizations and the people they help, beyond connectivity and technology.

At the City and Science Biennial

From 8 to 13 June, Barcelona played host to the second City and Science Biennial, an event organized by Barcelona City Council and curated by various institutions, including the UOC, to bring scientific knowledge closer to the public and welcome people to take a leading role in it. This year, more than 250 activities took place at 40 different locations across the city. Three hundred speakers also took part, representing a variety of branches of knowledge. Overall, the event sought to reflect on the current century, explore its limits and figure out how to meet its challenges.

Fostering the digitalization of the social and solidarity economy

This academic year Barcelona City Council and the UOC launched the MatchImpulsa programme to encourage the digitalization of the social and solidarity economy and the sharing economy. The aim is for organizations and companies from this economic sphere to fully embrace the digital economy at a time of change in the business and consumption model, which has accelerated since the beginning of the pandemic. The 2030 SSE City Strategy identifies digitalization and the creation of digital platforms among its main goals. MatchImpulsa was created as part of the launch of the Barcelona UOC Chair in Digital Economy, to achieve this goal in conjunction with the Dimmons research group.

The Art, Science and Technology Hub, Hac Te

Explore and develop the intersections between art, science and technology to strengthen the digital transformation of society. This is the goal of Hac Te, which is supported by nine institutions to make Barcelona a global hub for research, training, dissemination, knowledge transfer and production in this area.

It is a cross-cutting initiative, with a shared governance model, that has the support of institutions such as Barcelona City Council, the Government of Catalonia, and Barcelona Chamber of Commerce.



What is Hac Te?

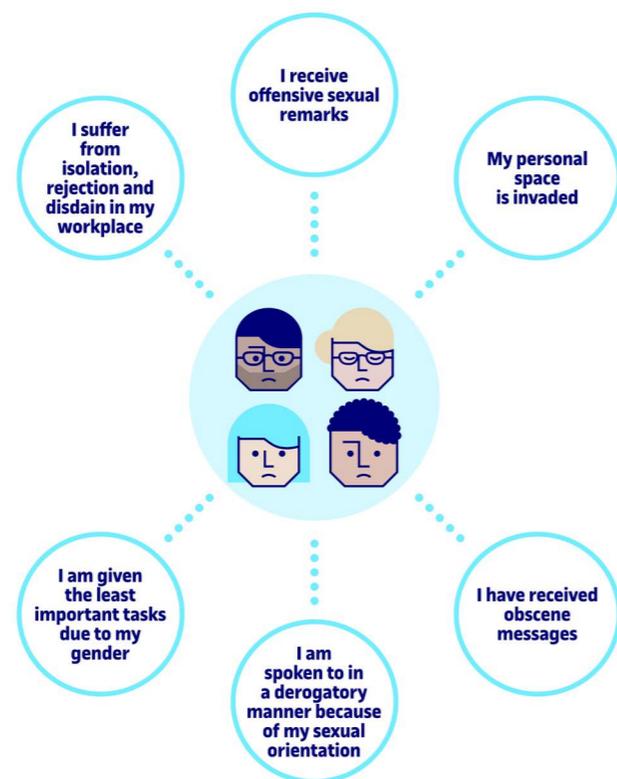
- A hybrid space to connect knowledge and disciplines in art, science and technology.
- The interconnection of academic fields and various figures related to interdisciplinary research.
- A future open to the public and a driving force for digital transformation.

It is made up of the Universitat Oberta de Catalunya (UOC), the Universitat Politècnica de Catalunya (UPC), Fira de Barcelona, the Institute of Photonic Sciences (ICFO), the Barcelona Supercomputing Center (BSC), Barcelona Tech City, Hangar, the New Art Foundation, and the Barcelona Institute of Science and Technology (BIST).

Promoting gender equality

The Gender Equality Plan 2020-2024 is the fourth of its kind to be launched at the UOC. The plan was drawn up with the participation of various members of the UOC community, including the Employees' Committee. Likewise, it is based on the assessment of the previous plan (2015-2019) and on the gender equality diagnoses carried out at the UOC in 2018 and 2021. To rise to all the challenges that have been detected, the UOC's Equality Unit has fostered the creation of this plan, which includes more than a hundred measures structured into five strategic pillars: teaching, research, communication, organization, and monitoring and assessment.

This academic year the UOC approved its Regulation against sexual harassment and discrimination based on sex, sexual orientation, and gender identity and/or expression, providing a new framework with a wider scope and more precise definitions of unacceptable conduct. This new regulation has engendered a number of tools to analyse specific needs, such as the UOC Protocol for the prevention, detection, handling and resolution of cases of sexual harassment and harassment on the grounds of sex, sexual orientation, and gender identity and/or expression.



Gender equality awareness course

The UOC launched an online gender equality awareness course for its in-house team in an effort to support the International Day for the Elimination of Violence against Women on 25 November. Three hundred and eighty-six people took part.

Virtual escape room for International Women's Day

Mission Talutiga was a virtual escape room created to mark International Women's Day. The online game was open to all, set in space and aimed to raise awareness on gender equality. More than 2,000 people have played it so far.



#MeToo

From 7 April to 18 June, the UOC and Sala Beckett organized a series titled “#jotambé (#MeToo) – Gender Violence and Power Structures”, with the aim of lending visibility to accounts of gender violence and reflecting on how the power structures that generate them operate and are maintained in the home, in public life and in institutions. More than twenty activities were organized: five shows, four dramatic readings, four talks, four post-performance discussions, an open mic session, two training sessions and an exhibition of the Obrador de Filosofia philosophy and theatre laboratory. The series was curated by Maria Olivella and Pastora Martínez Samper, the coordinator and chair of the UOC's Equality Unit. It attracted more than 260 participants (in-person and online), received more than 1,500 views and generated more than 50 media appearances.

The Library's gender perspective

To help make the expertise of women researchers and teachers more visible, the UOC has updated the [citation guidelines](#) it shares with the university community. On the basis of this initiative, writers are now recommended to include authors' full names in bibliographical references, especially for international citation styles, such as the APA and Vancouver systems, where only the initials are usually given.

A new [kit for UOC authors](#) has also been created to gather all the information and tools needed to commission and produce learning resources. It provides a series of recommendations to ensure that their content is inclusive, respectful, non-discriminatory and non-sexist. A new collection from the UOC's Equality Unit is now available in the Library, as well. It features a list of titles related to mainstreaming the gender perspective at higher education institutions.

What's more, the [UOC's O2 Repository](#) has unveiled a new collection of bachelor's and master's degree final projects on subjects related to studies of women, men, feminism(s) and LGBTQI+ issues.

07

A community of 200,000 people

Lifelong support

The UOC's priority is to meet the ever-changing needs of people, companies and institutions, promoting employability, entrepreneurship, social equality and critical thinking among the public. Our community is made up of more than 200,000 people. It includes students, alumni, UOC Corporate-trained professionals, faculty, course instructors, and research and administrative staff, as well as companies, experts and collaborating organizations all around the world. Our mission is to prepare them for the world they will live in and not for the past of previous generations.

Improving graduates' employment

The results of the 2020 survey on the employment of graduates conducted by the Catalan University Quality Assurance Agency (AQU Catalunya) showed that the employment and working conditions of graduates of UOC programmes (bachelor's, master's and doctoral degrees) had improved. The data also showed an improvement in the acquisition of competencies and overall outstanding results for the UOC in terms of training and satisfaction.

The survey, which was first performed 15 years ago, is repeated every three years with graduates from all the Catalan universities. Importantly, the most recent survey was conducted prior to the COVID-19 outbreak. The subjects of the survey were people who had completed their studies three years earlier. They were asked three questions: whether they work, what the quality of their employment was, and what they would do to improve the training they had received.

The profile of degree holders

Analysis of the survey revealed that the presence of men and women in university education is levelling out at around 50% each. As for average student age, the UOC stands out as the highest. In the rest of the Catalan university system it is 28, while at the UOC it is around 40, given that many of its students are doing a second degree or are looking for a second opportunity. The UOC's socio-demographic and educational profile also shows differences to the rest of the system: 90% of its students study while working, whereas in the rest of the universities this figure falls to 60%.

 **9 out of 10**
graduates work in highly qualified jobs

50% work in areas related to public services

6 out of 10 have a position of responsibility

2 out of 10 are in middle or senior management positions

The first Online Employment Fair

The UOC's first Online Employment Fair took place on 16 and 17 November. The fair was designed to be a meeting point for students and alumni interested in discovering job opportunities and reaching out to key employers.

The aim of the event was to provide a knowledge space in relation to employment and the job market in which attendees could discover new organizations, network, be interviewed, and meet companies, professionals and institutions from a variety of industries.



“We want to generate new employment opportunities for our students and graduates, and at the same time offer them a place to network with companies and organizations.”

Angels Fitó
Vice President for Competitiveness and Employability

7,063
registrations

10,501
applications to offers

5,541
attendees

576
offers published

120
participating companies

42
UOC talks

22
company sessions

9,825
views of the talks

Building a Better Future: the 2021 Alumni Symposium

The annual Alumni Symposium offers a venue for new and past UOC graduates to meet and network. It is usually held once a year in Barcelona and Madrid around the month of May. However, the pandemic made it necessary to rethink multitudinous events and bring them online like never before. Such was the case of the 2021 Alumni Symposium, which coincided with the UOC's 25th anniversary and took place entirely online on 8 July.

Under the title “Building a Better Future,” alumni attended the event as avatars of themselves in a virtual recreation of the Can Jaumandreu centre. The University's buildings, virtually rendered in 3D, acted as an interactive space in which to visit the virtual rooms of the faculties and discover the twenty or so innovative projects carried out by other alumni.

The highlight of the gathering was the round table discussion *Challenges and Responses*, with Marina Garcés, Alexandre López-Borrull, Salvador Macip and Juliana Raffaghelli. Together we looked at the challenges facing humanity, asking questions and exploring answers to envision a more hopeful future. The round table was also attended by UOC president, Josep A. Planell, and the president of the UOC Alumni Council, Anna Armengol.



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.

Invergy

Invergy's mission is to boost the economic development of society through the promotion of innovative companies and entrepreneurial projects from within the UOC community that have the potential for growth and significant social impact.

Over the course of the academic year, its investment committee decided to invest in:

EduTECH Emprèn

In 2021, this programme for entrepreneurial projects in the e-learning sector attracted the participation of 18 entrepreneurs and 16 projects. They were provided with training and mentoring and benefited from the support of a network of experts in the field (made up of UOC teaching and researching staff).

4YFN

The technology start-ups fair organized by the Mobile World Congress took place once again, this time from 28 June to 1 July 2021. The UOC, represented by Hubbik, participated with a stand featuring eight start-ups and spin-offs: Xatkit, SeniorDomo, Chordata, Immersium Studio, BeChallenge, B-Resol, Waital and Dood.

Chordata Motion

Chordata Motion develops and markets products based on open source motion capture technology. These products analyse and register human and non-human motion so it can be rendered into 3D models. The aim is to incorporate motion capture into the scope of open and DIY technologies. Invergy approved an investment consisting of a convertible note to the amount of €80,000. Hubbik also helped Chordata secure co-funding through ENISA and in the presentation of a TecnioSpring project.

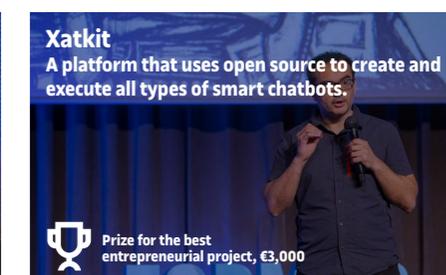
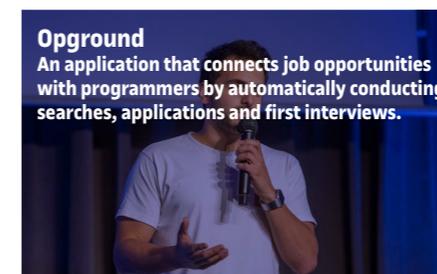
SeniorDomo

SeniorDomo offers protection solutions for the elderly with technology products designed to ensure their well-being 24 hours a day, wherever they are. One of its solutions is a watch that automatically analyses the wearer's physical activity, vital signs and locations to not only detect complex risk situations but also inform the family. Invergy approved an investment consisting of a convertible note to the amount of €75,000. Hubbik also helped SeniorDomo with the presentation of a NEOTEC project.

9th SpinUOC, the UOC's annual entrepreneurship event

The ninth edition of the UOC's entrepreneurship and knowledge transfer event, SpinUOC, took place on 17 June with *Fem camí amb tu* (We'll accompany you every step of the way) as its slogan. SpinUOC supports eight initiatives chosen for their innovative nature, potential and social impact. After a training, guidance and selection process, the initiatives move on to the final event, where the individuals behind the projects have just five minutes to creatively summarize their proposals.

The SpinUOC finalists in 2021 were:



Developing talent to transform organizations



Companies must transform to adapt to today's market, which continues to evolve at breakneck speed.

The most significant challenge to overcome if a company is to gain sustainable competitive advantages is the development its people's talent. Teams need to be prepared so they can adapt to the new environment and lead this change. Investing in people and motivating them to reach their greatest potential is now of more strategic importance than ever.

In this regard, learning experiences can help companies meet the business

challenges they face every day, with content that is valuable, useful and relevant; innovative and surprising approaches; and engagement that provides scope for reflection, practice and collaboration.

This is the challenge that UOC Corporate has taken on for the last seven years, providing organizations with the support they need to help their professionals grow by creating innovative, impactful learning experiences.

This initiative not only helps fulfil the UOC's mission of providing lifelong learning, but also allows it to build bridges between the University and the industrial fabric in search of new opportunities for mutually beneficial collaboration.

In recent years, more than 120 companies and institutions from various industries have placed their trust in us to design learning experiences that have reached over 12,000 professionals.

A long history in the design of learning experiences

These experiences have had a variety of goals, such as welcoming new employees, developing new competencies, tapping the potential of high-flyers and creating communities of practice to share knowledge within organizations.

To make this possible, UOC Corporate has a team with a long history of designing technology-based learning experiences and a network of more than 400 collaborators in the business world and experts in the various fields of knowledge of the UOC's faculties.

Throughout 2021 we launched new educational experiences to meet the challenges facing professionals in many organizations as a result of the new changing circumstances, such as leading teams to implement transformation processes, revitalizing business generation, working in a flexible and responsive manner for greater efficiency, and creating a culture of innovation within the company.

A few of our customers

Banking



Pharmaceuticals and health



Retail



Public sector



Industry



Communication during the pandemic

The pandemic triggered a spike in information consumption, as people sought answers to their questions about COVID-19 and its impact on health, education, the economy and society. This context explains the UOC's exceptional communication impact results in all channels: blogs, news, and social media and networks. It also led to more media appearances among experts.

Media visibility

The response of experts to journalists' requests in a variety of subjects related to the pandemic was the main source of impact in 2020, with more than 2,500 appearances and an audience impact figure of 742 million.

Media appearances and impact by type

Type of medium	Number of appearances	Audience impacts
Online	13,007 (+35%)	3,115,214,827 (+33%)
Press	3,996 (+21%)	707,785,672 (+20%)
Radio	850 (-6%)	115,260,000 (+38%)
Television	623 (-9%)	240,023,000 (+19%)
Total	18,476 (+27%)	4,178,283,499 (+30%)

2020

4,178,283,499
audience impacts (2020 figures)
Up 30% (compared to 2019)

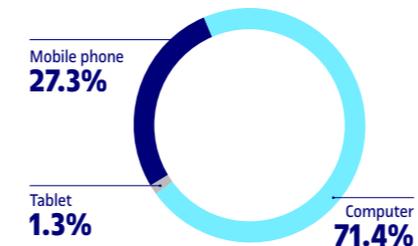
27%
more media appearances
(compared to 2019)

35%
more online media
appearances

The University's website, uoc.edu

The aim of the UOC website is to facilitate access to the University's training programmes and to disseminate its knowledge and research activity.

Logins by device



	uoc.edu
Logins	37.6 million
Users	8.3 million
Pages visited	91.7 million
Average time spent logged in	04:50

Figures from the 2020/2021 academic year.

22.3%
more logins from
mobile devices than
in the previous year

3.3%
more logins from
Latin America than
in the previous year

UOC News, the UOC's news portal

The subjects with the most impact during the year were related to the effects of COVID-19.

+66%
647,695 logins

+60%
947,329 page views

05:45
average time on the page

65%
of logins are for
the Spanish version

The faculties' blogs

They create content related to the UOC's fields of knowledge.

722,199
new users
(119% more
than in 2019)

875,583
logins
83% from outside
Catalonia

50
million impressions
on Google results
pages

Figures for 2020.

Growth of the social media community

Research, transformation and connection with society, as well as the UOC community's talent, are the priorities of the University's corporate presence on social media. LinkedIn and Instagram are the social networks showing the greatest increase in followers.

Social media indicators

Social networking site	Indicator	
 Facebook facebook.com/UOC.universitat/	Followers	92,397
 Twitter twitter.com/UOCuniversity	Followers of the three institutional accounts (CA, ES, EN)	73,358
 LinkedIn linkedin.com/school/uoc/	Followers	177,930
 Instagram instagram.com/uocuniversitat/	Followers	21,887

2020



 **32.63%**
more Instagram followers

 **16.58%**
more LinkedIn followers

Audiovisual growth to deal with the pandemic

In March 2020 the number of views tripled (relative to the monthly average) due to the arrival of the pandemic. There was also a significant increase in the number of subscribers. In total, some 45 live programmes (webinars and information sessions) were broadcast in response to COVID-19.

YouTube channel

Number of videos	751
Views	23,623,658
Increase in subscribers	12,508
Total subscribers	36,568

2020



The UOC's YouTube channel attracted more than 12,500 new subscribers in 2020.



The University's strategy

The Strategic Plan is a roadmap for the University, setting out challenges and priorities for the institution and honing decision-makers' focus. This year the current strategic plan, 2014-2020(21), was extended and work continued on the preparation of the Strategic Plan 2022-2025.

The 2014-2021 strategy. Phase III

Initially, the Strategic Plan covered the period from 2014 to 2020. Following the outbreak of COVID-19 in March 2020, the University extended it to December 2021 with a third phase, lasting 18 months, in order to support, prioritize and prolong critical actions addressing the new challenges brought on by the crisis.

The UOC adapted to the crisis situation by placing a focus on four strategic aims:

- (I) Position ourselves as knowledge leaders in online education
- (II) Enhance knowledge generation and exchange
- (III) Develop feasibility scenarios in a fluid present
- (IV) Become a digital organization in a new global age.

The UOC's strategy comprised four plans, 19 sub-plans and 83 actions. In phase II, the Strategic Plan had included 78 actions. Of these, 56 were extended to 2021 with a modified scope (phase III), 10 ended in 2020 and 12 were phased out. Meanwhile, 17 new actions were added.

A new strategic plan for 2022-2025

The Strategic Plan 2022-2025 was drawn up through a process that gave the entire University a voice. Several working sessions took place with the University's representative bodies (the University Council, the Student Council, the Alumni Council, the UOC entrepreneurship representatives and the Strategic Committee) between November 2019 and July 2020. Subsequently, from April to July 2021, a deliberative and consultative participatory process was opened up to the entire in-house team. The aim was to foster debate to take the University's new strategic cycle forward.

A new strategic plan for 2022-2025

The participatory process took place on the Decidim platform, which was developed at the University within the CSNC research group, and was structured into three phases running from April to July. The purpose of the first phase was to discuss the twelve challenges, with objectives and indicators for these challenges being proposed in the second. Phase three focused on identifying actions to meet the challenges and objectives identified in the initial phases of the process.

The discusses were structured by five working groups:



Governing and participatory bodies

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

Elections were held for both the University Council and the Student Council this year. These are the University's two highest participatory bodies and will represent all the members of the institution for the next three years.



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 its current 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 academic staff constitute the largest number of representatives. Its functions are to discuss the University's strategic lines and objectives, deliberate about the aspects that affect the careers of academic and management staff, voice its opinion regarding the appointment of the president, and address 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 programmes

Main coordination bodies

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

Network of UOC centres

This year, the network of UOC centres, made up of its centres, points and international offices, continued to adapt to the restrictions imposed by the COVID-19 pandemic. Throughout this time, at the UOC centres we received more than 20,000 people who had made in-person appointments, guaranteeing the necessary safety measures. We also adapted our in-person activities to the webinar format and organized a number of different cycles, such as Skills, Education Seminars, Challenges and Experiences, which allowed us to reach new publics and locations. Additionally, in December 2020 the UOC point in A Coruña was closed, followed by the centre in Terrassa in late July 2021, both measures resulting from the progressive digitalization of processes and the implementation of the UOC's new territorial presence model.



UOC centres and international offices

6	in Catalonia
5	in the rest of Spain
2	in the rest of the world
13	total

UOC points

29	in Catalonia
10	in the rest of Spain
1	in the rest of the world
40	total

Services provided at the regional centres in Spain

93,400 queries
(in-person, by telephone or via email)

Queries attended at the regional centres in Bogotá and Mexico City

16,302 queries
(in-person, by telephone or via email)

Information sessions and dissemination activities at the Spanish centres:

57 information sessions
(31 of which online)

20 activities
(1 in-person, 19 online)

Regional centres, international offices and UOC points



U8

A team able to #WorkDifferently

A new way of working

The time is right for the UOC to become a digital organization, that is, an institution whose organization, interactions, decision-making and actions are based on a fully digital system. A knowledge-intensive organization that designs its processes, personnel management, structure, leadership and culture within the framework of a fully digital system.

The roadmap for the New Way of Working sets out the strategy to be

followed to move towards a fully digital university. In addition to improving how we work, becoming a digital university will allow us to be more sustainable, healthier, more competitive and more global; to better attract, retain and promote talent; to be more agile and better equipped to adapt to change; and to set new standards as a benchmark (also as a digital organization). And, therefore, to become the centre of an ecosystem of learning, research, creation and knowledge dissemination.



“The current situation allows us to accelerate an internal organizational transformation that involves rethinking or adapting processes, organizational structures and hierarchies in order to **become an institution whose organization, interactions, decision-making and actions are based on a fully digital system.**”

Josep A. Planell
President



Moving to a fully digital UOC



New workstation

The idea behind the new workstation was to make it easier for the entire staff to e-work safely and comfortably. It was conceived to increase job flexibility and promote e-working for tasks in which there is no particular value in being physically present and it is more convenient for the person doing them. All the work materials necessary will be fully distributed by the end of 2021. By September 2021, a total of 580 laptops (54% of the planned total) had been delivered.



Health and Well-Being Plan

It is aimed primarily at UOC staff and includes a variety of actions for the promotion of health and the creation of healthy habits. Its purpose is to empower the UOC's staff to achieve well-being as a key part of a healthy and sustainable university model, and meet the new needs arising from the New Way of Working. It includes a wide range of actions such as Health Week; the medical, psychological, and physiotherapy help services; training sessions and workshops, and other activities.



Redesigning the UOC's facilities and interior design

Work on the UOC's buildings started in July to adapt its facilities to the new working culture and the needs arising from it. There will be two phases: the first operational phase of the works to adapt the facilities will be completed in December, with the facilities becoming gradually available for use until then; changes to the interior design of the UOC's buildings are planned for the second phase, starting in 2022.



Surveys on the new work model

In May, the Personnel department carried out an internal non-binding survey to get an idea of how much on-site work UOC staff members currently think they will want to do when the pandemic situation allows us to gradually put the new model into practice. Thanks to the participation of more than 960 people, the survey has shown that 85% of the UOC's staff would like to work on site two days a week or less. The aggregate results have enabled us to make an initial forecast of needs and draw up a proposal to adapt the facilities in the buildings.



Training plans on digital skills and new management systems

This training is included in the New Way of Working project and aims to provide the people who work at the UOC with the digital skills necessary to carry out their professional role in a new hybrid work environment as efficiently and productively as possible. The focus of the first training action was on organization and e-working tools. Thirty sessions, attended by 482 people from both the administrative team and the faculties and research centres, were held during 2020 and 2021.



KINTON, the project moving us to the cloud

The migration to the cloud of 600 servers and three entire UOC environments was successfully completed in the summer of 2021. It will allow us to adjust more quickly and flexibly to the growth in the number of students the UOC has experienced in recent years and also provide a better and faster response to high-load situations. It also enables us to become more secure and resilient in our operations, as the complexity of contingencies – such as those resulting from flooding – is reduced and a better recovery is guaranteed. As to expenses, this will entail adjusting the cost of infrastructures to the University's actual needs at any given time and will result in a saving of €1.5m on the investment planned in this regard in the next four years.



Physical attendance criteria

Basic criteria have been proposed to guide decision-making with respect to the degree of on-site presence for each team in the new work dynamics. These dynamics have been shared with the Employees' Committee. The criteria outline the reasons for specifying a given level of in-person presence: based on the needs of the work, for team-related reasons or based on individual needs.



Training in the New Way of Working

The Leadership Motivation Programme focused on the need to transform the University into a remote-first organization that supports the New Way of Working project, providing the tools and knowledge necessary to work more effectively, improve our energy levels and manage the well-being and personal and professional effectiveness of both senior management and their teams. A total of 150 people from the senior management of the various faculties and departments, programme managers, regional delegates and others in similar roles will take part in four sessions which started in July.



New #WorkDifferent website

In May we launched a new section on the New Way of Working on the IntraUOC with all the very latest information about the UOC's new organizational culture and the criteria, goals and stages of the project. This web content has evolved along with the project, explaining how we want to work and including the reference list of new organizational dynamics under which six organizational principles that will guide the New Way of Working are established.



CEL, a hybrid book club

Three members of the UOC launched a hybrid literature group. The project, which was created in the framework of the New Way of Working, is aimed at the UOC community. The group is open to any member of staff who likes to read and would like to spend some time discussing the books proposed by the club with their colleagues. The club will initially be online, but there are plans to progressively organize in-person meet-ups, which members can also opt to attend virtually.



More current projects

A number of new projects will get under way at the start of the next academic year, including the resumption of Coffee with the President to jointly debate the challenges facing the University and the definition of other criteria, protocols and guides in order to roll out the various governance, leadership and digitalization policies to adapt the processes and the way of working with a view to transforming the University.



La UOC en viu!

This year a special programme was broadcast live in each semester for and by the staff, each with its own theme. The first, which was held on 22 April to celebrate La Diada de Sant Jordi, had 1,179 views in Catalan and 453 in Spanish with a medium-high audience retention rate, reaching practically the whole organization (1,391 employees). The live programme *A l'estiu, la UOC en viu!* reached practically the entire organization (80.66% of a total of 1,391 workers), having been viewed 1,122 times in total (832 for the Catalan-language morning broadcast and 290 for the Spanish-language afternoon broadcast).



Policy on hiring at source and international mobility

This year we have started to assess how to hire people in different countries in order to define the necessary procedures and resources. At the same time we have conducted legal studies to evaluate the international mobility of workers and we are pending the implementation of regulatory updates in this area with a view to fostering the attraction and retention of talent at the international level.

Teaching, research and administrative staff

Average length of service

8.84 years	Administrative staff
10.79 years	Teaching staff
3.70 years	Full-time research staff

817 (62.2%)
administrative staff

339 (25.8%)
teaching staff

157 (12%)
research staff

Total
1,313



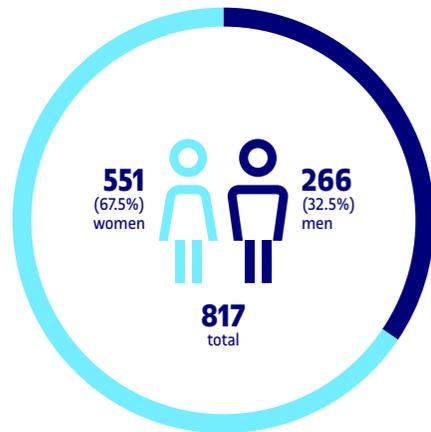
Preventative protocol for psychological harassment at work

In December 2020 the *preventative protocol for psychological harassment at work* was published with the aim of preventing psychological harassment in the workplace among UOC staff, as well as establishing guidelines to detect behaviours such as those described in Section 5, mediating and investigating and, where necessary, taking administrative action to deal with them or consider possible disciplinary measures.

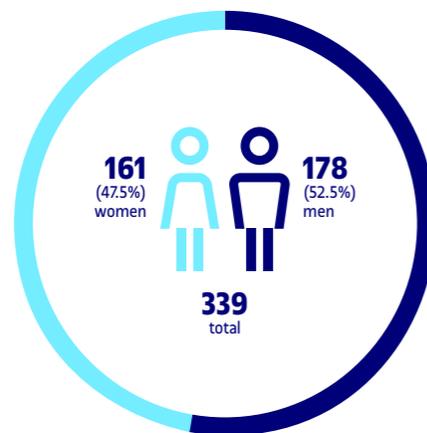
Protocol and policy to prevent external workplace violence

In June, the Management Committee approved a protocol and a policy to prevent external workplace violence. Both documents were formulated on a participatory basis by the Personnel department's Health and Safety Service and the Workplace Health and Safety Committee. The protocol is intended to prevent potential conflicts, such as physical or psychological violence or assaults by students or external staff and people not belonging to the university community.

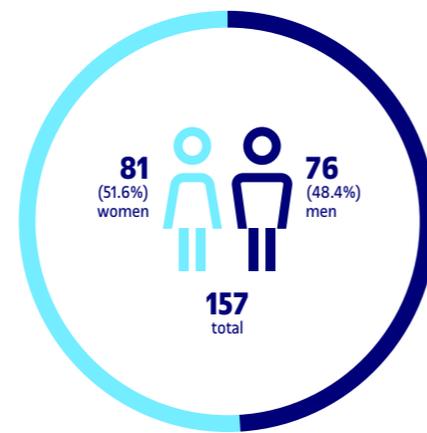
Administrative staff by gender



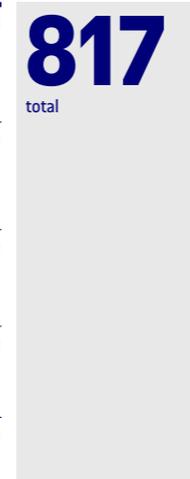
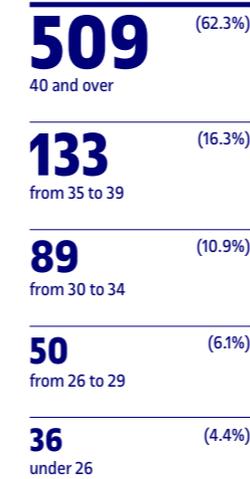
Teaching staff by gender



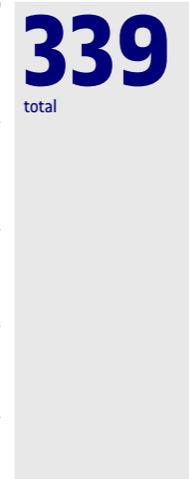
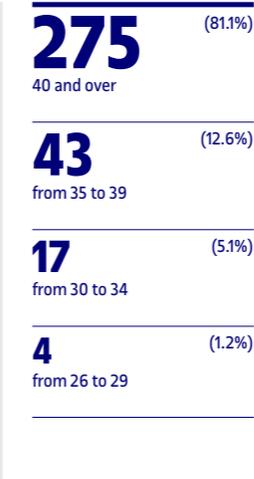
Research staff by gender



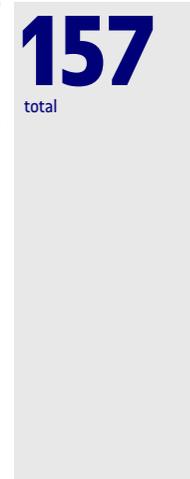
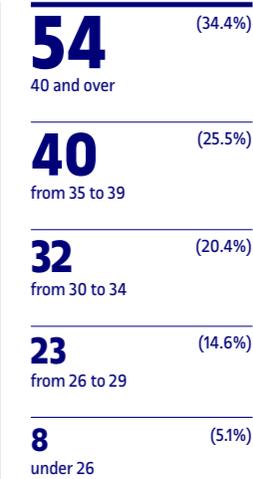
Administrative staff by age



Teaching staff by age



Research staff by age



2020. Figures for the calendar year.

Ug Awards, recognitions and rankings

THE deems the UOC the best online university in Spain in social sciences and computer science

The British education journal *Times Higher Education* (THE) published its latest world university rankings by subject, with the UOC among the best 251-300 universities in social sciences and among the best 301-400 universities in computer science. It is the only Spanish online university honoured with an appearance in the annual rankings by subject carried out by *Times Higher Education*.

The UOC is classified as transparent in the Transparency Examination conducted by the FCyT

The results of the annual *Transparency Examination*, a voluntary transparency report based on data published on Spanish university websites, have once again been published by the Commitment and Transparency Foundation (FCyT). In it, the UOC achieved transparent status in the private university category. In total, only six of the 24 private universities in Spain analysed in the study were granted this distinction.

The UOC's MBA is the top Spanish-language online programme of its kind

The UOC's Online MBA is the top Spanish-language online MBA worldwide according to the 2020 ranking of online higher education institutions (FSO Ranking) produced by consultancy firm Hamilton Global Intelligence. For this year's classification, 200 university institutions based in Spain, Latin America and the United States were compared, 60 more than in 2019. The ranking also shows that 89.2% of graduates of online MBAs manage to secure employment and obtain an average 25% pay rise.

Six A grades in U-Multirank

The 8th U-Multirank for 2021 assessed over 1,945 universities in 96 countries worldwide. The UOC received six A grades in the Regional Engagement, Knowledge Transfer, and Teaching & Learning categories. As a new development for the 2021 ranking, a gender balance indicator was added to assess the likelihood of female and male students earning a doctorate, and the UOC also got the top score in this regard.

Awards, recognitions and rankings

The UOC ranked number one online university for research

According to the 2021 CYD Ranking, which assesses Spanish universities with performance indicators, the UOC continues to be the leading online university for research. This study also shows that the UOC has consolidated the positions achieved last year, obtaining the best assessment in 10 of these indicators. This ranking assesses 77 Spanish universities, which account for 89.5% of the 86 institutions offering bachelor's degrees. Of these 77 universities, 48 are public, all of which it covers, and 29 are private, a figure which represents 76.3% of private universities.

The UOC excels in European research funds

According to the U-Ranking 2021, of the BBVA Foundation and the Valencian Institute of Economic Research (IVIE), the UOC obtained excellent results in European research funds per faculty member with a PhD, in the percentage of publications with international co-authorship and in the percentage of publications in the first quartile, according to the research and innovation indicators. Furthermore, looking at the employability indicators for its graduates, the study reveals excellent results in the average contribution base of its community of graduates and in their Social Security affiliation rate. As for teaching, the UOC excels in the percentage of faculty members with a PhD, in the success rate and in the percentage of postgraduate students.

The fourth best young university in Spain

The UOC was ranked Spain's fourth best university aged 50 years or younger in the Young University Rankings of the *Times Higher Education* (THE) journal. The UOC was only outranked by Pompeu Fabra University (15th), CEU San Pablo University (113th) and Universitat Rovira i Virgili (136th).



Awards, recognitions and rankings

2021 Computing Awards

The Kinton project, under which the UOC is migrating its DPC to the cloud, was recognized in the **2021 Computing Awards**, which highlight the most significant projects driving digital transformation in Spain. **The UOC received an award** in the category of “Migration to the Public Cloud”.



Jaume Vicens Vives Award

The Government of Catalonia awarded Silvia Sivera, a former member of the Faculty of Information and Communication Sciences and the new director of the eLearn Center, the Jaume Vicens Vives award for her career-long commitment to developing students' creative abilities.



2020 ASCOM Awards

Adriana Antich is the UOC's compliance officer. She was selected as the best professional in Spain in this area in 2020 and was awarded the prize in the individual category by the Spanish Compliance Association (ASCOM).



2021 ICS Young Researcher Award

Oriol Yuguero, a course instructor in the Faculty of Health Sciences, won the 2021 Catalan Health Institute Young Research Award.

SpinUOC Jury Award

Jordi Cabot, ICREA research professor and leader of the IN3's SOM Research Lab, received the jury award at the 9th SpinUOC for his Xatkit project, a platform for building chatbots that can be adapted to the needs of any organization or e-commerce provider.

Barcelona Culture Council

Member of the Faculty of Arts and Humanities **Pau Alsina** was designated a member of the Barcelona Culture Council.

Modest Reixach Award

Faculty members **Joan Pujolar**, **Alba Colombo** and **Maite Puigdevall**, from the IdentiCat research group, won the Modest Reixach Award given by the Catalan Sociolinguistic Society for their paper “Espacios de adopción del catalán, una aproximación etnográfica a las mudas lingüísticas en Cataluña” (Catalan adoption spaces, an ethnographic approach to language transformations in Catalonia).

Green Gown Awards

A *Rounder Sense of Purpose*, a project in which the IN3's TURBA Lab research group participates, won a Green Gown Award in the Next Generation Learning and Skills category.

City of Mollerussa Novella Award

Àngels Fitó, the Vice President for Competitiveness and Employability, received the 33rd City of Mollerussa Novella Award for her short novel *Si no ho fas tu, ho faré jo*.

Scientific Advisory Board

Eulàlia Hernández, from the Faculty of Psychology and Education Sciences, and **Francesc Núñez**, from the Faculty of Arts and Humanities, were members of Barcelona City Council's recently created Scientific Advisory Board to Combat Loneliness.

Guide2Research international ranking

The IN3 researchers **Ángel A. Juan**, professor and leader of the ICSO research group, and **Jordi Cabot**, ICREA research professor and leader of the SOM Research Lab, were in the top hundred computer scientists in Spain according to the Guide2Research international ranking.

2nd University, Knowledge and 2030 Agenda Awards

Student on the University Master's Degree in Cities and Urbanism **Diana Borja** was recognized with a secondary award in the master's degree final project category in the 2nd University, Knowledge and 2030 Agenda Awards organized by the Carolina Foundation.

Catalan Association of Scientific Communication

Rubén Permu, from Research & Media Communications, was appointed president of the Catalan Association of Scientific Communication (ACCC).

2020 Call for Funding for Inclusive Projects

The project by Faculty of Law and Political Science member **Marian Gili**, titled “Inteligencia artificial y discriminación algorítmica de las personas con discapacidad: un análisis ético-jurídico” (Artificial intelligence and algorithmic discrimination of people with disabilities: an ethical-legal analysis), won an award in the 9th Funding Call for Inclusive Projects organized by the Universia Foundation.

City of Barcelona Awards for Scientific Research into Urban Challenges

The project “Infraestructuras per a una vida independent: una investigació participativa per repensar l'habitatge, les cures i la comunitat en temps de pandèmia” (Infrastructures for an independent life: a participative study to rethink housing, care and the community in the pandemic), by researchers from the Care and Preparedness in the Network Society (CareNet) group **Andrea García-Santesmases** and **Joan Moyà Köhler**, was recognized in the 2021 City of Barcelona Awards for Scientific Research into Urban Challenges.

Open Source Geospatial Foundation

Antoni Pérez-Navarro, a researcher from the IN3's ICSO group and a member of the Faculty of Computer Science, Multimedia and Telecommunications, was appointed charter member of the Open Source Geospatial Foundation.

Marta Mata Award

Marina Garcés, a member of the Faculty of Arts and Humanities, received the Marta Mata pedagogy award from the Rosa Sensat Teachers' Association for her individual contribution to the field of education.

10 Financial summary

Financial results for 2020

The total income in 2020 was €144,815,000, vastly surpassing the growth target set in the budget. The operating revenues achieved a global growth with respect to the previous year of 11%, taking into account that the budgeted growth target was for 6%.

Despite the health crisis, and also as a collateral effect of it, online education has forged a strong position in relation to the future, which has been reflected in a growth in enrolment of 14% with respect to the previous year. Additionally, there has been a decrease in expenditure, mainly due to fewer expenses associated with on-site presence. It is worth noting that the subsidy from the programme agreement with the Government of Catalonia remained at the same level.

Revenue

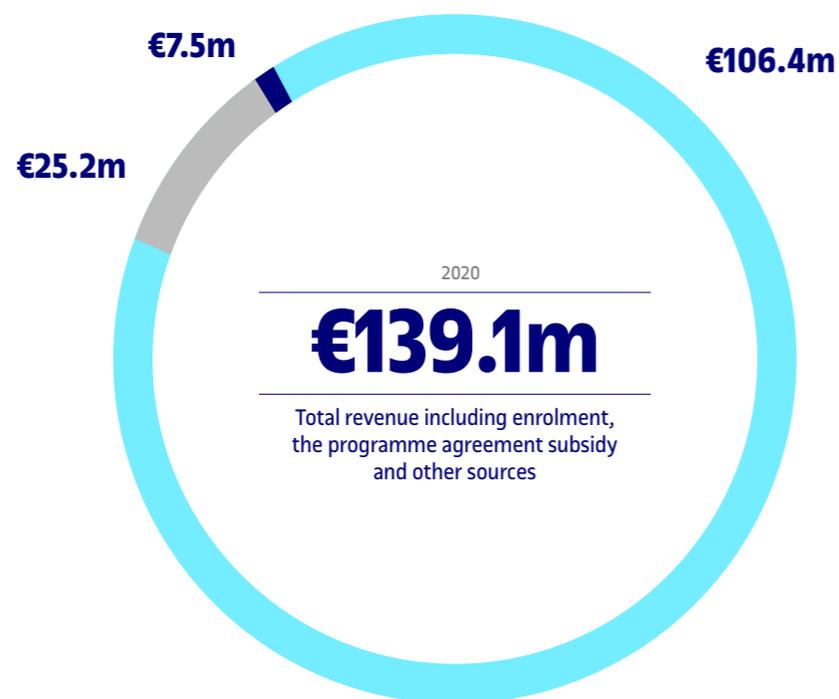
Enrolment	106,398
Programme agreement subsidy	25,207
Other revenue	7,481
Total revenue	139,086

Capital grants taken to revenue in the year	5,729
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Total	144,815
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In thousands of euros.

- Enrolment
- Programme agreement subsidy
- Other revenue



Financial results for 2020

These resources have contributed to generating a profit of €4m. In this regard, the Board of Trustees has approved two major technological projects of strategic interest to the FUOC, which are to be executed in the coming years at a cost of €3.8m.

Expenditure

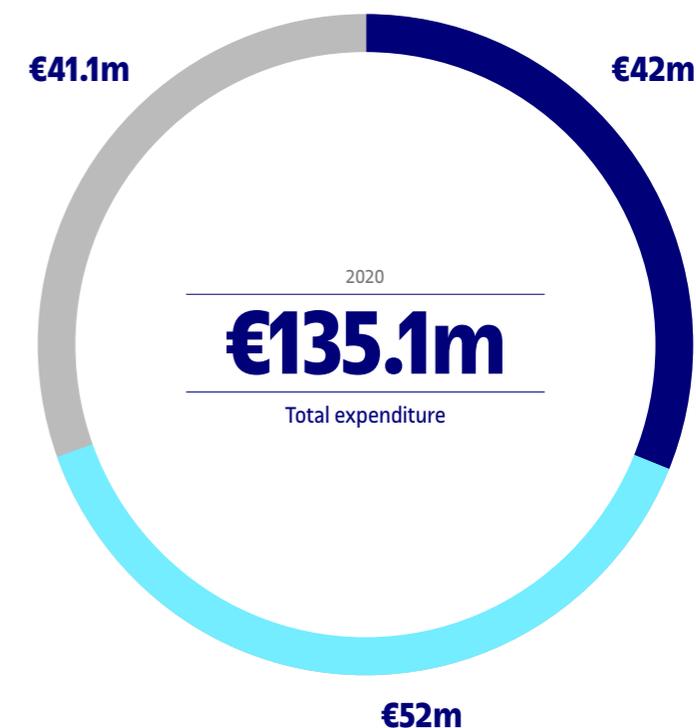
Variable costs	42,013
Structural and staff costs	51,937
Other costs	41,135
Total expenditure	135,085

Repayments funded	5,729
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Total	140,814
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In thousands of euros.

- Variable costs
- Structural and staff costs
- Other costs



Financial results for 2020

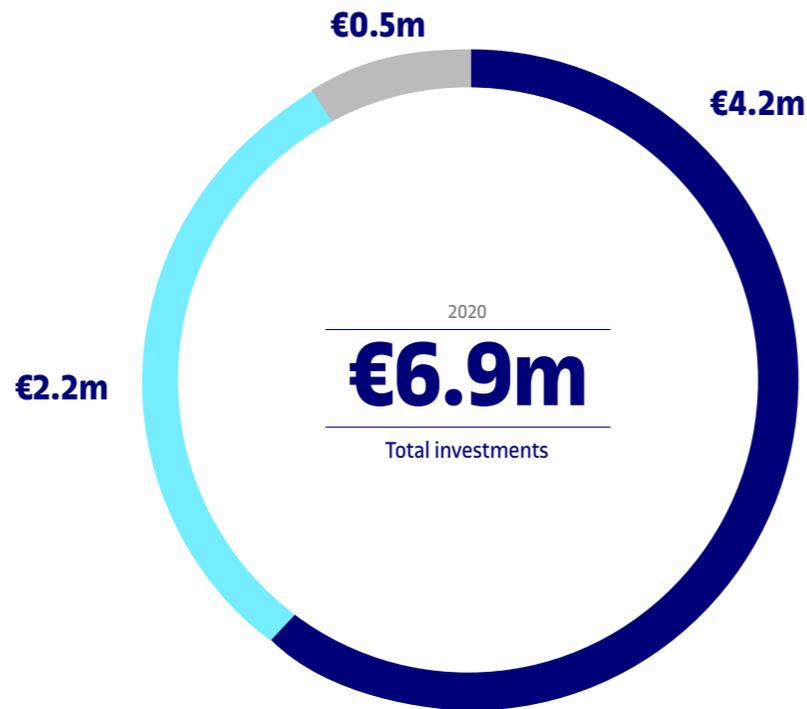
Within the framework of a new organizational model, designed in 2019, which affects the distribution of training activities between the FUOC and the group company UOCX-Xtended, SL (UOCX), the latter, in late 2020, transferred its entire equity to the FUOC, generating more revenue and expenditure to the tune of approximately €8.2m.

Investments

Investment funding	
Programme agreement: capital grant	4,547
Other funding	56
Total funding of investments	4,603

Breakdown of investments	
Learning resources	2,206
Technology investments	4,220
Other investments	470
Total 1	6,896

In thousands of euros



- Technology investments
- Learning resources
- Other investments



Budget for 2021

This page sets out the values of the main budget items in 2021 and their variation with respect to the 2020 budget.

Since 2014, the University has increased its budget by over 50% to match the institution's steady growth. In 2020, the UOC had a budget of over €150m.

In the 2021 budget spending will be higher than revenue, given that part of the profits reaped in 2020 will be allocated to cover this difference.

The investment budget for 2021 was €10.2m. Of this, €1.95m was allocated to renewing learning resources and €4.54m was invested in technology. These investments have allowed the UOC to continue with its course transformation process and roll out the Information Systems Master Plan.

One of 2021's most significant aspects was investment, to the amount of €2.21m and co-funded by the Government of Catalonia, in the Singular project consisting of

the creation of a new UOC hub in Barcelona's 22@ innovation district, which will enhance the institution's scientific and technical importance. With it the UOC aims to equip itself with facilities to not only strengthen its current research lines, but also develop new ones.



“What sets the UOC apart from the other private online universities is the fact that we are a non-profit university with a public mandate”.

Antoni Cahner
General Manager

FUOC budget for 2021

+	154,009	2021 expenditure (9.4% variation with respect to 2020)
+	10,251	2021 investment (48.7% variation with respect to 2020)
+	152,929	2021 revenue (5.6% variation with respect to 2020)

In thousands of euros

The future of the University



Josep A. Planell
President

“By offering online education, we can cultivate talent anywhere in the world.”

“Twenty-first-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

“Towards a new culture of research”

“As well as generating relevant knowledge responsibly and publishing it for open access, we must also be able to connect it to other areas beyond disciplinary borders themselves. Tackling complexity requires interdisciplinarity, as many present and future challenges are found in these borderlands.”

[Article published in *El Economista* on 27/07/2020](#)



Carles Sigalés
Vice President for Teaching and Learning

“In Spain, 15% of university students were already studying online before the pandemic.”

“The boom in online learning is closely linked to the demand for lifelong learning, which is absolutely unstoppable and started before the pandemic. What the pandemic is doing is accelerate processes that would otherwise have taken longer.”

[Interview published in UOC News \(10/03/2021\)](#)



Pastora Martínez Samper,
Vice President for Globalization and Cooperation

“Open knowledge as a common good”

“When we talk about open science in the terms used by UNESCO, what we are really talking about is open knowledge. We are not limiting ourselves to the sciences, it covers all disciplines and even includes the different ways of sharing them.”

[Article published in *Horizons* \(May 2021\)](#)



Àngels Fitó
Vice President for Competitiveness and Employability

“Workers with built-in obsolescence?”

“If, faced as we are with a changing market that threatens many people's jobs, we commit to smart retraining, it seems feasible that we can convert the risk of obsolescence into a fair transition to new employment opportunities.”

[Published in *Expansión* \(01/07/2021\)](#)



Antoni Cahner
General Manager

“COVID-19 is speeding up the UOC's transition to a truly digital organization.”

“Under no circumstances are we considering raising capital from investment funds, because what sets the UOC apart from the other private online universities that are currently emerging is precisely the fact that we are a non-profit university.”

[Interview published in UOC News \(16/07/2020\)](#)

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