UOC

Annual Report 2022/2023

Evolution, alliances and social impact: the three main principles for the new rector

Universitat Oberta
de Catalunya

Annual Report 2022/2023

Evolution, alliances and social impact: the three main principles for the new rector

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The future begins in our classrooms

> "Last April, I took over from Dr Planell with the aim of honouring his legacy and imagining tomorrow's UOC."

Àngels Fitó
Rector of the UOC

An institution's annual report is a little like a time machine. Firstly, it provides detailed information on where we are right now. Anyone who wants to know more about the 2022/2023 academic year at the UOC just has to open these pages to get a clear and accurate picture. This is what accountability means: reporting on our internal achievements (from the inauguration of the new research building, as part of the development of our future single campus, to the progressive implementation of the Canvas classroom), on aspects of our public face, such as the Virtual Employment Fair, SpinUOC and the Alumni Symposium, and on the new challenges we have set ourselves, including our commitment to the new rural reality and to micro-credentials.

The annual report also connects us to the past. The UOC's founding mandate continues to permeate our daily lives. Although each new academic year is different, and while formats and approaches develop and teams and ideas are renewed, there is one thing that always stays the same: we facilitate quality lifelong learning, adapted to the needs of citizens and attentive to the demands of society and industry, making technology our ally as part of our unique pedagogical model. This was exactly what I wanted to do when I took over in April from Dr Planell: to honour his legacy and imagine the UOC of tomorrow.

Because, of course, there is no time machine that does not include the future. On these pages, therefore, we set out the tasks that the UOC must undertake over the coming years. Some are already firm achievements that are helping us to position ourselves as a leading university; others are strategies that are now being rolled out or are still on the drawing board. All of them, however, are aligned to mobilize as much talent as possible, to ensure the university is in step with society, and to put technology at the service of meaningful learning experiences. We want to be better, which means building on what already works and changing where there is room for improvement, with the necessary blend of pragmatism and idealism.

In other words, it is about creating the conditions to ensure that our future embraces concepts such as equity, sustainability, competitiveness, justice, critical thinking, employability, regional balance, and solidarity. All these concepts are given form in our day-to-day teaching, research and administrative work and, above all, are assimilated by the 113,500 graduates we have now… and those to come. Forgive the metaphor, but I see our main mission as providing the letters of the alphabet so each person can construct their own word, and all those words will enable them to write our future. Because at the UOC we believe that the future of the world is in our classrooms today.

02

In its 28th academic year the UOC had...

87,150 students

Highlights of the year

September 2022

73,864
students on official programmes

51,556
bachelor's degree students

21,916
university master's degree students

25,808
new students enrolling on official programmes

The UOC's Communication, Tourism, Education and IT programmes featured in the prestigious Shanghai Global Ranking of Academic Subjects for 2022. The UOC is now, therefore, ranked among the top higher education centres worldwide.

Criminal compliance management system accredited

The World Compliance Association has accredited our criminal compliance management system in accordance with the UNE 19601 national standard. This standard establishes the requirements organizations must meet to implement, maintain and continuously improve their criminal compliance management system and prevent crimes being committed.

Making our work more open

Over recent months the UOC has been rolling out the biggest cultural change in its history: an interdisciplinary, innovative form of organization that affects the university's entire workforce. A new model based on a clear commitment to an open working methodology that encourages staff to be flexible and independent and promotes their welfare.

UOC committed to new rural reality

The UOC has provided training to thousands of people living in areas at risk of depopulation and helped strengthen the economy and communities in these areas. Now the university aims to go further, with a new plan, the Rural UOC Network, which was presented on 15 September in an online session entitled "The new rural reality at the UOC: update and activation".

October 2022

In the latest *Times Higher Education* ranking of the world's best universities, **the UOC is among the top ten universities in Spain**. It has moved up in the overall ranking and is now in the 501-600 band of the 1,799 institutions included.

From 6 to 14 October, the rector, **Josep A. Planell, travelled to Ecuador, Colombia and Uruguay** to meet in person representatives of the governments and educational institutions with which the UOC has partnerships, as well as students and alumni.

Michael Murphy, a doctor by profession and President of the European University Association (EUA) since 2019, **opened the UOC's 2022/2023 academic year** with the inaugural lecture "Universities Without Walls – Adapting to Change in Europe".

On 28 October, the President of the Government of Catalonia, Pere Aragonès, and the Rector of the UOC, Josep A. Planell, inaugurated the UOC Interdisciplinary R&I Hub, the new 2,700 square-metre space given over entirely to research, innovation, knowledge transfer and entrepreneurship taking place at the university. They were accompanied by the Catalan Minister of Universities and Research, Joaquim Nadal, and the Vice Rector for Strategic Planning and Research of the UOC, Marta Aymerich, as well as a group of representatives of Barcelona City Council and various Catalan research organizations.

November 2022

We won the Urban Mobility Challenge!

The Urban Mobility Challenge is a competition between universities to encourage people to use sustainable means of transport, do sports and develop healthy habits, while raising awareness of the importance of environmental sustainability. We made the podium! We are the university community that ran the most kilometres: no fewer than 2,940, saving 714 kg in CO_2 emissions.

Affiliated to the Red Bench campaign

On 25 November, the International Day for the Elimination of Violence against Women, the UOC joined the international Red Bench campaign to raise awareness of gender-based violence. The aim of the project is to install red benches in public spaces with an awareness-raising phrase. The plaque on the bench on the UOC campus reads "Connectem-nos per una xarxa lliure de violències masclistes" (Connecting for a gender-violence-free network).

The UOC obtained the highest transparency seal

In recognition of its transparency portal, the UOC was awarded the Haz Foundation's T*** distinction, the highest level of its "T for Transparency" seal. This seal is based on indicators of the transparency and good governance of private universities, which must meet the criteria for visibility, accessibility, and up-to-date and complete information. The UOC achieved 100% of the indicators.

Highlights of the academic year

3rd Employment Fair

16 and 17 November

170+ companies

4,000 prospective applicants

919 job and/or internship offers

21 talks

Reflecting the more open job market of the future, this UOC Online Employment Fair focused on three aspects to make the event open and inclusive: entrepreneurship, diversity and the rural community. Although it is still relatively new, it is already positioned as one of the job fairs with the highest numbers of participating companies and offers of jobs and internships.

December 2022

The UOC hosted the Digital Universities Europe forum

From 23 to 25 October 2023, the UOC hosted the Digital Universities Europe forum on the Poblenou campus, organized by the *Times Higher Education* magazine, attended by around 250 specialists from all over Europe and some seventy speakers, with the theme "The road to digital, equitable and green higher education".

This year's New Year's greeting was inspired by the poem "Feliç aquell que sap mirar de lluny" [Happy are they who are able to look from afar] (*Les aus* [The Birds], 1988), by Margalida Pons. The dancer Biel Bertran gave visual expression to the words spoken by the actress Sílvia Bel. The Poesia dibuixada [Poetry As Drawing] project is part of the Lletra literary knowledge initiative, an open hub developed by the UOC that is at the forefront of promoting Catalan reading and literature online.
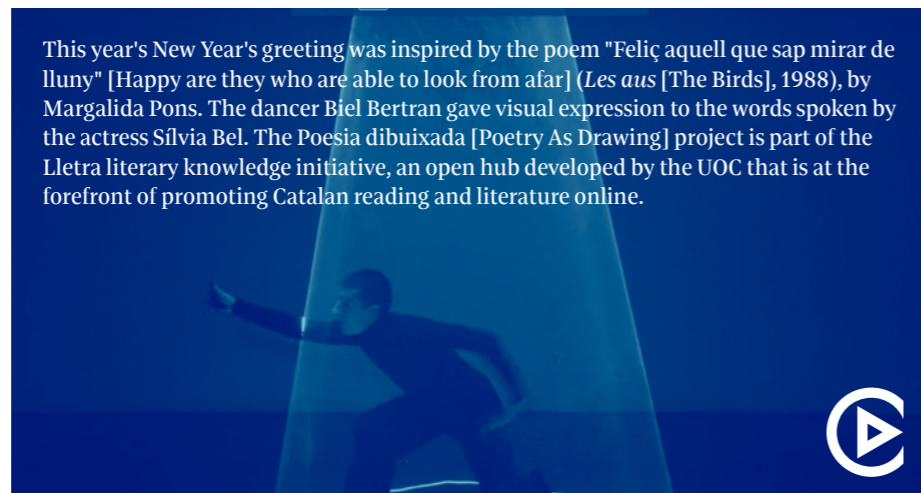
The Board of Trustees approved a budget of €160.9m for 2023, 4.1% higher than in 2022: €118.5m from enrolment fees; €31m from the programme agreement; €5.1m from research and innovation income (projects and knowledge transfer); €2m from UOC Corporate, and €4.4m from other revenue streams. The reduction in public university fees, four times higher energy costs and the increase in all other expenditures led to the need for adjustments to funding for investments and a budget for the year based on containing costs and maximizing efficiency.

More Canvas classrooms

The number of programmes using Canvas was set to double in the second semester of the academic year with the addition of four university master's degrees (and their associated content for other courses) and two UOC-certified master's degrees, involving an estimated 95 coordinating professors, 255 course instructors and 1,900 students. These programmes come on top of those taught using Canvas from October 2022.

New Coalition for Advancing Research Assessment formed

The International Coalition for Advancing Research Assessment (CoARA) was formed, with the UOC among its member organizations. The UOC has been working to change its research assessment model since 2019, when it signed the San Francisco Declaration. Now the university is part of this global initiative calling for qualitative research assessment, in line with the UOC's own Open Knowledge Action Plan.

New regulatory framework for lifelong learning

Following the entry into force of Royal Decree 822/2021, the university has approved a new academic organization framework. The aim is to define the UOC's course catalogue, establish internal criteria for academic governance and define the content of its educational products, covering both UOC-certified programmes and lifelong learning. This has resulted in the reorganization of the university's course catalogue.

January 2023

Final tests

30,635 students

60,667 tests in **1,278** courses

199 tests adapted for disabilities or special needs

64.6% of students rated the tests as a positive or very positive experience

Pau Casals Chair in Music and Peace

The Pau Casals Chair in Music and the Defence of Peace and Human Rights, founded in 2022 under an agreement between the UOC and the Pau Casals Foundation, launched its first call for applications for research grants with the mission of promoting research into and understanding of the musical and humanistic legacy of Pau Casals. These grants are not limited to research into the figure of Casals, but are also open to topics associated with the values championed by the musician throughout his life.

Teachers happy with the new classroom

Teachers and students reported positive perceptions of the new learning environment, the Canvas classroom. Coordinating professors and course instructors gave the new classroom a 7 out of 10 rating. The new students gave Canvas a score of 7.8 out of 10.

The UOC's founding rector, Gabriel Ferraté, donated his personal collection to the university's archives.

The material was transferred to the university following the signing of an agreement on 27 January 2023 on the UOC campus.

Highlights of the academic year

February 2023

Àngels Fitó put forward as the new rector of the UOC

The Board of Trustees of the Fundació per a la Universitat Oberta de Catalunya unanimously agreed to propose the appointment of Dr Àngels Fitó as the new rector of the UOC, following a selection process with a wide range of candidates. The holder of a PhD in Economics was at the time a senior professor at the UOC and had served at its Vice Rector for Competitiveness and Employability since 2019.

A single campus for the UOC

The Government of Catalonia, Barcelona City Council, the Institute of Photonic Sciences (ICFO) and the UOC signed an agreement to promote and facilitate knowledge and research in Catalonia. Barcelona Activa, the local economic development agency, moved out of the premises it occupied in the Can Jaumandreu building to give more space to the UOC, allowing the university to bring all its academic, research and management activities together on a single campus in the city's technology and knowledge district. At the same time, the building occupied by the UOC in the Castelldefels Mediterranean Technology Park was handed over to the ICFO, allowing it to expand its facilities.

March 2023

Dame Wendy Hall, PhD in Mathematics and Regius Professor of Computer Science, was awarded an honorary doctorate by the UOC, in recognition of her academic career in the fields of Artificial Intelligence, the Semantic Web and Web Science, her inclusive vision of technology as a resource for people's well-being, and her leading role in the fight for gender equality and against horizontal segregation in the field of technology.

@AteneaAcademy is a new learning environment designed to transform the UOC's corporate education model using Canvas technology, facilitating the training and development of in-house talent. Between mid-2022 and early 2023, six pilot training courses were run. The feedback provided by the course participants helped to further develop and improve the environment. 557 participants took part in training in the @AteneaAcademy environment, 75% of whom completed the course, giving an average satisfaction score of 4.3 out of 5.

Sharing knowledge in digital ecosystems

The UOC launched the Sharing Learning project to pool the knowledge and experience acquired over a history of almost thirty years, and to provide strategic and operational solutions for institutions facing the uncertainties or questions that typically arise during processes of change, improvement and reflection regarding digital formats and the use of technology in higher education.

Rector Planell bade farewell to the staff

More than 400 people gathered in the courtyard of the UOC Campus on 30 March to bid farewell to the outgoing rector, Josep A. Planell, at the conclusion of his term of office, after ten years at the helm of the university. In his speech, the rector emphasized the sense of pride and belonging he identified among members of staff immediately after taking up the post in 2013: "the UOC was a project that was full of life because it was a shared project," he commented, noting that "today, that pride of belonging that you had is mine as well. That's why I would like to thank you for the challenge of being rector of the UOC, for allowing me to be your rector."

Micro-credentials, the future of higher education in Europe?

Castelldefels was the venue for the International Micro-credentials Summit, bringing together professionals, innovators, intellectuals and policymakers interested in improving the flexibility and responsiveness of education systems. As part of its wide-ranging programme, on Friday 24 March, the UOC hosted the National Symposium on Micro-Credentials, aimed at linking Spain's vibrant micro-credentials ecosystem to broader trends associated with the European approach to micro-credentials for lifelong learning and employability.

UOC joined the European Laboratory for Learning and Intelligent Systems

Catalonia was named host of one of the four new units of the European Laboratory for Learning and Intelligent Systems (ELLIS), the pan-European artificial intelligence network of excellence that brings together the best researchers in the field. The new ELLIS Unit Barcelona, with the participation of the UOC, will be the third largest of the forty units in the network.

April 2023

Àngels Fitó, new rector of the UOC

On 13 April, Àngels Fitó took office as the new rector of the UOC in a ceremony held in the auditorium of the Can Jaumandreu campus. Fitó pointed out that she has a "powerful triad" that will ensure the UOC has a strong future: "the project, the team and leadership". Over the following days, the new Executive Board was appointed, and the new organization and structure of vice-rectorates and deputy general managers was defined.

Interaction with students: 100% digital

In April, all interactions with students became fully digitalized, in line with the centralized digital multichannel strategy implemented by the Academic Services department. This completed the transition begun in 2022, a process that involved all the teams working in the areas of services, procedures and helplines.

UOC Rural Awards

The UOC decided to hold the first UOC Rural Awards for bachelor's degree or master's degree final projects intended to help rural areas or solve challenges currently affecting the countryside. The aim of the UOC Rural Awards is to highlight academic solutions for rural issues and innovative ideas for strengthening ties between academia and the rural world.

Highlights of the academic year

May 2023

UOC strengthened its international presence

The UOC's indicators for international outlook increased twofold, and its indicators for research also rose, according to the 2023 CYD Ranking, which rates the performance of Spanish universities. The UOC obtained a total score of 36.

Research by the Smart Classroom Project group (created by the UOC and the University of Barcelona) led to the launch of a spin-off by the UOC's Research and Innovation department, through its Hubbik entrepreneurship platform, and the Bosch i Gimpera Foundation of the University of Barcelona. The company, a success story emerging from the field of social sciences and humanities, designs classroom spaces to meet new pedagogical needs, treating the space as such a vital part of change that it is often referred to as the *third teacher*.

The UOC ranked among the top 8% of universities in the world according to the CWUR, which also highlighted the quality of its teaching staff, research performance and the employability of the university's alumni.

June 2023

UOC graduates earn the highest salaries

According to an analysis of the employability of university students by U-Ranking, the BBVA Foundation and the Valencian Institute of Economic Research, UOC graduates earn the most compared to alumni of other Spanish universities. The report states that the average Social Security contribution base for graduates from the UOC is €34,331, the highest in Spain. The report also classifies Spanish universities according to the employability of their graduates, placing the UOC 18th out of the 67 universities analysed.

First Open Chair event

The Museo Nacional Centro de Arte Reina Sofía in Madrid hosted the first Open Chair event organized in association with the UOC. It was conceived to be an annual in-person encounter, with the aim of creating links and dialogue between universities and museums, making it an interstitial space for the training of artists. The initiative aims to contribute to the development of an expanded and connected community of creators and trainee researchers linked to the Study Centre of the museum.

The Mediation Centre of Catalonia – which belongs to the Directorate-General for Law, Legal Entities and Mediation of the Government of Catalonia's Ministry of Justice, Rights and Memory – and the UOC created the Chair in Conflict Resolution, Mediation and Digital Transformation, in order to promote and use mediation as a successful form of conflict resolution in Catalonia.

July 2023

Final tests

29,022 students

54,617 final assessment tests from 95 countries

1,241 courses

76.7% of these tests were synthesis tests, and the remaining 23.38% were exams.

Fifth EduTECH Emprèn

The UOC's e-learning entrepreneurship initiative, which had already had 76 participants since its inception in 2017, launched its fifth programme to continue developing and promoting technological projects on education. The EduTech Emprèn programme, aimed at projects with an innovative business idea in e-learning, opened a new call for applications. It offered online training sessions on business management, innovation and technology, lasting a total of one hundred hours.

The price of second and successive degrees reduced

The UOC waived the surcharge for studying second and successive degrees, in accordance with the new decree on public university fees, published in the Official Bulletin of the Government of Catalonia (DOGC) on 22 June. The removal of this surcharge reflected the university's priority of responding to the changing needs of individuals, companies and institutions by facilitating lifelong learning.

The *Times Higher Education* Young University Ranking, which ranks universities less than fifty years old, placed the UOC among the world's top 150 universities in 2023. It also obtained excellent results and rose four positions in the Spanish classification from the 6th group to the 2nd, together with Ramon Llull University and the University of Vic – Central University of Catalonia, behind only Pompeu Fabra University (18th in the Young University Ranking).

First in-person workshop to promote professional success

The first in-person activity organized by the UOC's Career Services team took place on 11 July, aimed at students and alumni facing their first recruitment processes.

Supporting the entrepreneurial ecosystem

The College of Economists of Catalonia (CEC), through EconomistesBAN, its network of private investors or business angels, and the UOC signed a collaboration agreement to continue supporting entrepreneurship, creativity and the business culture, contributing to progress by promoting research into the knowledge society, and supporting the development of the economy.

2022/2023 video report

03

Evolution, alliances and social impact:
the three main principles for Àngels Fitó as Rector of the UOC

On 13 April, Àngels Fitó took office as the new rector in a ceremony held in the auditorium of the Can Jaumandreu campus. Fitó commented that the aims of the project she envisions at the head of the institution can be summed up in three principles. The first is to "develop the things we do well and revolutionize the things we can do better." The university's most important values thus include open, shared pathways;

personal, pedagogical and professional support; open transdisciplinary and translational research, and innovation as a driver of change. Her second principle is that "doing things in the company of others is doing them better," acknowledging that "the UOC, like people, is strengthened by alliances." Regarding the third, Fitó stated that "our social impact is non-negotiable."

Watch the handover

The event was also attended by the Minister of Research and Universities of the Government of Catalonia, Joaquim Nadal; the Chair of the Board of Trustees of the Fundació per a la Universitat Oberta de Catalunya, Pere Vallès; the outgoing rector, Josep A. Planell; the Directors-General for Universities and Research; the rectors of the other Catalan universities; the members of the FUOC Board of Trustees and Advisory Board; representatives of Barcelona City Council, and teaching and administrative staff from the university.

During her speech, Fitó highlighted the work of her predecessor, Josep A. Planell: "Far from trying to make one size fit all, Rector Planell succeeded in drawing on diverse talents to fulfil a common goal." "With empathy, rigour and sensitivity, and knowing how to listen," she continued, "he was able to give every member of staff the confidence needed to work together harmoniously and in step with each other on our common project."

Fitó pointed out that she has a "powerful triad" that will ensure the UOC has a strong future: "the project, the team and leadership." Regarding the project, which is "inspiring and timely," she described it as "something so simple and at the same time so difficult: going back to our origins to adapt to new realities. Making technology a virtue; making research evidence, and making alliances a system." She also had words

for her team, who are "enthusiastic and committed" and want to set an example by doing things well, stressing that "our commitment is to knowledge." "Knowledge understood in a broad sense, capable of linking the four cardinal points that the European University Association has identified as key elements for Horizon 2030: teaching, research, innovation and culture," she concluded.

For his part, the outgoing rector, Josep A. Planell, reviewed the lessons learnt over a decade at the helm of the University. The first revolves around the role of the UOC, an institution that "has become systemic within the Catalan and Spanish university map," with its pioneering character "playing a key role." He also highlighted the UOC's international vocation, resulting in a network that allows "a doubly fruitful exchange: showing and offering what we know how to do, learning and assimilating what others have to teach us." Finally, he pointed out, based on his first-hand experiences, that "all our work makes sense at our graduation ceremonies, when you realize the real impact of the UOC," recalling two emotional moments: "when Hisham, a war refugee and one of our graduates, took the floor to say that 'there is no shame in being poor, but there is no excuse for being ignorant', and when 67-year-old Maria Lluïsa managed to graduate in Business Administration and Management after patriarchal pressure had forced her to postpone her dream."

The event was also attended by the Chair of the FUOC Board of Trustees, Pere Vallès, who highlighted the undeniable milestone of the UOC's 25th anniversary, which does not mean it has become "boring or sleepy," but "a consolidated project that was pioneering yesterday, today systemic and constantly renewed." He also stressed that changing the guard from Rector Planell to Rector Fitó exemplifies "what should be normal: institutional continuity under renewed leadership."

Minister Joaquim Nadal commented that, within the Catalan university system as a whole – which is very strong in terms of academic merit, teaching and research, and solidly mature – the UOC is "a unique institution." "Protected by law and with a specific, unique role," he said, "the UOC is a pivotal university, enabling the bricks-and-mortar universities to work as they should." The minister, who had words of gratitude for Rector Planell for his career and encouragement for Rector Fitó for the future, pointed out that the main challenge is not to lose sight of how, from one year to the next, there is a permanent *aggiornamento* of knowledge that makes it possible for the university to be competitive at the highest level. "The UOC, in its field, must be able to understand how the world and society are evolving and changing; what the challenges are; what inertias must be combated; what the risks are, and what values we must draw on to build the tools that make the research and knowledge system the basis of what a modern country represents."

Complete photo gallery of the event ↗

Presa de possessió de la Dra. Àngels Fitó com a rectora de la UOC

Who is Àngels Fitó?

Àngels Fitó has a PhD in Economic Sciences from the University of Barcelona. Alongside being a senior professor at the UOC she served as its Vice Rector for Competitiveness and Employability from 2019 until her promotion to rector.

From October 2010 to February 2019, she was dean of the UOC's Faculty of Economics and Business. Throughout her academic career she has specialized in fiscal and financial management and management control, subjects she has taught at various universities (UB, UPC, UAB, UPF and UVic-UCC). She has combined her academic activity with other advisory work in finance and management in both the public and private sectors.

Deputy chair of the College of Economists of Catalonia and member of the Government of Catalonia's Advisory Council on Economic Policy, her fields of research are financial harmonization processes, management control systems and the transformative impact of higher education on employability, taking into account the complexity of labour dynamics. In this field, she leads various local and international initiatives to reconfigure higher education in response to the lifelong learning challenges posed by the current changing times.

Born in Barcelona in 1970, she is the mother of three children and the author of three novels.

Some 500 people attended the inauguration in person, and the YouTube and LinkedIn channels recorded around 4,000 views of the event held in the auditorium at Can Jaumandreu.

04

A university open to all

We want to prepare citizens for the world in which they will live and not for a past in which previous generations lived, which is why we offer lifelong learning that responds to the changing needs of society. We do this with a constantly evolving range of programmes, which adapts to each moment in people's lives and careers.

The catalogue of official programmes for the 2022/2023 academic year has 27 bachelor's, 54 master's and 9 doctoral programmes, all accredited by quality agencies and in line with the standards of the European university system.

There are also UOC-certified master's degrees, postgraduate programmes and specialization courses, professional training courses, professional development programmes, summer seminars, advanced-level vocational training programmes, and open courses; alongisde a Corporate Consulting service, with tailor-made solutions for companies to support them in their employees' professional development.

"Our teenage daughters are motivated when they see my wife and me studying after work," Carlos Grande

Never stop learning, look for a method that is compatible with work and family, and tackle subjects you are passionate about and which will help a section of society. This was the approach taken by Carlos Grande, a student of the University Master's Degree in Economic Analysis, who obtained a grade of "Excellent" for his study of Valencian family businesses as his master's degree final project.

According to the *Times Higher Education* World University Rankings

1st
online university in Spain*

Top 10
Spanish universities**

Top 150
among the world's top young universities**

113,500
graduates

87,150
students

7,000+
members of faculty and researchers, adjunct instructors, course instructors and tutors

1,731
administrative, teaching and research staff

115,284
online final assessment tests

90
official programmes

11,814
virtual classrooms

2,932
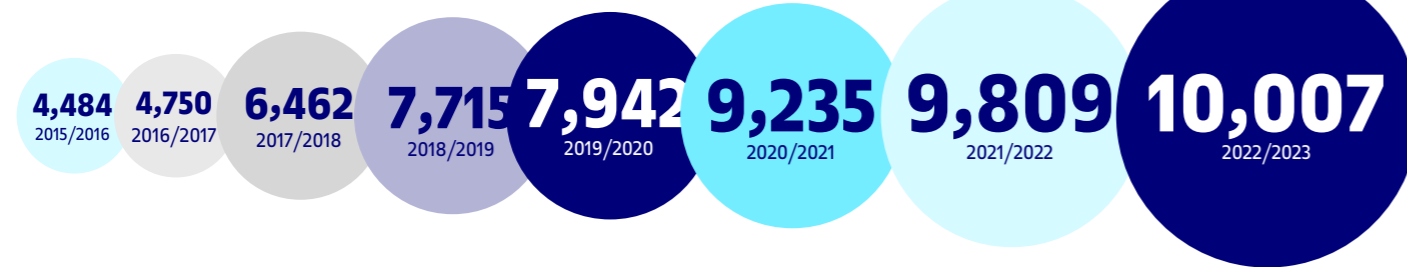learning resources produced by the UOC during the 2022/2023 academic year

* 2023 CYD Ranking.
** *Times Higher Education* Young University Rankings.

Total graduates over 28 academic years

113,500

Number of graduates (bachelor's, master's and doctoral programmes)

4,484 2015/2016

4,750 2016/2017

6,462 2017/2018

7,715 2018/2019

7,942 2019/2020

9,235 2020/2021

9,809 2021/2022

10,007 2022/2023

77%
are happy with their degree

84%
would take it again

85%
would come back to the UOC

87,150
students at the UOC in the 2022/2023 academic year

73,864
students on official programmes

10,007
graduates of official degrees

+3.13%
v. 2021/2022 academic year

51,556
bachelor's degree students

+6.03%
v. 2021/2022 academic year

21,916
university master's degree students

-3.51%
v. 2021/2022 academic year

25,759
new students enrolling for official degrees

+9%
v. 2021/2022 academic year

The UOC has students in
132
countries

The UOC has students in 132 countries:
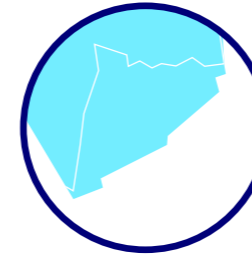
55,800
Catalonia
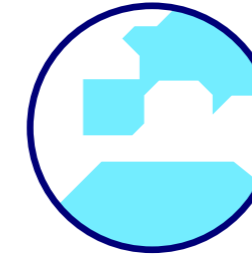
31,600
Spain (excluding Catalonia)

5,700
rest of the world

Figures from academic year 2022/2023 Figures do not include UOC Corporate students.

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

Colombia

Andorra

Germany

United Kingdom

Ecuador

Data for the 2022/2023 academic year.
Source: DAU.

Mobility students

Online mobility programmes allow students from all over the world to take one or more courses on the UOC Virtual Campus and have them recognized in their academic records. We understand 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, and we help other educational institutions offer their students a broader and more international curriculum.

41
Erasmus mobility students (**30** outgoing, **11** incoming).

43
foreign mobility students through collaboration agreements with educational networks and institutions.

Figures for the 2022/2023 academic year.

The official catalogue of programmes and courses for 2022/2023

The new programmes focus on education, technology, health and history. They include the bachelor's degrees in Primary Education, Software Development, and Digital and Multimedia Interaction Techniques; the university master's degrees in Planetary Health, and History of the Contemporary World, and the doctoral programme in Society, Culture and Technology.

University master's degrees

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

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

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

Economics and Business
• Economic Analysis
• Business Management
• Financial Management
• Human Resources Management
• Logistics Management
• MBA
(UOC: EADA affiliated centre)

• Digital Innovation and Transformation
• Digital Marketing
• Occupational Health and Safety
• Sustainability and Social Responsibility Management
• Sustainable Tourism and ICT

Law and Political Science
• Legal Practice
• Political Analysis
• Cybercrime
• Cities and Urbanism
• Criminology and Criminal Justice (joint: UPF, UAB, UdG, UOC)
• Human Rights, Democracy and Globalization
• Taxation

Computer Science, Multimedia and Telecommunications
• Bioinformatics and Biostatistics (joint: UOC, UB)
• Cybersecurity and Privacy
• Data Science
• Web App and Website Development
• User Experience (UX) and Interaction Design
• Video Game Design and Development
• Telecommunications Engineering
• Computer Engineering
• Computational Engineering and Mathematics (joint: URV, UOC)
• Computer Vision (joint: UAB, UB, 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, Catalan and Spanish language and literature, 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
• General Health Psychology

Bachelor's degrees

Arts and Humanities
• Anthropology and Human Evolution (joint: URV, UOC)
• Art
• Sociology
• 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
• Public Administration and Political Science
• Law
• International Relations

Economics and Business
• Business Administration and Management *(new programme for the 2022/2023 academic year)*
• Economics
• Marketing and Market Research
• Labour Relations and Employment
• Tourism

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

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

UOC course catalogue website – updated and ready for users

This year we launched the new website for our course catalogue and have completed the first phase of the project for the new digital experience platform (DXP). This is part of the transformation of the university's digital ecosystem. Now, when users are looking for information about the courses available at the university, they can compare programmes, which makes it easier to choose and substantially improves the user experience. This new feature is complemented by the incorporation of a powerful search engine. Information about the programme is now available with just a click on the menu.

Doctoral programmes

Society, Technology and Culture

Education and ICT (E-learning)

Network and Information Technologies

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

Humanities and Communication

Health and Psychology

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

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

Law, Politics and Economics

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

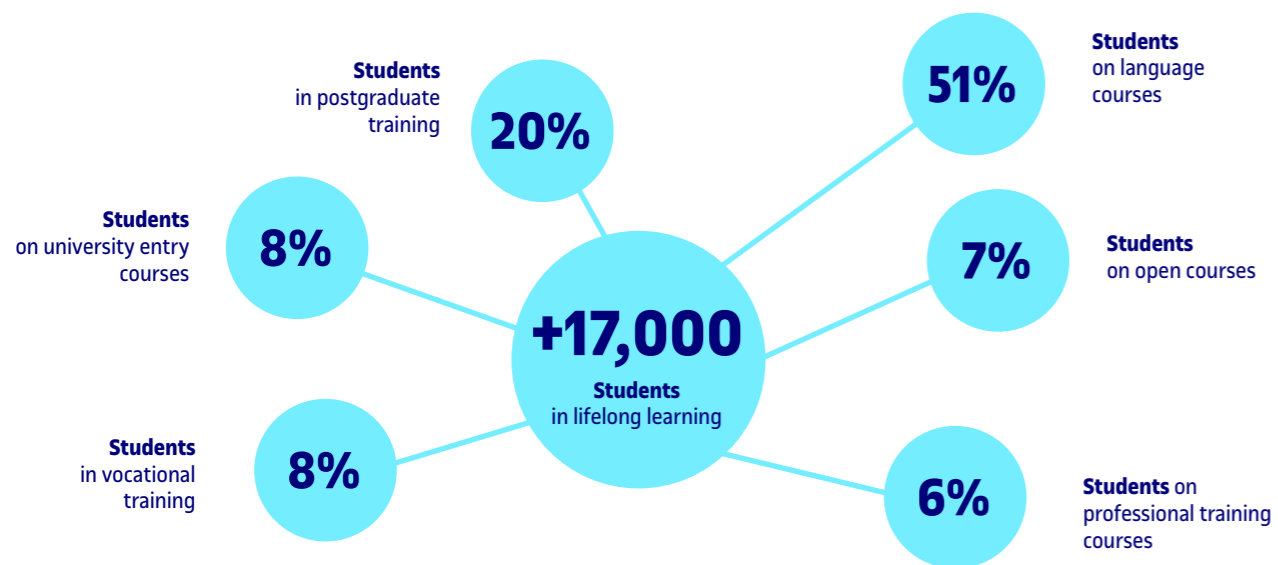| 27	bachelor's degrees	54	university master's degrees
9	doctoral programmes	73	summer seminars
60	UOC-certified master's degrees and postgraduate programmes	214	open courses
181	postgraduate and specialization courses	9	vocational training courses
59	language courses	46	courses, profession-focused specializations and professional development programmes

Online lifelong learning

Our lifelong learning courses are short-term, flexible and adapted to students and the needs of companies. They prepare students for professional life, providing the knowledge that they need and the skills demanded by the labour market.

Lifelong learning is designed to be compatible with professional and personal life. It provides training in a range of subjects, without classes or schedules, allowing students to learn at their own pace wherever they like.

20% Students in postgraduate training

8% Students on university entry courses

+17,000 Students in lifelong learning

8% Students in vocational training

51% Students on language courses

7% Students on open courses

6% Students on professional training courses

Profile of lifelong learning students

65.62% aged between 26 and 49

19.80% aged between 22 and 25

4.37% aged between 17 and 21
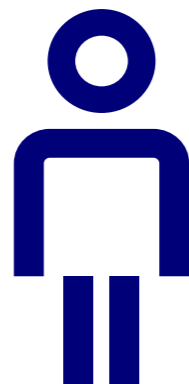
10.21% are over 50 years old

54.73% live in Catalonia

23.3% in Spain

21.97% of postgraduate students are international

The first university courses approved for 2022/2023

The UOC's university courses allow students to gain new skills with the quality and flexibility of bachelor's degree courses. They are specialized programmes comprising courses drawn from our university degrees, with a 100% online model which is flexible and geared to the professional world. An opportunity to earn a university certificate with no admission requirements or ongoing commitment.

From the 2023/2024 academic year, they will form part of the UOC's course catalogue.

Which faculties offer an open master's degree?

There are currently four faculties that offer this option

Economics and Business

Comp. Sci., Multimedia & Telecommunications

Law and Political Science

Information and Communication Sciences

I'd like to start...

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

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

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

Seminars
Boost your knowledge of subjects you love

I'd like to specialize...

Postgraduate courses
Specialize and further your professional career

Professional development programmes
Short, highly professional immersive experiences

Lifelong learning

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

Language courses
Enjoy the experience of learning languages online

Developing people's talent to transform organizations

The context of permanent change that the corporate environment is experiencing has strong implications for companies, which not only call for new skills from their professionals to maintain competitive advantages in the market, but also require them to adapt to new ways of working and leading teams, in many cases incorporating hybrid and remote work, where emerging technologies will play a key role.

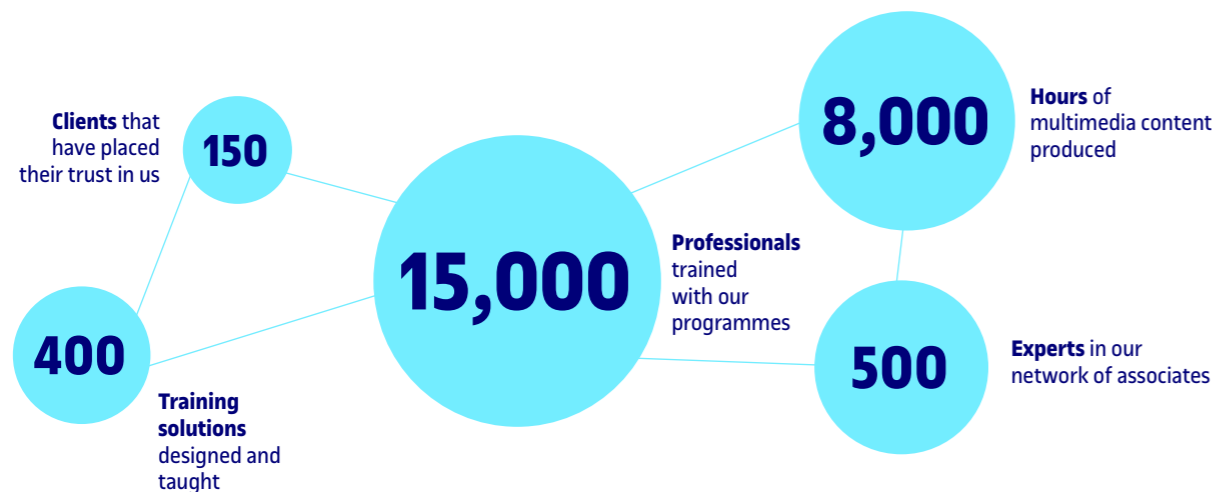The companies of the future are those that will go as far as the professionals who form them can go. In this new scenario, **investing in people, being able to motivate them to continue learning and support them in their professional development becomes a more important strategic objective than ever before.**

UOC Corporate Consulting supports organizations in this strategic objective, designing and creating transformative learning solutions which have a forceful impact, promoting people's growth and defining a talent strategy that allows them to overcome challenges. Over the years, more than 150 companies and institutions in different sectors have trusted us, and we have provided solutions that have reached more than 15,000 professionals.

Our record

Clients that have placed their trust in us — 150

400 — **Training solutions** designed and taught

15,000 — **Professionals** trained with our programmes

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

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

Innovation in learning

At UOC Corporate Consulting we are convinced that learning solutions must be a driver of change that helps companies overcome different business challenges, with content of value and new formats that surprise employees, such as gamification or virtual reality, enlivened with innovative methodologies that help them to reflect, apply ideas and work together.

This year we have continued to contribute to consulting projects, designing skills maps, training plans and onboarding processes, and we have organized numerous programmes linked to areas such as leadership, collaborative sales, innovation and improving processes with streamlined methodologies. We have also set up a management skills centre with its own learning model that allows users to visualize, understand, share, practise and teach skills such as communication, leadership, team management and conflict resolution with virtual reality experiences that simulate the real cases that professionals encounter in their day-to-day lives.

A few of our clients

Financial
CaixaBank · Santander · Sabadell · BBVA · MC · VidaCaixa

Pharmaceuticals and health
Vall d'Hebron Hospital · Boehringer Ingelheim · MSD · ferrer · quirónsalud La salud persona a persona

Retail trade
LEROY MERLIN · Pascual · Auchan RETAIL ESPAÑA · Vegalsa · areas

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

Industry
Naturgy · REPSOL · Agbar · IBERDROLA
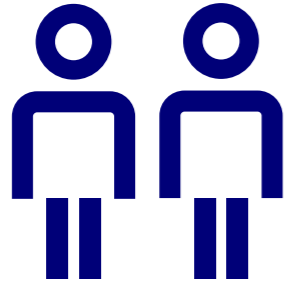
Other
Adevinta Spain · luckia

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

Bachelor's degree students

57.9% women

33.7% 25 to 34

88.7% combine studies with work

70.6% work in the private sector

63.6% are studying for professional improvement or are self-employed

47.8% choose the UOC so they can combine studying with work and other responsibilities

Official master's degree students

61.6% women

44.2% 25 to 34

93.8% combine studies with work

63.1% work in the private sector

42.7% are studying for professional improvement or are self-employed

45.7% choose the UOC so they can combine studying with work and other responsibilities
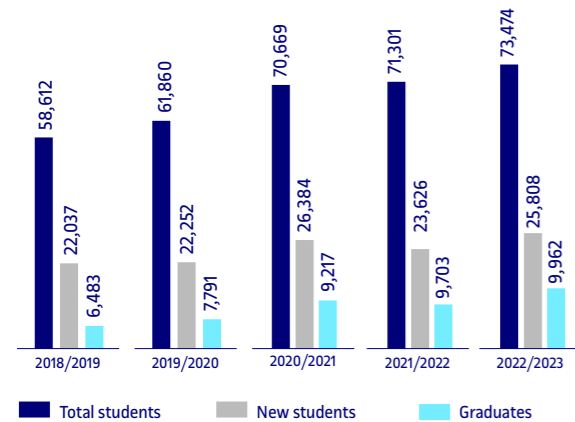
Source: Power BI (August 2022) + Admission Survey.

Bachelor's degree and university master's degree students

2018/2019	Total: 58,612	New: 22,037	Graduates: 6,483
2019/2020	Total: 61,860	New: 22,252	Graduates: 7,791
2020/2021	Total: 70,669	New: 26,384	Graduates: 9,217
2021/2022	Total: 71,301	New: 23,626	Graduates: 9,703
2022/2023	Total: 73,474	New: 25,808	Graduates: 9,962

- ■ Total students
- ■ New students
- ■ Graduates

"Now, of course, I could study whatever I wanted, maybe not brilliantly, but I put my heart into it," Marta Pons.

Marta is studying for a bachelor's in Psychology. This doctor of Pharmacy says "parental pressure" was behind her choice when she was young. She has now gone back to university led by "pure instinct and my heart." Marta is aware that she will not be able to work professionally because of her age, but she wants to train to do voluntary work in mental health.

Nearly 1,300 UOC students are over 60 years old.

Breakdown of new students taking official degrees by faculty

Faculty	Bachelor's degree	Uni. master's degree
Arts and Humanities	1,142	1,020
Information and Communication Sciences	1,321	548
Health Sciences	–	1,198
Law and Political Science	2,484	1,409
Economics and Business	3,197	1,768
Computer Science, Multimedia and Tele-communications	2,895	1,905
Psychology and Education Sciences	5,228	2,083
Total	16,267	9,492
Total number of new students taking official degrees (academic year 2022/2023)	25,759	

Adapting to create equal opportunities

Flexibility, sensitivity, personalization

In recent decades, the number of students entering university with some type of disability has been increasing progressively, favoured by social changes. Despite progress, these students still face numerous challenges in the academic environment.

A study carried out by UOC researchers, published in open access in the *International Journal of Educational Research,* explored the experience of students with disabilities at an online university to discover the potential and the possible deficiencies of this educational model.

The researchers issued a series of recommendations to improve the support that universities offer to students with disabilities.

What else can universities do to support students with disabilities?

The UOC's mission is to make it easier for anyone who wants to undertake lifelong learning to do so. With the primary objective of satisfying each person's learning needs with maximum access to knowledge, the UOC offers an educational model based on tailored teaching and permanent support for the student, beyond the limitations of time and space. For this reason, since its inception, the UOC has made a significant effort to facilitate access to the university for people with disabilities.

In the 2022/2023 academic year **2,346** people with certified disability levels of 33% or above were studying official programmes and UOC-certified courses at the university. We are one of the leading universities in Spain in terms of the number of disabled students enrolled.
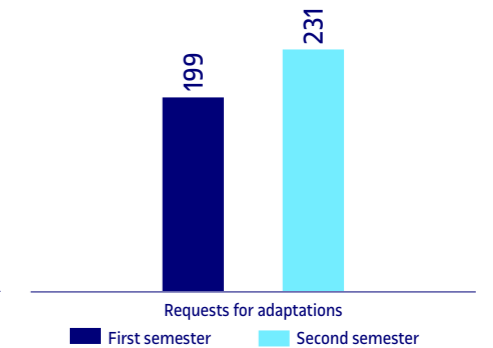
An educational model based on personalization and support

We strive to ensure effective inclusion, which means offering scholarships, monitoring students' learning and adapting the final tests to their needs. We study each individual case and make personalized adaptations to students' programmes of study. We also provide special support for internships and careers guidance.

Adaptations for teaching

Requests for adaptations
- ■ First semester: 279
- ■ Second semester: 231
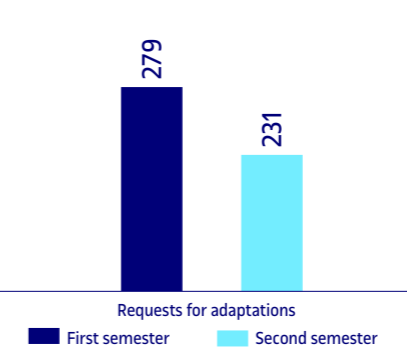
Adaptations for final tests

Requests for adaptations
- ■ First semester: 199
- ■ Second semester: 231

The UOC offers several options for adapting final exams for students who have a specific educational need or recognized disability, are competitive athletes or who report a duly justified exceptional situation.

Adaptations for tests normally involve allowing candidates more time to answer and modifying the format of questions, especially in the case of students with visual impairment.
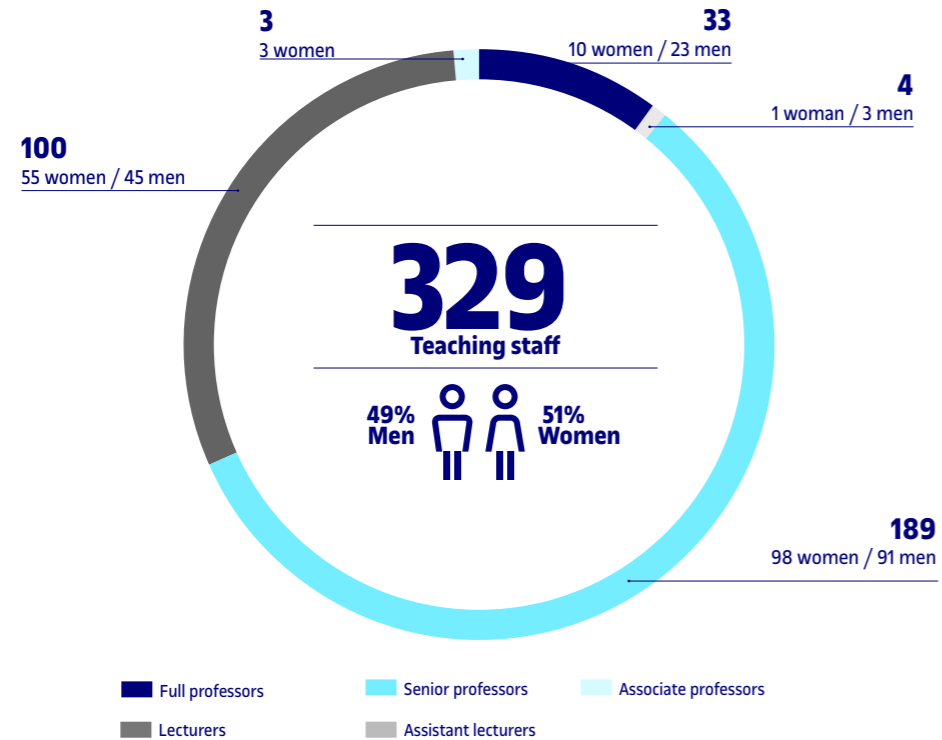
A scholarly community

Members of the UOC's teaching staff have different academic roles: faculty, who have an academic profile with full teaching and research capacity; professional experts, who have extensive proven experience and professional standing; teaching support staff, who contribute to the tuition received by students; and tutors who welcome, support and guide students throughout their academic life.
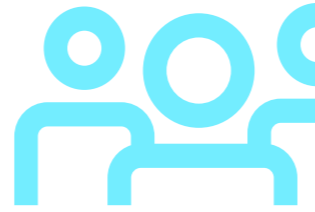
Faculty

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

3
3 women

33
10 women / 23 men

4
1 woman / 3 men

100
55 women / 45 men

329
Teaching staff

49% Men
51% Women

189
98 women / 91 men

- Full professors
- Senior professors
- Associate professors
- Lecturers
- Assistant lecturers

Faculty teach and have research merits in their areas of expertise.
Active teaching staff as of 31 December 2022. UNEIX figures for the calendar year.

Accredited faculty members with doctoral degrees

	Women	Men	Total
Faculty members with PhDs	166	152	318
Faculty with PhDs who have received a positive assessment from an external assessment body	137	136	273

Active teaching staff as of 31 December 2022.

Faculty with six-year research accreditations

	Women	Men	Total
Faculty with PhD and six-year research accreditations	110	109	220

Active teaching staff as of 31 December 2022.

Faculty with six-year teaching accreditations

	Women	Men	Total
Faculty with six-year teaching accreditations	118	124	242

Active teaching staff as of 31 December 2022.

Professional experts These instructors complement faculty's areas of specialization.

	Women	Men	Total
Professional experts	18	18	36

Active teaching staff as of 31 December 2022.

Teaching support staff and tutors

Expert professionals in different disciplines who combine their main professional activity with teaching at the UOC. They contribute to the tuition received by students, which is coordinated by faculty and the professional experts.

The academic structure is completed by tutors, who welcome, support and guide students throughout their academic life.

	Women	Men	Total
Adjunct instructors	162	131	293
Course instructors	2,943	3,011	5,954
Tutors	320	230	550

Active teaching staff in the 2022/2023 academic year. There are 109 affiliated teaching staff with a dual role (affiliated teachers and tutors).

"Being a course instructor for the bachelor's degree final project has given me the chance to learn from students' specific research studies"

Laura Ginès Bataller is an independent filmmaker, joint director of an animation studio, experimental animation knowledge disseminator and artist. Her works have been screened at world-leading establishments, such as the San Francisco Cinematheque, the Anthology Film Archives in New York, and the Museo Nacional Centro de Arte Reina Sofía in Madrid. She is also a course instructor for the final degree project of the bachelor's degree in Digital Design and Creation. For her, this is synonymous with exploring new creative territories.

Rolling out the Canvas classroom

The Canvas classroom is the UOC's new learning environment. The new classroom is modern, offers a range of special features and is easy to use. These features translate into a **better learning experience for our students** and a better experience for the team responsible for designing and delivering teaching.

This academic year has seen the culmination of a process of change in the new learning environment that began in the 2021/2022 academic year, when the first students taking professional training courses had the opportunity to learn through the Canvas classroom. In the 2022/2023 academic year, **7,919 students** (5% of the total) **were taught through the new learning environment**. In the 2023/2024 academic year, 99.8% of our classes will be held in this new classroom.

Supporting students and teachers

Throughout the change process, students, faculty and administrative staff teams have been supported by a comprehensive change management plan in order to ensure a successful transition to this new learning environment.

Within the framework of this strategy, **5,825 people** have received some type of training related to the new classroom, including tutors, coordinating professors, course instructors and administrative staff.

The training plan has been complemented by a communication strategy based on active listening to users' needs and a personalized and multichannel action plan, supported by numerous audiovisual and interactive resources, such as the simulated classroom, contextual and personalized information, and video animations.

	First semester	Second semester
Students	3,523	4,396
Assignments of students to a classroom	9,880	12,417
Classrooms	503	580
Courses	490	549
Programmes	20	26

Satisfaction with new learning environment

The new learning environment has features to help with teaching, including the mobile app, the ability to incorporate video and other tools, and the option of receiving much richer feedback on the activities delivered and how they have been graded.

4.2/5

Students who were taught for the first time at the UOC and used the Canvas classroom expressed a **high level of satisfaction.**

Testimonials ⬈

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 X (formerly Twitter).

Help Service indicators
Academic year 2022/2023

351,321 queries (academic and technological)

1.09 average response time (in days)

3.4/5 degree of satisfaction with responses to queries

67,531 tweets received

3.4/5 degree of satisfaction with the assistance received via X (Twitter)

1,242 complaints

30,033 followers of the X (Twitter) account @UOCrespon

Main indicators for use of the campus information services

14,827,707 Users

16.2% Percentage of logins from mobile devices (tablets and mobile phones)

31,717,777 Logins

00:02:33 Average time spent logged in

9.1% Percentage of logins from outside Spain

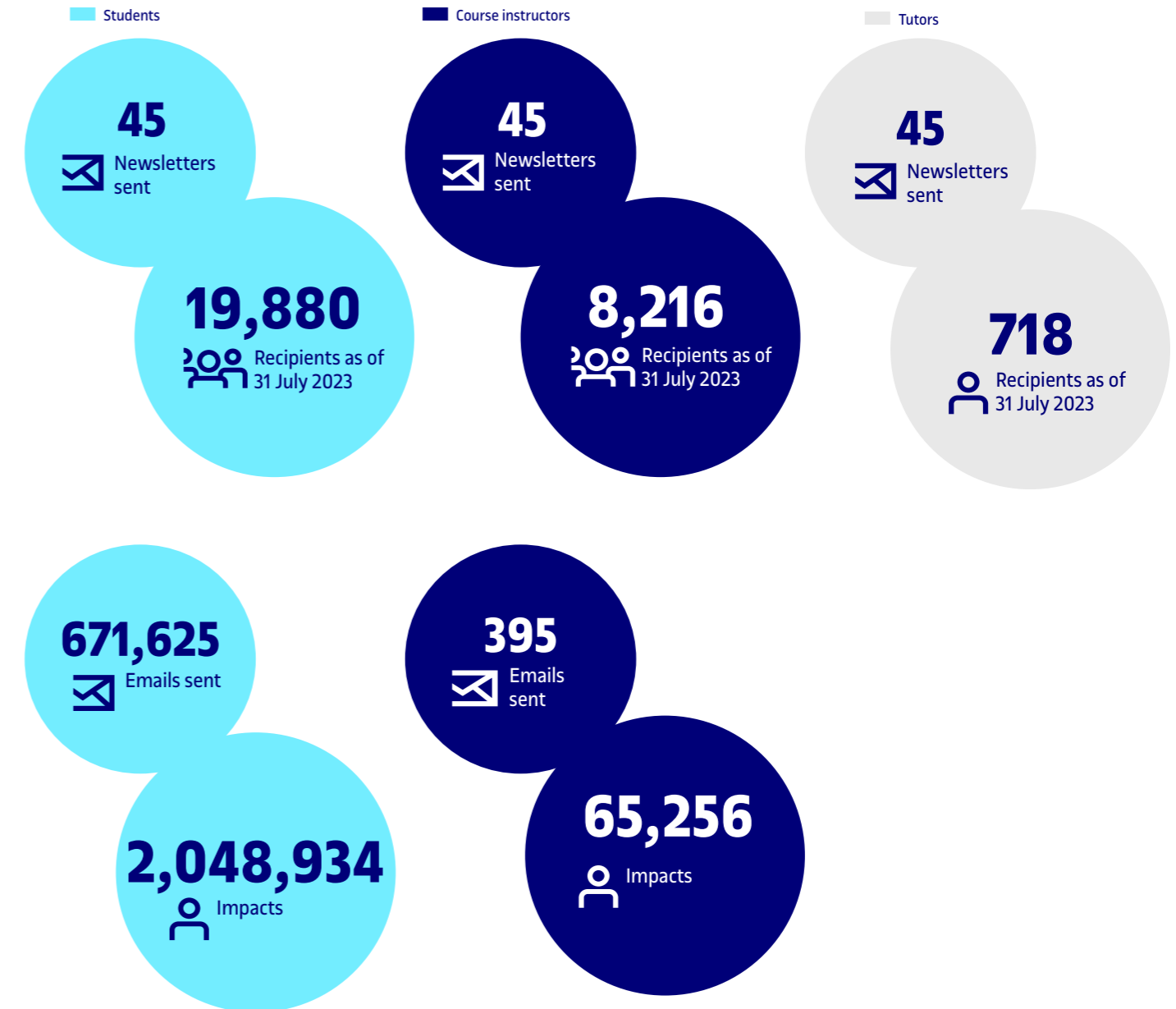## Online final tests and final project defences, in figures

Online final assessment tests	January 2023	June 2023
Days	4	3
Students	30,635	29,022
Tests	60,667	54,617
Courses	1,278	1,241
Tests adapted for special needs	199	231

During the tests	January 2023	June 2023
Queries relating to test questions	1,262	1,522
Queries about technological issues	6,457	5,866
Number of teaching and administrative staff members who supervised the tests and made sure they ran smoothly	271	323

Live online public defences of final projects	January 2023	June 2023
Project defences	3,033	4,093
Master's degrees and bachelor's degrees that offer this option (plans)	79	90

Doctoral thesis defences	Academic year 2022/2023
Online defences of doctoral theses	17
Live defences of doctoral theses	9
Hybrid defences of doctoral theses	4

Key email indicators

Students

45 Newsletters sent

19,880 Recipients as of 31 July 2023

671,625 Emails sent

2,048,934 Impacts

Course instructors

45 Newsletters sent

8,216 Recipients as of 31 July 2023

395 Emails sent

65,256 Impacts

Tutors

45 Newsletters sent

718 Recipients as of 31 July 2023

The Library: demand and user satisfaction both rising

2022/2023 academic year Library highlights:

Student satisfaction
They scored the Library

7 out of 10

Use of content
An average of

832
downloads per hour

Growth of digital content

90%
of the collection is digital,
available 24 hours a day, 365 days a year

Library collection

16,264 new digital books were added
(+4.25% on the previous year)

Ebooks	398,925
Digital journals	94,419
Audiovisuals	87,887
Physical books	38,229
Databases	160
Total	619,620

The databases contain hundreds of items, including articles, audiovisuals and images. **UOC community favourites** include databases that give access to books from various publishers in digital format, and those that allow users to consult legislation and case law.

User assistance and training

Training	
Attendees	773
Hours taught	196
Training sessions	53
Students	29
Teaching staff	24

Queries	
The *Library Replies* service and other channels for queries	4,185

Satisfaction with the Library

High-quality service
Users rated the
Library Replies service

4.3/5

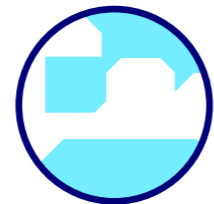Does the Library respond to my needs? **70.6%**

Is it easy to find what I need in the Library? **77.4%**

Opinion survey for academic year 2022/2023

Downloads increasing

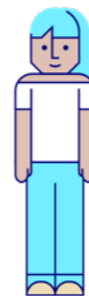The number of downloads has continued to grow for the sixth consecutive year.

970,391 visits to the website

From over 180 countries

Spain
79,35%

Rest of the world
20.65%
(7.84% Latin America)

7.3m
downloads

Equivalent to 60 per student

1.2m
searches

Learning resources in the classroom

Students rate respect for **gender diversity in learning resources** at

90.3%

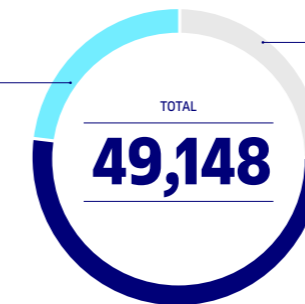Opinion survey for academic year 2022/2023

Types of learning resources developed by the UOC

Most of the resources are produced by the UOC itself, as if the university were a publishing house or production company.

Video
11,570
(23.5%)

Interviews
Reports
Informal debates
Testimonials
Podcasts
Animation

TOTAL
49,148

Multimedia
12,636
25.7%

Websites
Blogs
Wikis

Multiformat
24,942
(50.7%)

PDF
HTLM5
Audiobook
EPUB

Types of learning resources not developed by the UOC, owned by third parties

There are resources on the market that in some cases require the purchase of licences or the negotiation of rights of use with the owners to be accessible from classrooms. What are these resources? They include MATLAB, Adobe CC, Filmin, Harvard University business case studies, and articles or parts of certain books by various publishers.

Learning resources owned by third parties	
Book chapters, excerpts from books, articles and other documents	14,066
Films	173
Books	157
Case studies	50
Software	26
Total	14,472

Licences acquired	
Films	59,225
Software	6,248
Books	30,023
Case studies	1,632
Total	97,128

What are learning resources like at the UOC?

They consist of a range of content, including manuals, magazine articles, audiovisuals and software, which students need to consult to pursue their learning and pass courses.

During 2022/23, the UOC updated and produced 2,932 learning resources.

What exactly does the "©" symbol mean? What should you look for to know if you can use an image from a website?

A website to answer the most frequently asked questions on copyright.

Intellectual property

05

2,700 m² dedicated to research and innovation

Launch of the UOC's Interdisciplinary R&I Hub

On 28 October, Pere Aragonès, President of the Government of Catalonia, and UOC Rector Josep A. Planell (2013-2023) inaugurated the UOC's Interdisciplinary R&I Hub, a cornerstone of the university's ecosystem, driving interdisciplinary, cutting-edge research of the highest standard to provide solutions in three major areas in which we have recognized expertise: e-learning, e-health and the network society.

The new remodelled building, located in the Can Jaumandreu complex, in Barcelona's 22@ district, aims to foster the growth of research at the university. The Hub is a fundamental part of the research and innovation ecosystem, bringing together in one place research and support staff, labs, international collaborators, doctoral students and all the other actors and assets of research at the UOC in order to facilitate and maximize interactions between them and between the different disciplines.

It was created with the aim of linking all these assets and providing an optimal environment to carry out more research, with a more interdisciplinary approach and a greater social impact.

Relive the Hub inauguration ceremony

↗ **Video chronicle**

↗ **Photo gallery**

What research distinguishes the UOC?

UOC research specializes in the study of the interaction between human activity and technology, especially the network society, e-learning and e-health.

Science is approached from a digital perspective, ensuring that the knowledge generated through research is open to everyone. It is research with a transdisciplinary approach and a desire to generate new knowledge thanks to the merging of combined disciplines (interdisciplinarity).

Net Society

eLearning Research

Digital Health

UOC research, a two-minute overview

UOC Labs: eight specialized laboratories

The Hub is home to UOC Labs, eight research laboratories designed as a cooperative project.
The eight laboratories in the Hub are divided into six laboratories linked to specific areas of research, and two generalist laboratories working on interdisciplinary projects:

Specialized laboratories

NeuroLab: the study of the brain

NeuroLab is a research facility specializing in neuropsychology and neuroscience, which follows in the footsteps of the Cognitive NeuroLab. It focuses on the study of human cognitive processes, their alterations and their recovery or rehabilitation.

XR Lab: immersive technologies

The newly created laboratories include the XR Lab, dedicated to immersive technologies (virtual reality, augmented reality and mixed reality). The main lines of research focus on immersive technologies, and their applications in health and the world of education.

Audiovisual & Sound Lab: creativity and cultural experimentation

The Audiovisual & Sound Lab is a multidisciplinary visual and sound space where the research team can produce and experiment with video and audio content adapted to the changing online world, exploring new audiovisual formats and addressing new contemporary audiences.

Social Networks & Gaming Lab: digital communication networks

The Social Networks & Gaming Lab is dedicated to practical research into social networks and digital socialization environments. It is a space for interaction between researchers, equipped for work with computers and microelectronic devices.

Design & Maker Lab: digital design and manufacturing

The Design & Maker Lab is a space for experimentation in digital design and manufacturing that provides instruments, software, hardware and technical advice for research into the future of design and new digital manufacturing and operations processes.

Wireless Networks Lab: cyber-physical systems

The Wireless Networks Lab is designed to support cyber-physical systems research and development, facilitating cutting-edge research while allowing systems of this type to be prototyped, measured and evaluated.

Generalist laboratories

TechLab: computer technology

TechLab is a consolidated generalist laboratory, a space for experimentation, both physical and virtual, that offers services for teaching, research and innovation in the university's faculties and institutes. It provides instruments, software, hardware and technical advice to develop students' practical skills, and gives technological support for research and innovation for the university of the future.

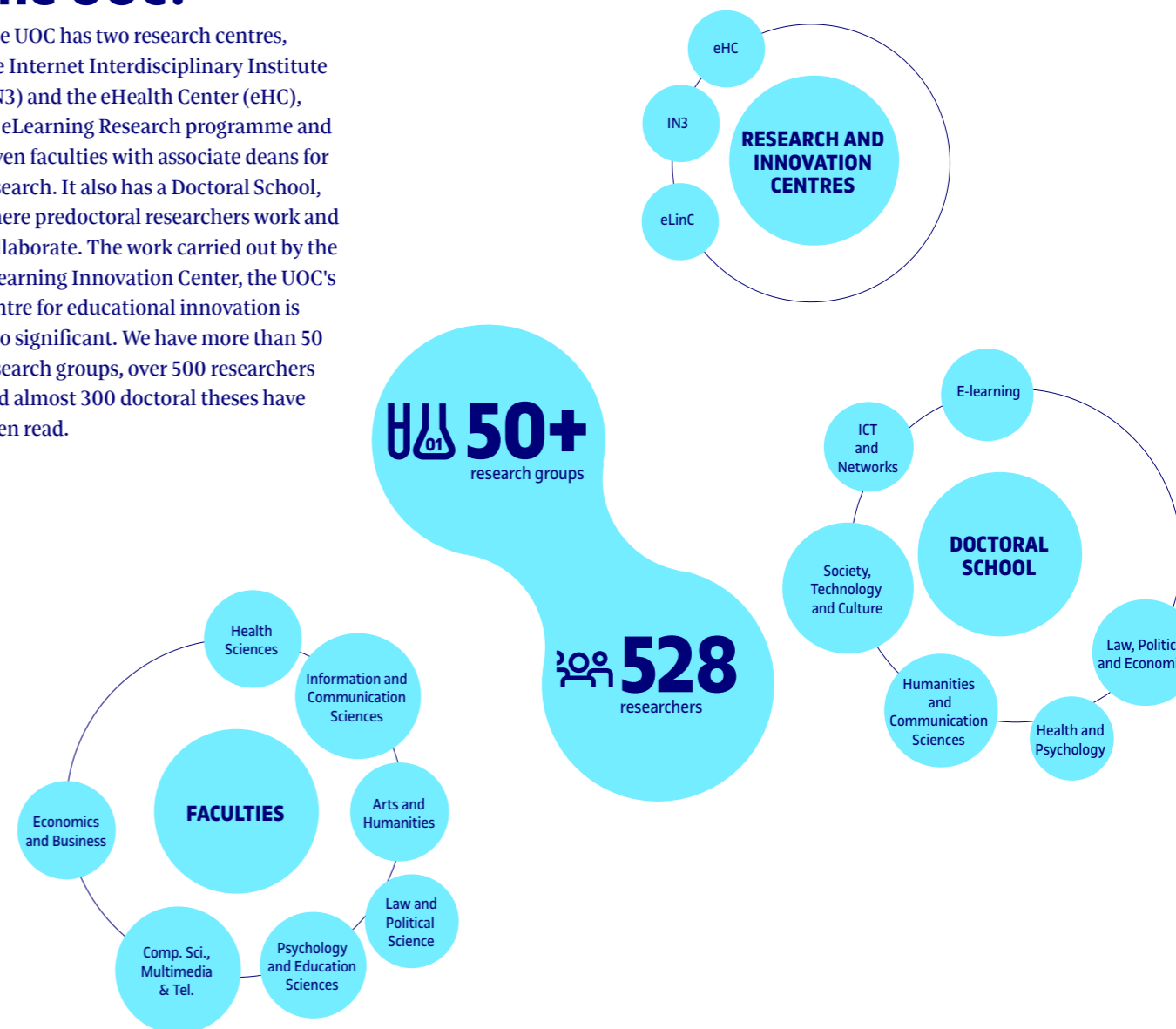### Data Science Lab: analysis of large volumes of data

The Data Science Lab is a consolidated UOC laboratory designed to help researchers deal with quantitative data throughout the research process. In other words, it is a space for managing and extracting knowledge from large volumes of data (big data).

The UOC's new research hub hosts eight specialized laboratories in a collaborative and interdisciplinary environment ↗

Who does research at the UOC?

The UOC has two research centres, the Internet Interdisciplinary Institute (IN3) and the eHealth Center (eHC), an eLearning Research programme and seven faculties with associate deans for research. It also has a Doctoral School, where predoctoral researchers work and collaborate. The work carried out by the eLearning Innovation Center, the UOC's centre for educational innovation is also significant. We have more than 50 research groups, over 500 researchers and almost 300 doctoral theses have been read.

50+ research groups

528 researchers

RESEARCH AND INNOVATION CENTRES
- eHC
- IN3
- eLinC

DOCTORAL SCHOOL
- E-learning
- ICT and Networks
- Society, Technology and Culture
- Humanities and Communication Sciences
- Law, Politics and Economics
- Health and Psychology

FACULTIES
- Health Sciences
- Information and Communication Sciences
- Arts and Humanities
- Economics and Business
- Comp. Sci., Multimedia & Tel.
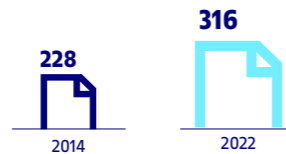- Psychology and Education Sciences
- Law and Political Science

In 2022 research continued to grow

The UOC's research capacity has greatly increased in recent years, in terms of the number of researchers, research groups, projects and its ability to attract external funding, and also in international collaborations and knowledge transfer. In 2022 the UOC had 51 research groups and 577 people engaged in research and innovation, an increase of 41.77% compared to 2014. The competitive funds it was awarded tripled in the seven years between 2014 and 2021, to €6.6m. The number of scientific articles it published also tripled in the same period (642 in 2021), and 44.08% of those were as part of international collaborations. In the transfer field, in 2021 the UOC had 21 patents and had founded 4 spin-off companies (17 and 3 more than in 2014, respectively). Today, the UOC has a hundred ongoing research projects that are being carried out with Spanish and international competitive funds.
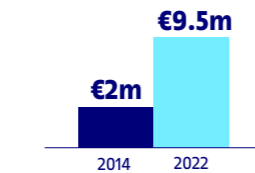
In addition, **it has promoted open access to the knowledge generated at the university**, disseminating its research within the framework of an initiative that the UOC has supported year after year.
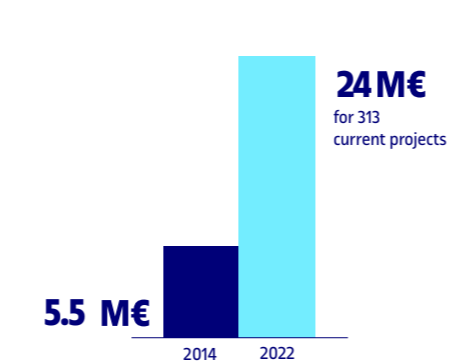
Research staff and groups

Research staff
347
2014
528
2022
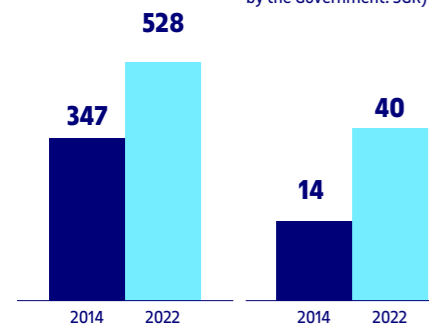
Research groups (recognized by the Government: SGR)
14
2014
40
2022

Research funding

Research project proposals submitted
228
2014
316
2022

Funds obtained
€2m
2014
€9.5m
2022
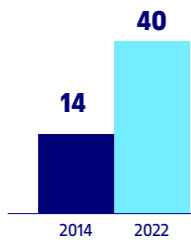
Doctoral degrees

Since 2002
At the UOC
260
theses were defended

Industrial doctorate students
2
2014
9
2022

Current research projects account for
5.5 M€
2014
24 M€
for 313 current projects
2022

Scientific articles

UOC research staff published
275
scientific articles
2014
587
scientific articles
2022

Knowledge exchange

Current patents
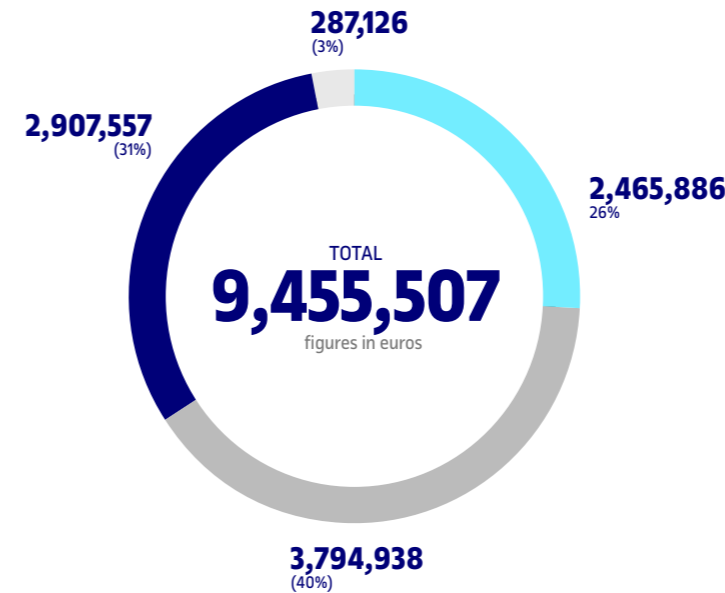4
2014
22
2022

More support for quality research

In 2022, external funding for R&D activities of almost €9.5m was obtained, in 147 grant awards, accounting for 39.5% of overall funding for R&D&I in 2022 (€24m).
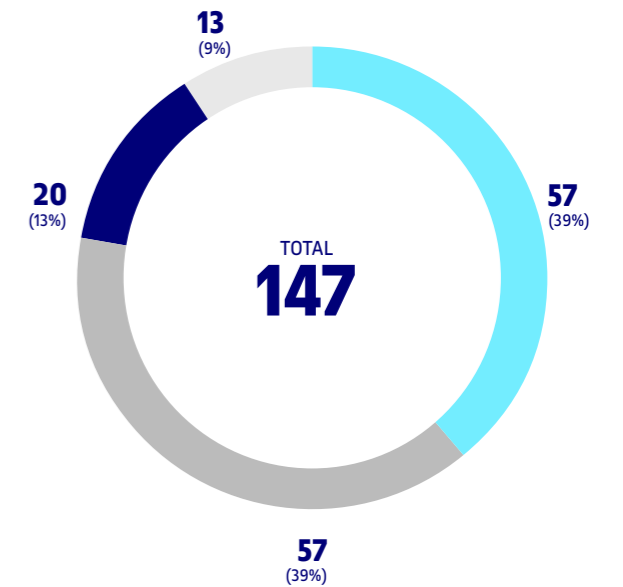
External project funding awarded to the UOC in 2022, by geographical area

287,126 (3%)
2,907,557 (31%)
2,465,886 26%
3,794,938 (40%)

TOTAL
9,455,507
figures in euros

Number of projects awarded to the UOC in 2022 by geographical area

13 (9%)
20 (13%)
57 (39%)
57 (39%)

TOTAL
147

Legend: Regional — National — European — International (excluding the EU)

The university's research and innovation staff is made up of 577 professionals, an increase in the number of researchers that has continued year after year. Many 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 fifty research groups existing in 2021, forty 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	9
Health Sciences	6
Social Sciences	17
Information and Communication Technologies	8

Figures at 31 December 2022.

Research services
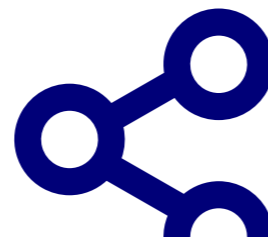
Open science

The UOC is committed to open science: the generation of knowledge that is open and connected to society. We promote and support the open publication of teaching, scientific and institutional information and research data through the **UOC's O2 Repository** and the **CORA research data reposwitory**. We also help researchers draw up management plans for their data or locate and identify journals or publishers that publish openly. We manage vouchers for researchers to publish free of charge in journals with APCs, based on CRUE/CSIC transformative agreements.

93	CVs reviewed for accreditation calls
76	bibliographic enquiries
89	bibliometric enquiries
16	bespoke training courses
135	enquiries about the institutional repository
2,600	publications reviewed on the Researchers' Portal (GIR)
14	datasets deposited in CORA
14	enquiries about research data management
5	data management plans
198	reviews of digital profiles of research staff
17,104	items deposited in the UOC O2 Repository

We provide support at each stage of research

1 Searching for information
Tools and services for finding information easily and quickly.

2 Management of information and research data
Citation, bibliographic references and research data.

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

4 Assessment and accreditation
Research assessment: bibliometric indicators and social impact. Support for teaching and research staff accreditations.

Open/closed articles

25% Copyright
75% Open access
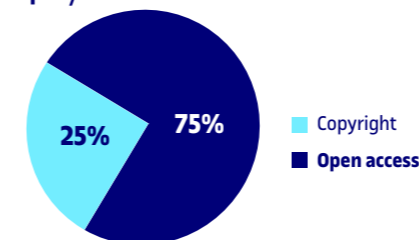
Source: Open Access Observatory (2022).

Theses published in open access

92.5% Yes. Open access and deposited in O2 repository
6% No
1.4% Pending

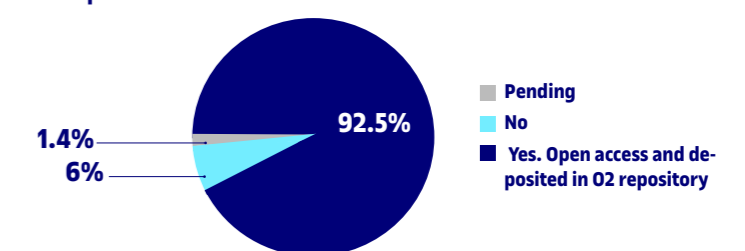# Research and innovation centres and institutes

Internet Interdisciplinary Institute (IN3)

in3.uoc.edu

"2022 has been an important year for the IN3. We have overcome the challenges of the pandemic, inaugurated a new building, achieved outstanding results and strengthened our position in the scientific and technological world. These achievements are the result of the commitment and dedication of our community, and encourage us to continue in our mission to lead research and innovation in the field of digital transformation of society."

David Megías, director of the IN3.

(Trust "Tru" Katsande / Unsplash)

The UOC to coordinate new European centre of excellence for gender equality in research

Gender and ICT (GenTIC)

The UOC leads the INSPIRE project with thirteen other research centres and organizations and with funding of almost five million euros.

The project will provide support to 12 communities of practice with 95 institutions for the implementation of equality plans and innovative practices.

(Kelly Sikkema / Unsplash)

The UOC leads a European project to consolidate resilient climate shelters in schools

Urban Transformation and Global Change Laboratory (TURBA Lab)

COOLSCHOOLS research will analyse the transformative impact of climate action interventions in schools in Barcelona, Brussels, Paris and Rotterdam.

The study combines natural, biomedical, social and educational sciences.

(Hanson Lu / Unsplash)

A UOC project digitalizes aquaculture without the need for complex technical knowledge

Wireless Networks (WiNE)

The researchers are developing a solution that allows production and quality parameters to be measured and analysed over time.

ADO is a comprehensive platform for aquaculture SMEs that cannot finance industrial solutions.

The IN3 in figures

Figures January to December 2022

Staff

52% women — 48% men

10 group leaders (**4** women and **6** men)
54 predoctoral researchers (**28** women and **26** men)
70 Researchers with PhDs (**38** women and **32** men)
29 research assistants (**11** women and **18** men)
5 researchers on staff (**5** men)
1 interns (**1** woman)
21 *visiting researchers*: (CONICET [Argentina], Warsaw University of Technology [Poland], University of the Basque Country [Spain], University of Bologna [Italy], University of Manchester [United Kingdom], Universitat Utrecht [Netherlands], Universitat Politècnica de València [Spain], Malmö University [Sweden], University of the North [Colombia], Pontifical Catholic University of Chile [Chile], University of Valparaíso [Chile], University of Panama [Panama], Universitat Politècnica de Catalunya [Spain], Sciences Po Paris [France], Aalto University [Finland], University of Malaga [Spain] and Universitat Oberta de Catalunya [Spain]) (**15** women and **6** men)
38 external collaborators (**22** women and **16** men)

Publications

106 articles published in 2022, **5** of which are reviews; **5** conference proceedings, and **6** intergroup reports *(collaboration between two or more IN3 research groups)*
9 books
42 book chapters **21** of which are conference proceedings

Projects

16 projects awarded in 2022
2 intergroup projects awarded in 2022 (participation of more than one IN3 research group)
45 ongoing projects **4** international **14** Europe **20** Spain 7 autonomous regions (36% headed by women and 65% by men)
2 intergroup projects in progress

Doctoral theses

8 Doctoral theses (*defended*)

Scientific congresses and conferences

52 activities organized by the IN3, with around **1,300 participants**

30 seminars
2 conferences
5 lectures
2 presentations
3 workshops
1 symposium
3 meetings
2 project closing ceremonies
1 project launch ceremony
100 participation by IN3 researchers in activities of other institutions, centres and organizations outside the IN3 (according to information subsequently disseminated by the IN3 Management Secretariat)

Innovation

6 patents (obtained in 2022)
1 patent valid during 2022
5 consultancies (obtained during 2022)
10 consultancies in force during 2022 (40% led by women, 60% by men)

The IN3's eleven research groups are:

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

CNSC
Communication Networks & Social Change
Leader: Dr Rosa Borge Bravo (*associate professor and researcher*)
Area: Communication, sociology (digital), technopolitics and human computer interaction *digital public sphere, online participation and deliberation, democratic innovations, political actors*
Field of knowledge: *Communication networks and social change*

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

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

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

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

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

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

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

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

AID4So
Artificial Intelligence and Data for Society
Leader: Dr Andreas Kaltenbrunner (*researcher*)
Area: Artificial intelligence
Field of knowledge: Artificial intelligence

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eHealth Center

In 2023, **Marta Aymerich** took over the exclusive management of the eHealth Center. With the arrival of Dr Aymerich, who was Vice Rector for Research and Strategic Planning at the university throughout Rector Josep A. Planell's term, the eHealth Center's Board of Directors and Advisory Board were renewed.
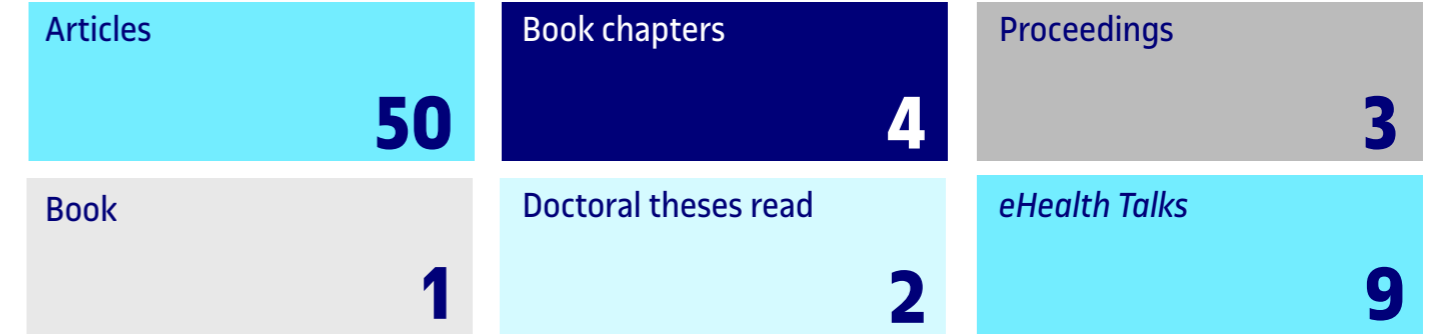
In March 2023, **Oriol Yuguero** joined the Center as a **new researcher** and created the **e-RLab research group**. Yuguero, a GP, is currently the head of A&E at Hospital Arnau de Vilanova in Lleida. He is also a member of faculty at the University of Lleida, where he teaches Bioethics, and has been a course instructor on the UOC's University Master's Degree in E-Health for the last three years.

"Our goal is to bring about a paradigm shift in the health field, moving away from the disease-centric approach and giving people a central role in their own well-being. Health professionals and centres are essential, but they are not enough on their own. We aspire to empower citizens to make informed decisions about their health, as they already do in areas such as the economy, education and politics. In essence, we seek to democratize health and consider that digitalization is a fundamental pillar in this process."

Boosting R&I in eHealth at the UOC

Articles 50	**Book chapters** 4	**Proceedings** 3
Book 1	**Doctoral theses read** 2	***eHealth Talks*** 9

eHealth Project: From Idea to Project awards

The Centre has held the third call for the eHealth Project: From Idea to Project grants, making €3,000 available to develop eHealth projects, aimed at students and alumni of the UOC's Faculty of Health Sciences and Faculty of Computer Science, Multimedia and Telecommunications. Grants of €3,000 have been awarded to two projects: **Smart monitoring stroke** (Jorge Pagola, a University Master's Degree in E-Health student) and **ProteoMarker** (Patrícia Martínez Botía, who is studying for the University Master's Degree in Bioinformatics and Biostatistics).

Two e-health projects that represent advances in the detection of disease receive grants from the eHealth Center

Call for applications for Proof of Concept

With the aim of encouraging transdisciplinary and interdisciplinary research, the eHealth Center has announced the results of its second **Proof of Concept** call, aimed at the entire eHealth research community at the university.

The **winning projects** were:

Preventing sexual violence against women: towards a gender-swapping immersive virtual reality approach (Adrián Montesano and Jorge Luis Bacca)

Virtual Reality Prototype for Pain Intervention (Pierre Bourdin and Rubén Nieto)

Creation and development of an artificial intelligence tool for the assessment and intervention of speech disorders (iFONOLOGO) (Llorenç Andreu and David Bañeres)

Understanding the neuroprotective role of bilingualism using advanced MRI analysis (Raquel Viejo and Ferran Prados)

Knowledge transfer

Bellvitge University Hospital has implemented the application **El Meu Quiròfan**, which won the 2020 eHealth Project: From Idea to Project grant, awarded by the eHealth Center.

The application is based on an innovative idea of Dr Esther Méndez, who is attached to the hospital's Anaesthesiology and Reanimation department and a student of the University Master's Degree in E-Health at the Universitat Oberta de Catalunya.

The Director of the eHealth Center, Marta Aymerich, a member of the Faculty of Health Sciences' eHealthLab research group, led a project to design **TEAappAutism**, an app to help counteract the lack of tools for relationships and communication with people with autism spectrum disorder (ASD). The app was co-created with users and professionals and developed by several members of the eHealth Lab and staff at the Parc Taulí Hospital.

Find out more ↗

Find out more ↗

Projects of special interest

- Creation of an open digital atlas of the jaw and teeth. PI: Ferran Prados (ADaS Lab).

- eHealthLit4Teen PI: Eulàlia Hernández (BDLab).

- EvalDepApps PI: Carme Carrion (eHealth Lab).

- PICOFON PI: Llorenç Andreu (Neurodevelop eHealth Lab, GRECIL).

- NHoA - Leadership of WP2 (human and context perception) PI: Agata Lapedriza (AIWELL).

- Conceptualization and development of a support tool to strengthen telemedicine in Georgia to develop a telemedicine monitoring framework PI: Francesc Saigí.

International alliances and networks

During this period, the UOC's AIWELL research group joined the Catalan unit of the European Laboratory for Learning and Intelligent Systems. It is the pan-European network of excellence in artificial intelligence (AI), which connects the best researchers in this field.

The Center continues to develop a map of strategic alliances. The AIWELL, BDLab and eHealth Lab research groups have joined the TECSAM network. The Cognition and Language Research Group (GRECIL) is one of the founders of the Spanish-speaking Association for the Study of Specific Language Impairment (ATELHI). In addition, during this period the eHealth Center and TISAC have signed an agreement to promote digital health in Latin America.

Moreover, through the efforts of the eHealth Lab research group, the eHealth Center is fully committed to working with the World Health Organization in the fight against neglected tropical diseases (NTDs). A result of this collaboration is Assessing the Quality of the World Health Organization's Skin NTDs App as a Training Tool in Ghana and Kenya: Protocol for a Cross-sectional Study. During this period, the Barcelona Aging CoLLaboratory (BALL) was launched. It is the first living lab focusing on providing innovative solutions for the elderly in Catalonia. This initiative is supported by a broad cross-section of civil society. The lab is located in the Parc Sanitari Pere Virgili hospital and, within the UOC, BALL is affiliated to the eHealth Center, which participates in its strategic committee with the other founding partners, is an active driving force behind the initiative and will promote various laboratory projects focusing on e-health.

IAU SDG 3 Cluster

It has been a busy year for the SDG 3 Cluster of the International Association of Universities (IAU), led by the UOC through the eHealth Center. In March 2023, after three years of remote meetings, activities and projects, the Cluster was able to hold its **first face-to-face meeting**. The meeting once again demonstrated the wealth of things institutions can learn from each other and that collaboration is key to addressing systemic global health problems.

The IAU's SDG 3 Cluster has also been developing a website where it publishes all the work it does. The website is now public and available to everyone.

5 years of the eHealth Center

This academic year we celebrated the eHealth Center's fifth anniversary. This report details all the work it has done.

2017-2022 eHealth Center Report ↗
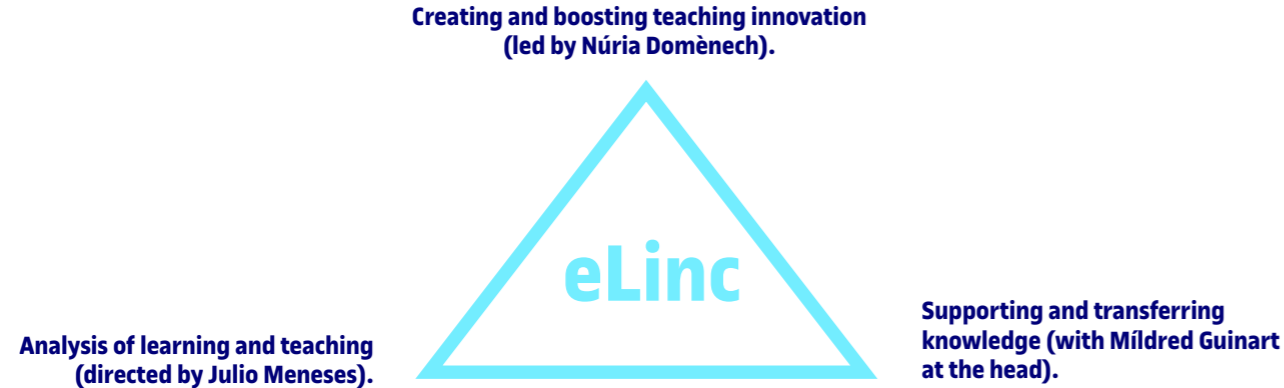
eLearning Innovation Center (eLinC)

We are simplifying the organizational structure of the eLinC along methodological lines

Parallel to the development of the usual services and the projects carried out throughout the academic year, including managing the change to the new LMS, the eLinC has been reorganized to be more efficient and better able to engage throughout the university.

Coinciding with the change in the university's leadership, the eLinC has begun to develop a working mechanism in three sub-areas, which were previously four operational groups:

Creating and boosting teaching innovation (led by Núria Domènech).

eLinc

Analysis of learning and teaching (directed by Julio Meneses).

Supporting and transferring knowledge (with Míldred Guinart at the head).

This structural organization is also methodological and is intended to successfully support major strategic initiatives, such as the one we are provisionally calling *#Projecte9*, created at the instigation of Rector Fitó to connect existing projects for supporting and recognizing competencies: Graf, Folio, GPS and Microcredex.

Introduction of the new classroom activity monitoring report

Along with the change to the new LMS, the eLinC has gone one step further in the use of learning analytics at the UOC. Working with the Data Office, the Technology department, the Deputy General Manager for Teaching and the Office of the Vice Rector for Teaching and Learning, the eLinC has set up a new space in Power BI to monitor teachers and students in the new classrooms, developing a set of new indicators to give coordinating professors a real-time overview of the teaching taking place. Part of the UOC's ecosystem of teaching tools, the classroom activity monitoring report should improve our knowledge of teaching and learning processes, facilitating decision-making aimed at improving teaching quality and, ultimately, UOC students' experience.

Internal and external knowledge transfer

In the last year, we have been involved in internal knowledge transfer, promoting various teaching methodologies, such as project-based work, which has led to improvements in the learning process of master's and postgraduate students, and gamification, supporting a project across the faculties to implement innovation and continuous improvement in courses and programmes.

The introduction of the new LMS called for an in-depth methodological understanding of the new platform and its possibilities, requiring us to provide good methodological guidance for the new situation.

To contribute to external knowledge transfer, four new episodes of the eLinC podcast *Días singulares en universidades singulares* [Singular Days at Singular Universities] have been produced, taking guests on a walk through significant environments. The cross-cutting theme in each chapter has been, as always, tackling the great challenges of higher education from different points of view.

Through the Dialogues initiative, organized together with the Monterrey Institute of Technology and Higher Education (Tecnológico de Monterrey) and the Pontifical Catholic University of Peru (PUCP), discussions have been held on subjects such as the future of online assessment, personalization and the impact of generative AI on higher education.

The support service for the improvement of online educational models offered by the eLinC has visited the Peruvian Cayetano Heredia University (UPCH), the Technological University of Uruguay (UTEC) and Chile's Andrés Bello National University (UNAB). We have lent our support to the three institutions as they consider the impact of incorporating online and hybrid modes in their educational models.

The Canvas classroom: today and tomorrow

Within the LMS change management project, a plan has been drawn up to train and support teachers who have started work in the new environment, as well as the management team that participates in academic operations. The DIANA (Classroom Design and Analysis) group has continued to work in parallel with a multidisciplinary team of academics and managers, co-creating and validating solutions for the new classroom that respond to the teaching needs of the UOC model, always taking the experience of students and faculty into account to ensure a successful transition.

Apart from the deployment of the new LMS, the eLinC has begun developing a strategic plan to improve teaching spaces within this new paradigm, in line with the UOC model, the features of the new LMS and the international EdTech context. Work has also been done on the development of operations that respond effectively and efficiently to the challenges of a new classroom within an organization as complex as the UOC. The objective is for teams to advance and work together with a vision of what will come, focusing on continuous improvement and the evolution of teaching and learning.

Doctoral School

elinc.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 do research."

Balance between online and face-to-face activities

This academic year, the number of online thesis defences has equalled face-to-face and hybrid defences at the Doctoral School.

The welcome session for doctoral students for the 2022/2023 academic year could once again be held in person, although students were offered the option of attending online. An induction session was organized for new predoctoral research staff contracted with grants, including a visit to the Interdisciplinary R&I Hub at the Poblenou Campus. By the end of the 2022/2023 academic year, 284 theses had been read at the Doctoral School, 31 of them in this academic year (15 in person and 16 online). One degree was recognized, and there were 398 active doctoral students, belonging to 52 different nationalities. Of these active doctoral students, 76 were under contract with the UOC with a grant or financial assistance to complete their doctoral thesis and six were employed via industrial doctoral programmes. This year a fellowship has also been awarded to **Dr José Israel Reyes Reyes** for the fourth year running, to continue with his postdoctoral research. The prize for the best interdisciplinary thesis of the 2021/2022 academic year was awarded *ex aequo* to **Dr Fernando Álvarez López**, for his thesis Use of simulation with gesture-mediated 3D virtual reality for the learning of basic psychomotor skills in minimally invasive surgery, and **Dr Xanthippi Tsortanidou**, for her thesis Developing Social-Emotional, New Media Literacy and Computational Thinking Skills through Unplugged Approach and Imagination-based Pedagogies in Primary Education Students.

Start of a new doctoral programme and activities of special interest

During the academic year, teaching began on a new online doctoral programme, in Law, Politics and Economics, and the Doctoral School has once again assisted with the contest "Present your thesis in 4 minutes", organized by the Catalan Foundation for Research and Innovation (FCRI), with the support of the Government of Catalonia, in which all Catalan universities participate with the aim of promoting dissemination activities among doctoral students. In this sixth year of the contest, the UOC representative who participated in the final, chose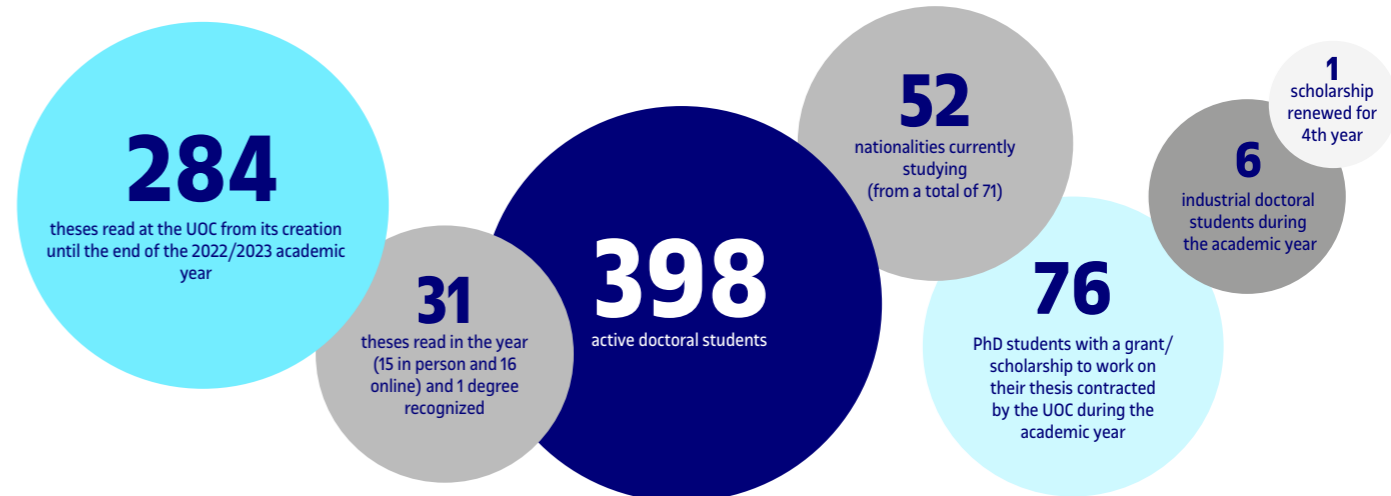n through a first qualifying stage held face-to-face, was doctoral student Alejandro García Alamán, from the Health and Psychology programme, with his thesis project Differences in self-presentation and partner selection strategies in online dating apps. The student chosen for the audience award was **Luis Esteban Peñaherrera Sandoval**, from the Education and ICT (e-Learning) programme, with his thesis project Design and implementation of a programme to prevent problems with reading by stimulating morphosyntaxis in pre-school children.

This year we again participated in the contest "#HiloTesis: Tu Tesis Doctoral en un Hilo de Twitter", organized by the Conference of Rectors of Spanish Universities (CRUE) with the support of RedDivulga and the Ignacio Larramendi Foundation, with the aim of promoting the development of communication and scientific dissemination skills among doctoral students and recently qualified doctors. A total of almost 400 theses were disseminated via Twitter and 47 finalists were selected all over Spain. The UOC was represented by recently qualified PhD **Pablo Rey Mazón** whose **Twitter thread** was among the finalists.

Another milestone was the UOC's "First LGBTIQA+ Pride Research Conference: A Future with a Long History", held in hybrid format, organized by a group of first-year doctoral researchers and UOC professors, with the support of the Doctoral School and the assistance of the Equality unit. Its aim was to create a space for dialogue and reflection on LGBTIQA+ issues in order to make them visible, taking an active role in favour of equality and respect for sex-gender-sexual dissidence. The conference was a success, attended by about 50 people in person and 27 online.

The key figures for these programmes for academic year 2022/2023 were:

284
theses read at the UOC from its creation until the end of the 2022/2023 academic year

31
theses read in the year (15 in person and 16 online) and 1 degree recognized

398
active doctoral students

52
nationalities currently studying (from a total of 71)

76
PhD students with a grant/scholarship to work on their thesis contracted by the UOC during the academic year

1
scholarship renewed for 4th year

6
industrial doctoral students during the academic year

Research by our faculties

Faculty of Arts and Humanities

The research mission of the Faculty of Arts and Humanities is to develop theoretical tools and methodologies to better understand the complexity of the world's languages, cultures and societies, based on a humanistic approach and a knowledge of social sciences, applying an ethical and inclusive perspective that supports sustainability.

During 2022, the team produced 94 publications (10 books, 35 book chapters and 52 indexed articles). The 16 projects awarded include:
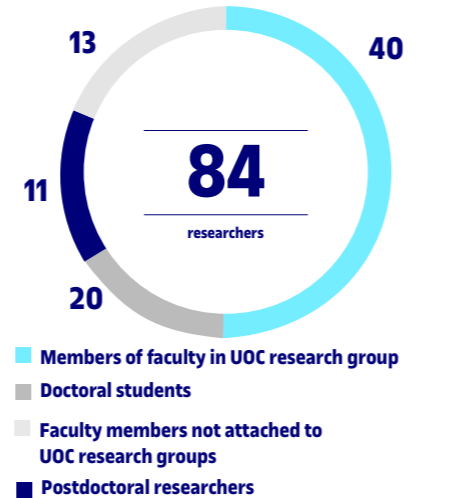
Delayed immediate corrective feedback in a foreign language in online and asynchronous learning environments. PI: Gisela Grañena (UOC, TechSLA Lab).

Epidemics, status and socioeconomic inequalities: predictability and perdurability, 19th/20th centuries. PI: Joana Maria Pujadas (UOC, IdentiCat).

BBVA Leonardo Scholarships, Preventing the epidemics of the past to cure those of the present: exploring natural language processing and Bayesian statistics for the construction of predictive models of epidemic expansion. PI: Joana Maria Pujadas (UOC, IdentiCat).

Neural machine translation for the Romance languages of the Iberian peninsula. PI: Antoni Oliver (UOC, GRIAL).

Francoist regionalism from Catalonia: centripetal practices and discourses. PI: Jaume Claret (UOC, IdentiCat).

Awards and accolades

2022 has been a good year in terms of awards and distinctions for the work of the faculty's researchers: **Joana Maria Pujadas** was the recipient of the Louis Henry Award, presented by the European Society of Historical Demography in recognition of her research; **Alba Colombo** was honoured, as co-author, with the **2022 Literati Award** from the *International Journal of Event and Festival Management,* which recognizes the best article published in one of the leading journals dealing with Event Studies and Critical Event Studies and **Jaume Claret** was appointed member of the Group of Experts on "Recovery of the historical and democratic memory of Spanish science". The group's aim is to help restore historical memory of science in Spain, in the context of Spain's new Democratic Memory Law.

84 researchers

13
40
11
20

- Members of faculty in UOC research group
- Doctoral students
- Faculty members not attached to UOC research groups
- Postdoctoral researchers

Faculty of Psychology and Education Sciences

The research carried out by the Faculty of Psychology and Education Sciences is organized around three pillars: education and ICT; psychology, health and quality of life; and social action, community and innovation. Within these fields of knowledge, the Faculty defines areas of study relating to specific groups and challenges (childhood, youth, the elderly, gender, disability, health and education users and professionals), with a contextualized approach respecting where the research is carried out (communities, work and organizations, participation and networks, management and policies, schools, families and city, health centres). The areas where these groups and contexts intersect can be analysed from many different perspectives.

Six groups are working within the Faculty: **Feed2Learn**, **Edul@b**, **LES**, **Smart Classroom Project**, **Child Tech Lab** and **IPCS** (joint: UB-UOC). Three are members of the IN3 (**CareNet**, **GenTIC** and **Turba Lab**) and two are affiliated to the eHealth Center (**GRECIL** and **BDLab**). Some research staff also carry out research in groups linked to other faculties, such as the **eHealth Lab**, the **Cognitive Neurolab** and **Epi4Health** in the Faculty of Health Sciences, and the **Nodes** group in the Faculty of Information and Communication Sciences. Synergies have also been established with groups in other centres and universities: **SINTE (UAB-URL-UOC)**, **JovenTIC (URV, UAB, UOC)**, **QPsych (UB, UOC)**, **NUTRISAM (URV, UOC)**, **LMI (UB, UVic-UCC, ICO)**, etc.

Faculty of Information and Communication Sciences

We are committed to giving a major boost to research within our team in order to enhance the quality of its social impact.

During 2022, our team led or participated in 22 competitive research projects or research contracts, producing a total of 34 articles, chapters or books on network society, education and ICT, and creativity and digital culture.
We were also present in the Interdisciplinary R&I Hub, where we revitalized the Audiovisual & Sound Lab, the Social Networks Lab and the Design & Maker Lab. These labs are an open area for research, knowledge transfer and experimentation in the transformations and specific forms of communication, design and digital culture. The main areas of activity are:

1. Research in communication, design and digital culture.
2. The production of formats for the transfer and dissemination of knowledge.
3. A citizen laboratory where university and society cooperate on developments in the field of digital creativity, audiovisuals and communication.

Citizen Lab

Audiovisual & Sound Lab

Design & Maker Lab

Social Networks Lab
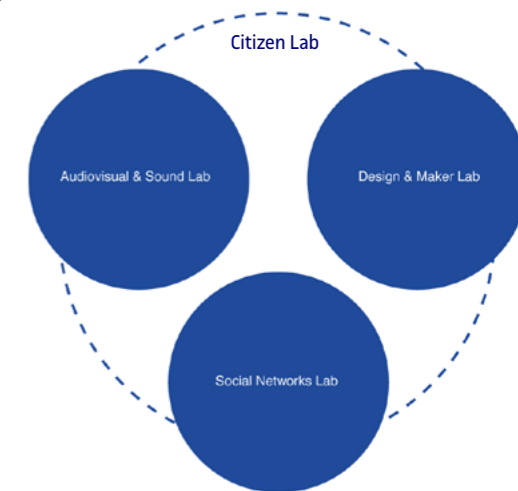
Faculty of Law and Political Science

The Faculty of Law and Political Science carries out intense research activity in its mission to become an international authority on the impact of digital technology and the internet on law, politics and criminology from different areas of expertise. Faculty members published dozens of scientific papers in indexed journals, books and book chapters in 2022.
Research is organized around several recognized groups:

· **Consolidated SGR groups**: research group in Empirical and Applied Victimology; Law, Internet and Digital Transformation (DIDT) group; Taxation, Labour Relations and Business (TAXBUSINESS) group; eGovernance: Electronic Administration and Democracy (GADE) group.

· **Emerging SGR group**: Geopolitics, Conflict and Human Rights (GEOCONDAH) study group.
· Other UOC groups with the participation of Faculty of Law and Political Science staff: Transdisciplinary Research Group on Contemporary Social Challenges (NODES); Urban Transformation and Global Change Laboratory (TURBA Lab) (IN3).

Throughout 2022 the teaching staff has been working on nine research projects funded within the framework of the faculty's groups, both national and international, as well as other projects in various universities.

Faculty of Economics and Business

Research in the Faculty of Economics and Business is organized into six consolidated SGR research groups (**DIGIBIZ**, **NOUTUR**, **I2TIC**, **MeL**, **KIMO** and **TURBA, IN3)**, an emerging SGR group (**SUMAT**) and an in-house group (**FM2)**, as well as several teams of researchers working on nationally and internationally funded research projects, both academic and applied. It is based on a quality research model, strongly oriented towards collaboration, collegiality and academic and social impact, with a clear internationalizing dimension.

At the thematic level, the research focuses on the digital transformation of the economy and business, with special emphasis on social impact, sustainability and responsibility. It has a clear emphasis on analysing the socioeconomic and regional factors contributing to technological change and their impact on management and policies, as borne out by the cross-cutting project on the sharing or platform economy.

8 visiting researchers

12 faculty not affiliated to research groups

8 research groups

63 Total research staff

2 postdoctoral researchers

2022 data

Faculty of Computer Science, Multimedia and Telecommunications

Research in the Faculty of Computer Science, Multimedia and Telecommunications is organized into research groups distributed between the two UOC research centres (IN3 and eHC) and the faculties, creating synergies between research and teaching. Currently the research groups of the Faculty of Computer Science, Multimedia and Telecommunications are ICSO, SmartLearn, SOM, TEKING and LAIKA. The eHC groups with the participation of Faculty of Computer Science,

Multimedia and Telecommunications teaching staff are AIWELL and ADaS, while the IN3 groups with faculty participation are CoSIN3, KISON and WiNE.
The groups' research areas include the application of artificial intelligence in various fields (health, computer vision, software engineering, etc.), complex systems, optimization, distributed systems, computer security, e-learning, software engineering, wireless communications and data science.

Faculty of Health Sciences

At the UOC's Faculty of Health Sciences, we are aware of the importance of conducting research that has a real impact on society. That is why we work **to understand** various areas related to the environment, lifestyles and individuals to develop preventive **measures and actions.** All our research is conducted from the perspective of the social determinants of health, with an inclusive and equitable vision. We focus on seven areas of knowledge: **women's health, ageing, neuropsychology, food, nutrition and physical activity, digital health, planetary health, and epidemiology and public health.** The teaching and research staff belong to four consolidated research groups (epi4Health, FoodLab, eHealth Lab and Cognitive NeuroLab), the WHO Collaborating Centre for Digital Health, the UNESCO Chair on Food, Culture and Development, and the numerous alliances and agreements we establish with other research groups, health centres and groups of people affected by a specific disease, both locally and internationally. In 2022 this allowed us to participate in several competitive projects, of which three have European funding: DigiCanTrain and Transition, which seek to improve the digital skills of oncology professionals, and PlanEAT, which aims to understand and improve eating habits to make them healthier and more sustainable.
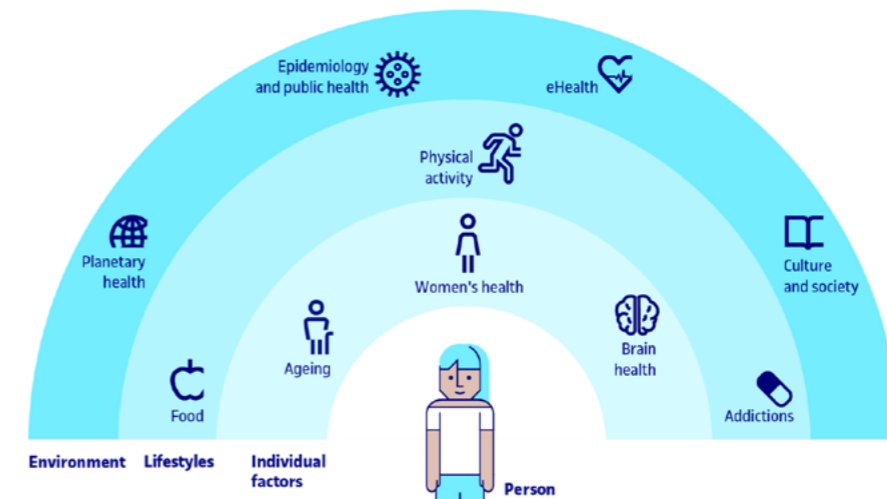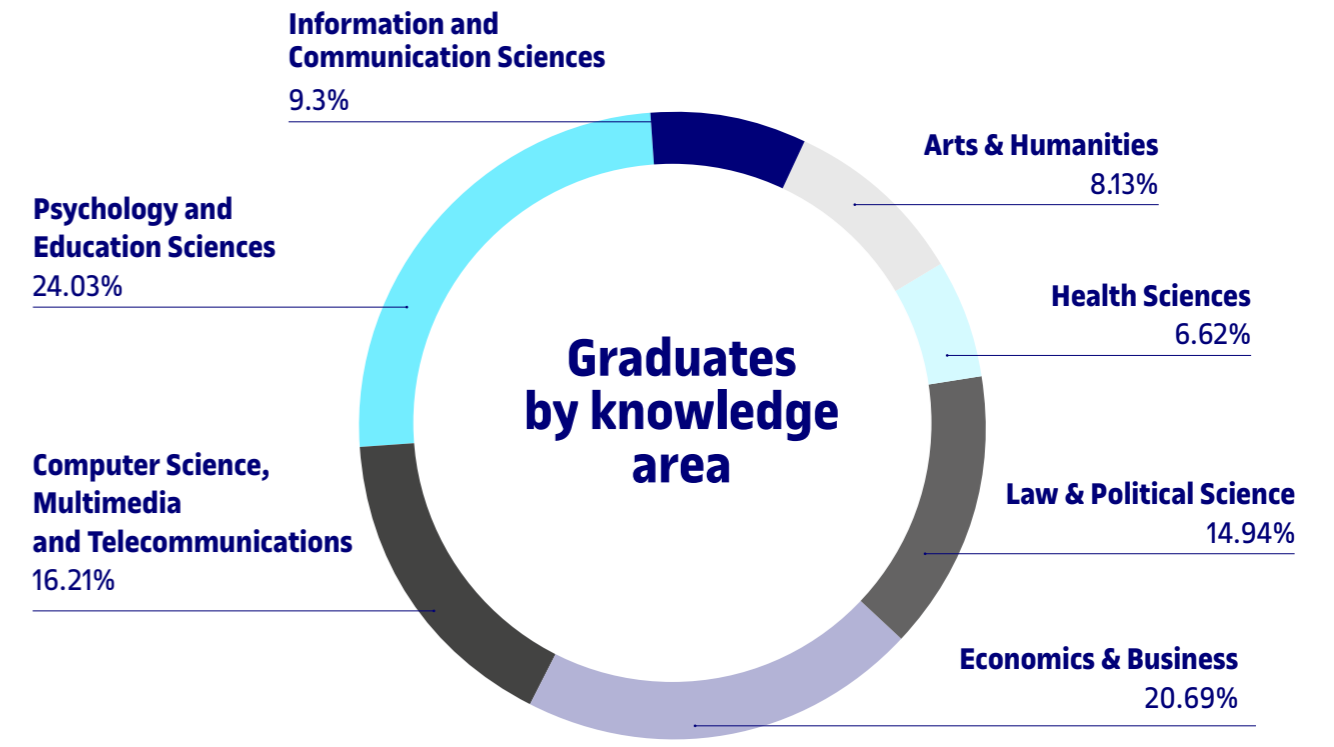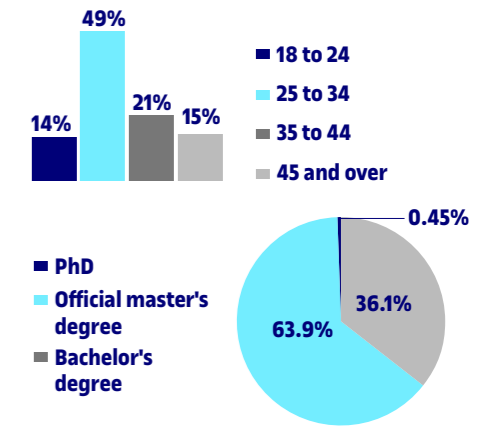
06

113,500 graduates prepared for the world in which they will live

The UOC's 113,500 graduates, in addition to their degree-specific knowledge, have acquired a series of skills that are highly valued by the job market, such as the ability to self-manage and to learn, discipline, self-motivation and proactive problem-solving. They are enterprising and innovative individuals with a strong capacity to organize their work and cooperate with others. They are also more accustomed to working and interacting in a virtual environment: they have studied online and have extensive knowledge of information and communication technologies. They also have a very good capacity for analysis and synthesis. With different profiles, ages and nationalities, our graduates share the same desire for self-improvement.

10,007
new graduates in the 2022/2023 academic year

- 14% — 18 to 24
- 49% — 25 to 34
- 21% — 35 to 44
- 15% — 45 and over

- PhD — 0.45%
- Official master's degree — 36.1%
- Bachelor's degree — 63.9%

Graduates by knowledge area

- Information and Communication Sciences 9.3%
- Arts & Humanities 8.13%
- Health Sciences 6.62%
- Law & Political Science 14.94%
- Economics & Business 20.69%
- Computer Science, Multimedia and Telecommunications 16.21%
- Psychology and Education Sciences 24.03%

UOC graduates earn the highest salaries

According to an analysis of the employment of university graduates carried out by U-Ranking, the BBVA Foundation and the Valencian Institute of Economic Research (IVIE), graduates of the Universitat Oberta de Catalunya (UOC) earn more than alumni from other Spanish universities. According to the report, the average Social Security contribution base for UOC graduates is €34,331, the highest in Spain.

The report also ranks Spain's universities according to the employability of their graduates, and places the UOC in 18th position of the 67 universities listed. In addition to the general ranking, it places the UOC in the following positions for specific areas of knowledge:

First in graduate employment for social sciences, journalism, and documentation (out of 53)

Second in arts and humanities (out of 50)

Ninth in business, administration and law (out of 70)

Eleventh in education (out of 57)

Twelfth in engineering, industry and construction (out of 62)

Fifteenth in computer science (out of 45)

Graduation ceremonies, a moment of celebration and recognition

The class of 2021/2022 celebrated its graduation in spring, at well-attended events in hybrid format: online or in person in Barcelona or Madrid. At the graduation ceremonies we celebrated this important milestone with more than 10,000 new graduates. It is a moment of pride and personal satisfaction, which gives meaning to our raison d'être as a university.

This time, there was a single ceremony in Barcelona and another in Madrid, involving students from all of the UOC's faculties. In Barcelona the event was held in Catalan and in Madrid, in Spanish.

"Obtaining a bachelor's degree and a master's degree has involved a great effort, but also a great satisfaction," Guillermo Sanz

Guillermo Sanz, from Madrid, wanted to work in a field he enjoyed. He had begun working in hospitality and the retail trade. He was drawn to the law, but had to work to pay for his studies. He studied at another university but, to complete his master's degree, he had to do an on-site internship. "I simply couldn't combine this with my job. But then a colleague recommended the UOC, where the internships weren't on-site," he explained.

So it was a done deal, with the UOC giving him the chance to make his dream come true, as it does for so many other students: "getting my bachelor's degree in Law and my master's in Legal Practice involved a lot of hard work, but also great personal and professional satisfaction." Five years ago, thanks to these studies, "I was able to start working in some legal practices and offices and, for the last two years, I've been legal advisor in my company's legal department," he said.
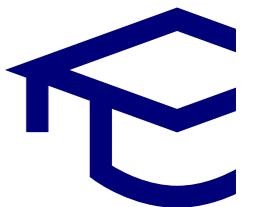
Barcelona

5 May 2023, at 7 p.m., at the Barcelona International Convention Centre.

Watch the full event ⬈

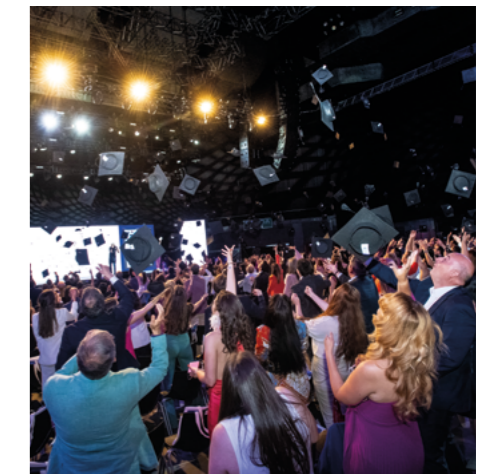**Relive the event in under four minutes** ⬈

Picture gallery ⬈

Madrid

17 May 2023, at 7 p.m., at the WiZink Center.

Watch the full event ⬈

Relive the event in under four minutes ⬈

Picture gallery ⬈

2022 Alumni Symposium

On November 3, the **Annual Alumni Symposium took place at La Pedrera in Barcelona**. A festive, interesting day, full of surprises, emceed by the stand-up comedian Víctor Parrado, during which we discussed current issues in the conversation area with Antonio Turiel, CSIC researcher, doctor in Theoretical Physics and expert in energy resources, and the then Vice Rector for Competitiveness and Employability, Àngels Fitó. The event was also attended by the then Rector of the UOC, Josep A. Planell, and the President of Alumni, Anna Armengol.

A few days later, on November 8, the **Madrid symposium** took place at the Official College of Architects (COAM), featuring the same participants as the Barcelona event with the additional presence of Alumni Council member Montserrat Prats. It was a new opportunity to get to know other alumni and learn first-hand about their interesting experiences, as well as meeting again as a community and sharing a networking space.

Barcelona

Jornada Alumni 2022

#AlumniUOC1C

Picture gallery

Madrid

Picture gallery

3rd Online Employment Fair

The third **UOC Online Employment Fair** took place on 16 and 17 November; it was held entirely online and over 4,000 students and graduates registered to attend. The event was based around the themes of rurality, diversity and entrepreneurship.

The major attractions were the stands featuring 170 organizations and companies from various sectors, where attendees could contact them, apply for around a thousand job offers and internships, and arrange interviews. The fair also included a programme of talks and workshops by thirty experts from both the UOC and industry, who shared their knowledge about the main challenges in the labour market and employability.

Micro-credentials for lifelong learning

One of the topics examined in depth in various presentations was micro-credentials, a new model of short-term training which aims to meet the need for updating knowledge and qualifications arising from the global macro challenges that are changing the face of employment and professional relations.

16 and 17 November

170
companies and organizations

4,000
participants

21
presentations with more than **1,300** views

919
offers published

Focus on three main areas
Entrepreneurship, diversity and rurality

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), fostering collaboration between them and placing university-generated knowledge at their disposal.

UOC and UB research into learning environments and smart classrooms becomes a spin-off

According to scientific evidence, the role of the classroom space in learning and in the physical and psychological well-being of students and teachers is key, especially with the arrival of the digital age. This is demonstrated by the Smart Classroom Project research group, created by the UOC and the UB five years ago in response to the need to rethink learning spaces to implement active learning methodologies and improve users' experiences. The company designs classroom spaces to meet new pedagogical needs, treating the space as a vital part of change so important it is often referred to as the *third teacher*.

4YFN

Once again (as every year since 2015), the UOC has supported technological entrepreneurship with its participation in 4 Years From Now (4YFN), the Mobile World Congress start-up fair. Eight entrepreneurial projects were presented at the university's stand. Learning, health, employment, robotics, immersive technologies and 3D are among the fields of specialization of the companies that participated:

AustiMIND Videos
Neurodiversity is good for us all.
AUTISMIND

Becadvisor
The internships portal connecting companies and students.
Becadvisor

Chordata Motion
Motion capture made yours.
Chordata MOTION

BeChallenge
Open innovation connected to SDGs and global talent.
BeChallenge

eTrivium
E-learning, technology and methodology for companies to compete with and for the best talent.
eTrivium

Immersium Studio
Immersive solutions for learning and training in the metaverse.
IMMERSIUM studio

Opground
Artificial intelligence to hire the best developers as expert recruiters, in under five minutes!
Opground

THEKER
Revolutionary robots for the electronics and semiconductors industry.
THEKER

11th SpinUOC, the annual entrepreneurship event

Technological solutions for health, the optimization of agriculture, training for SMEs to technology for home delivery and educational video games are some of the areas covered by the innovative projects unveiled on 29 June, the final day of the eleventh SpinUOC, the annual programme that promotes entrepreneurial projects related to ICTs.

ADR. A robot that delivers food to your home

Agrodit. Hyper-efficient crop irrigation technology

BegIA. Selfies to diagnose eye pathologies

Edutech Emprèn. Diverse and inclusive tech for flexible training in SMEs

InSkin. A definitive search engine for dermocosmetics

Moofind. Smart grazing with remote control

My Medic Eye. Personal record of medical information

WIN. A video game to practice oral skills interactively

Innovation Gallery

This is an exhibition of ten projects that artistically showcased Hubbik's entrepreneurial solutions and initiatives in the hallway of the old Estrella Damm brewery during the SpinUOC event, based on people, spaces and objects linked to professional stories from part of the ecosystem created by SpinUOC and Hubbik over the last decade.

Agrodit, a smart irrigation technology promoted by Business Administration and Management student Maria Martínez, won the jury prize for best project at SpinUOC 2023, an initiative that stimulates innovation, knowledge transfer and entrepreneurship.

Paula Ferrer Raventós won the audience prize with her **InSkin** project. This is a tool that aims to improve the quality of dermocosmetic product recommendations by medical and pharmaceutical professionals and reduce the time and effort they dedicate to them. A PhD student working in a start-up that hopes to revolutionize the diagnosis and treatment of Alzheimer's, she has completed her bachelor's degree in Psychology at the UOC.

The **BegIA** platform has received the Ramón Molinas Foundation Award for the best project with social impact. It is a mobile application that allows the early detection of eye diseases that cause blindness. It is the work of Igor García, graduate in Physics and Electronic Engineering and a student of the University Master's Degree in Bioinformatics and Biostatistics (joint: UOC, UB), and Francisca Villanueva, who is studying the same master's degree.

Relive the final day of SpinUOC 2023

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.

The University Council, in the process of selecting the fourth rector of the UOC, issued a favourable report on the proposal by the Board of Trustees to appoint Dr Àngels Fitó.
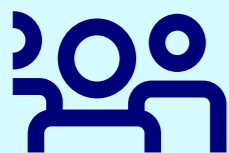
The university's governing bodies

Fundació per a la Universitat Oberta de Catalunya The Foundation, which was established on 6 October 1994, is the owner of the Universitat Oberta de Catalunya. The Board of Trustees is the Foundation's highest representative, governing and administrative body under Article 9 of its Statutes. The Standing Committee is the permanent administrative and management body of the FUOC by delegation of the Board of Trustees.

Governing Council

The Governing Council is the university's governing body as provided in Article 13 of the university's Organizational and Operational Regulations currently in force. It is composed of the rector, the vice rectors, 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 rector, the vice rectors, 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 rector of the university. Representatives of teachers, administrative staff and students are elected to it. The academic staff constitute the largest number of representatives. Its functions are to discuss the university's strategic lines and objectives, discuss the aspects that affect the careers of academic and management staff, voice its opinion regarding the appointment of the rector, and discuss any other matters proposed by the rector, 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. The Student Council is part of the University Council.

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
Comp. Sci., 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 Commission (until April 2023)
Alliances, Community and Culture Committee (April 2023-present)
Quality Committee
Transparency Committee

Transforming the Network of UOC Centres

With the support of the Office of the Vice Rector for Competitiveness and Employability and thanks to the digitalization of student support processes, the Network of UOC Centres has established itself as a fundamental tool for transferring the UOC's social, academic and research impact to the region. This transformation process began in 2021 and has been successfully completed, allowing for better interaction and cooperation between the university and local communities.

The mission of the Network of UOC Centres is specified in **three key areas:**

1) Establish and maintain relationships with alliances in the region to promote cooperation and joint development.

2) Collect information on regions' needs to adapt the university's academic and research catalogue to them.

3) Facilitate links between the UOC and the region to apply research results and expertise to local development.

During the current academic year, the Network of UOC Centres has continued to work on these three key areas, establishing alliances and signing more than 130 new agreements with companies, government bodies, and professional and other associations. These agreements aim to promote people's professional development and increase the competitiveness of the manufacturing sector, both in Catalonia and in the rest of Spain. Through these alliances, it seeks to generate synergies between the university and the business fabric in order to promote knowledge transfer and innovation.

The third Skills cycle and the Retos cycle have now been completed. These cycles have served to maintain our commitment to offer activities designed both to improve the employability of our university community and to disseminate the knowledge generated by the UOC.

Also noteworthy are the fifth Almanzora Comparte hackathon in Almería, the launch of the SmartSME cycle in Alicante and the involvement of all regional centres in the UOC Rural project. These are good examples of the UOC's outreach throughout the country.

Through these activities and initiatives, the UOC seeks not only to train its students and improve their skills, but also to disseminate the knowledge generated by the university and promote its impact on the region. This translates into an active presence and involvement in projects and events that foster local development, innovation and cooperation with stakeholders in the region.

Regional centres, international offices and UOC points

4 Catalonia

4 rest of Spain

2 rest of the world

10 centres

25 UOC points in Catalonia
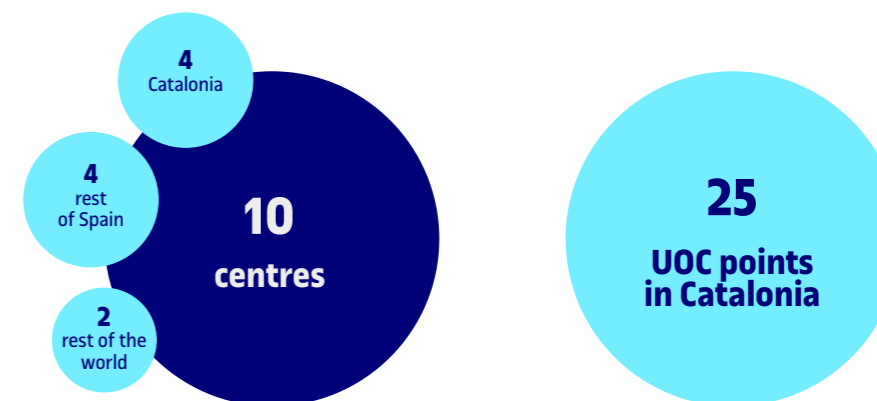
07

Sharing knowledge to multiply social impact

The UOC's vision of the future is shaped by its ambition to transform higher education in the digital age. This is rooted in its firm belief that universities must assume a more strategic role and achieve greater social impact by acting as hubs that share knowledge amongst society's different actors.

Sharing learning: experiences in the digital transformation of education

Digital transformation in higher education, digital ecosystems, the use of technology in learning and e-learning are terms that have gained great importance in recent years. Educational institutions and governments have seen the need to change or adapt their learning models to promote more flexible pedagogical schemes without losing educational quality.

This year the UOC has launched the <u>Sharing Learning</u> project to pool the knowledge and experience we have acquired, and to provide strategic and operational solutions for institutions facing the uncertainties and questions that typically arise during processes of change, improvement and reflection on digital formats and the use of technology in higher education.

A webinar on artificial intelligence was held in June. Mike Sharples, Emeritus Professor of Educational Technology at the Open University Institute of Educational Technology, introduced his audience to the latest developments in the field of educational technology and innovation.

People, as the main protagonists, who must be committed, promote the cultural and organizational change within their organizations, and learn digital skills.

Technology, as a means of facilitating educational and management processes, collecting, analysing and using the data provided by student activity, as well as incorporating emerging technologies applicable to education.

Management and academic processes, always making students' interests the ultimate goal, making decisions in favour of students and always thinking about optimizing operations to improve internal and external services.

Comprehensive communication management, as a key strategy to overcome resistance to change and maintain flexible, clear and fluid communication internally and externally, using the different channels provided for this purpose.

The inaugural lecture

Michael Murphy, a doctor by profession and President of the European University Association (EUA) since 2019, opened the 2022/2023 academic year with the inaugural lecture "Universities Without Walls. Adapting to Change in Europe".

The lecture could be followed online on Monday, October 17, at 7 p.m. The inaugural lecture was recorded on 4 October and was attended by UOC Rector Josep A. Planell; the President of the UOC's Board of Trustees, Pere Vallès, and the then Minister for Research and Universities of the Government of Catalonia, Gemma Geis. On 10 October Geis left that role and was replaced as Minister for Research and Universities by Joaquim Nadal i Farreras the following day.

Professor Murphy's speech focused on the future, and he presented the keys to the document "Universities without walls. A vision for 2030", designed to support European universities over the next decade in the face of the multiple challenges they face, including climate change, digitalization, demographic changes, social polarization and geopolitical realignments.

"In the knowledge age, countries will only be as successful as their universities will be."

Michael Murphy President of the European University Association (EUA)

"Students need to be partners in knowledge co-creation, peer-supported and through problem-based and task-based learning. The focus of higher education in the coming years should be on how new knowledge should be interpreted and applied, not the indiscriminate acquisition of facts."

Full inaugural lecture

"Universities will continue to be critical for innovation. Special emphasis will be placed on a healthier and more sustainable research culture. The most drastic change in research will be the adoption of open science and open access."

Diversity, key to minimizing the risks of artificial intelligence

"There is a very high risk of bias if algorithms are used because of the nature of the people who write them. So it's tremendously important that programmers, authors, are diverse in their nature."

Strategic global vision of universities

"All universities must be part of an alliance. The biggest mistake is trying to be good at too many things at once, so you have to prioritize."

"In this era, excellence is a team sport. We have to look around and find our champions. And finally, the rest of the faculty should never be disappointed."

"Universities will continue to be critical for innovation and special emphasis will be placed on a healthier and more sustainable research culture under stronger ethical frameworks. The most drastic change in research will be the adoption of open science and open access."

Combating technological inequality

"We have a lot of work to do when it comes to educational technology and we should think carefully about common, open-source, publicly funded educational technology across Europe."
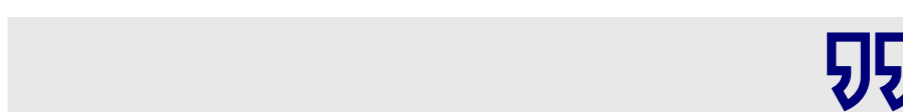
"Countries that invest in higher education and research are the strongest innovators and have the most successful economies, because they know that, in this century and in the age of knowledge, countries will succeed to the extent that their universities do."

"Digitalization will, of course, be the main facilitator of bimodal and lifelong learning."

Wendy Hall, awarded an honorary doctorate

2 February 2023
Auditorium, U Building, UOC Campus

Website for the ceremony

Dame Wendy Hall, doctor in Mathematics and Regius Professor of Computer Science, was awarded an honorary doctorate by the UOC in recognition of her academic career in the fields of artificial intelligence, the semantic web and web science, her inclusive vision of technology as a resource for people's well-being, and her leading role in the fight for gender equality and against horizontal segregation in the field of technology. The then rector of the UOC, Josep A. Planell, presided over a ceremony in which the director of the Internet Interdisciplinary Institute (IN3), David Megías, and the dean of the Faculty of Computer Science, Multimedia and Telecommunications, Daniel Riera, also participated.

Professor Hall reviewed her academic and professional career, as well as some of the challenges she has faced. The first, she said, was gender inequality: "I wanted to study medicine, but my headmistress wouldn't let me. This was 1969, and she told me medicine was not a career for women." That was how she started a career in mathematics, which she refers to as "my natural skill", just on the cusp of the computer revolution. "I hated computers at university," she laughingly confessed, admitting that she reluctantly studied programming. But, despite never having enjoyed programming, she explained how, thanks to having studied a doctorate purely in mathematics, she learned to think abstractly, and she later applied this skill to computing. "A lot of computer scientists get very deep in the detail of programming, and they don't look at the big picture. Part of my skill is that I understand enough to know what we can do today, but I abstract out of it to think about where this might lead us tomorrow."

Hall concluded her speech with a look to the future. Marking the fiftieth anniversary of the internet in 2024, the professor pointed out that we need to think about the next fifty years. "The future of the internet and the future of the world with artificial intelligence are completely intertwined," she said, and pointed out that her thoughts on the geopolitics of the internet also hold true for AI. "How governments regulate artificial intelligence will completely determine our future, and this regulation will be very different from that of the United States, Europe, China and other emerging nations." According to Hall, "We desperately need diversity: we need interdisciplinary skills and expertise, and those are two of the things that I see flourishing here at the UOC."

The faculties' knowledge transfer activities

The UOC's seven faculties also share knowledge by participating in open activities, providing opportunities for meeting and co-creation.

Faculty of Psychology and Education Sciences
Psychology through images: *Revolutionary Road* and the Question of Happiness

25 May 2023

Psychology professionals discussed various key questions about the concept of happiness based on the film *Revolutionary Road* (Sam Mendes, 2008).

↗ **Blog**
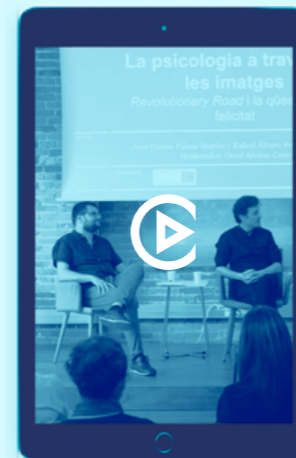
Faculty of Computer Science, Multimedia and Telecommunications
2022 Equit@t Awards Gala

15 December 2022
The Equit@t Awards promote the production of videos by schoolchildren and adults with the aim of encouraging girls to study STEM subjects.

↗ **Blog**

Faculty of Economics and Business
7th Symposium on OHS and Business

23 May 2023

Human resources professionals analysed and reflected on changes in the role of occupational health and safety (OHS) professionals and how the role of soft skills is becoming increasingly important in OHS. Good practices that are being applied in organizations were also shared.

↗ **Blog**
↗ **Symposium**

Faculty of Health Sciences
Conference: Neurological effects and neuropsychological disorders due to COVID-19

12 December 2022

Professionals in the field of neuropsychology present their research projects on the neurology and neuropsychology of COVID-19.

↗ **UOC News**
↗ **UOC News (report)**

Faculty of Law and Political Science
18th IDP Congress: Internet, Law and Politics - Computational Social Science

15 June 2023
Computational social science professionals, data scientists and policy professionals discussed computational social science and its applications in different fields, from sociology and medicine to law.

↗ **Blog**   ↗ **Blog (report)**

Faculty of Arts and Humanities
Open Chair: Forms of thinking

8 and 9 June 2023
First Open Chair conference, promoted by the UOC and the Museo Nacional Centro de Arte Reina Sofía, in which students and artists meet to exchange ideas and establish a dialogue between the university and the museum through discussions related to artistic practice and critical reflection.

↗ **UOC News**   ↗ **Blog**   𝕏 **@UOCartshum**

Faculty of Information and Communication Sciences
First Conference on Communication and Music (#UOComMusic)

20 June 2023
Professionals from the music industry and a guest artist presented key ideas for the audience to understand the development of the music sector, where innovation and creativity are fundamental to success.

↗ **Symposium**   ▶ YouTube
𝕏 **@UOCinfocom**

Commitment to the digital transformation of education

Our goal is to provide lifelong learning opportunities for everyone, 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 4, Quality Education.

The UOC in Latin America

From 6 to 14 October, the rector, Josep A. Planell, travelled to Ecuador, Colombia and Uruguay to meet in person representatives of the governments and educational institutions with which the UOC has partnerships related to various projects and initiatives. He also met members of the UOC community in Colombia and Ecuador, which are home to 63% of the university's Latin American students.

To strengthen university systems and improve access to and coverage of quality online higher education for everyone: these are the UOC's missions in Latin America. To this end, the university partners with ministries and secretariats of education, quality agencies and university networks. It also fosters the digital transformation of universities, mentoring higher education institutions in the process of implementing quality online education.

Find out more ↗

11th National Congress & 5th International Learning-University Service Congress

The UOC was one of the co-organizers of the event, with the twelve Catalan universities that are part of the ApS(U)CAT network. Under the slogan "Impacta!", it analysed the network's influence on all the agents involved: organizations and community, students, teaching staff and the university as an institution. Impact and assessment were the key concepts of the conference, which aimed to take stock of the network's impact on these groups.

Find out more ↗

International consortium to rethink vocational training in the digital environment

The UOC is participating in the Erasmus+ Deal with Digital Work-Based Learning (D-WBL) project, a new international consortium that brings together eight partners from five European countries, including universities, companies and vocational training centres, with the aim of improving learning experiences based on digital tools and making them more accessible. The three-year initiative will culminate in a best practice guide and the design of an innovative online course to help vocational training teachers use more effective pedagogical approaches and design experiences for this type of course.

Find out more ↗

Commitment to equal opportunities

The UOC reinforces its commitment to equal opportunities, both in terms of access to training throughout the region and measures to raise awareness, provide information and training on gender, sexual diversity, and equal opportunities between women and men.

Bridging the gap between town and country

This year, the UOC opened a call for applications for 100 grants for residents in municipalities of under 2,000 inhabitants, with the aim of helping to reduce the gap between regions and make rural communities more resilient through training activities that stimulate the generation of specialized knowledge in different regional centres. These grants will allow us to create networks of cooperation, knowledge exchange and good practice that lead to better and greater social capital, mitigating and, if possible, reversing the gradual decline in rural populations, a phenomenon that affects an increasing number of locations: according to the Bank of Spain's 2020 annual report, 42% of Spanish municipalities are in danger of depopulation.

Find out more ↗

Launch of Equity Labs: a cycle to talk about equity and equal opportunities

The UOC launched a new series of lectures and discussions on concepts such as equity and equal opportunities, with the participation of professors and expert professionals who present their strategies and best practice in the organizations where they work. Two conferences were held in 2023, focusing on equity and disability, thanks to an agreement signed with the Randstad Foundation (a strategic ally of the UOC since 2017 regarding care for students with disabilities), and with the support of Nestlé. The first was in May, discussing how to promote a culture of diversity management in companies.

Find out more ↗

8th Congress of Feminist Economics

Held for the first time in Barcelona from 16 to 18 March 2023, and co-organized by the UOC and Barcelona City Council, the conference focused on the (digital) feminist economy to contribute to developing a body of theory and practice based on feminist theories and the analysis of feminist economies in the digital revolution and the transition towards the digitalization of the economy and life.
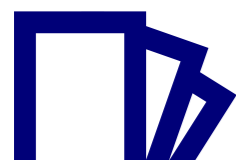
Find out more ↗

First LGBTIQA+ Pride Research Conference: A Future with a Long History

On the occasion of International LGBTIQA+ Pride Day and LGBTIQA+ Pride Month, a group of first-year doctoral researchers and UOC professors organized the First LGBTIQA+ Pride Research Conference, with the support of the Doctoral School and the university's Equality unit. The purpose of the conference, held in hybrid format, was to highlight the past and present of LGBTIQA+ people at the UOC and to suggest ways to make the UOC and universities as a whole positive environments for this group.

Find out more ↗

Open Knowledge

UOC O2 Repository

The UOC's O2 repository is the portal that collects, disseminates and preserves the digital publications produced by the UOC community in its teaching, research and management activities. It contributes to the dissemination of the knowledge generated in the institution, increases its impact and ensures its preservation.

The UOC's O2 repository facilitates the self-archiving of publications, including both the scientific output of research staff (scientific articles, for example), students' final projects and the university's institutional documents. It also enables open educational resources (OERs) to be deposited.

At the end of the 2022/2023 academic year, when the UOC's Open Knowledge Action Plan had been in place for four years, 18,975 documents were available. During the academic year, several technical improvements were made to the repository's indexing, visibility and SEO.

Open knowledge

7 open-access scientific journals

3 open-access general-interest journals

21 blogs

4 knowledge dissemination platforms

UOC O2 repository

18,975 open-access publications

2,700 scientific articles

230 doctoral theses

11,397 final projects

2,639 open-access learning resources

Source: UOC O2 repository. Cumulative data.
Data extraction date: September 2023.

Committed to open science

The UOC is part of the Spanish University Libraries Network (REBIUN) repositories group and open access group. It participates in the evaluation of institutional repositories (REBIUN-FECYT Guide), the production of repository statistics and the monitoring of transformative agreements.

The UOC's open science is viewable in the CORA consortium portal, which allows access to the data produced in its research activity, data management plans, the doctoral theses defended by students, and all the data on research at the UOC in the Catalan Research Portal (PRC).

At the end of 2022, the UOC, in accordance with its Open Knowledge Action Plan, committed itself to the Coalition for Advancing Research Assessment (CoARA), and began work on drafting the Action plan for the reform of research assessment (2024-2027), consulting researchers via a questionnaire based on the DORA SPACE rubric.

Chairs

The university's chairs carry out training, research, and technological and knowledge transfer projects to generate and exchange knowledge in a specific field.

UNESCO Chair in Education and Technology for Social Change

It was created in 2002 to promote research, learning, information and documentation about the intensive use of ICT in education.

UNESCO Chair on Food, Culture and Development

It aims to promote research and education in three main areas: food, culture (including knowledge, social diversity and different local adaptations) and development.

UOC-COCEMFE Chair in Personal Autonomy and Digital Health

Its purpose is to research, innovate and transfer knowledge about personal autonomy and its relationship with digital health. Activities are carried out according to the "P4 medicine" paradigm: personalized, predictive, participatory and preventive.

Barcelona UOC Chair in Digital Economy

Its mission is to promote strategic measures, connections, work dynamics and instruments to encourage public policies and the ecosystem of cities to face the challenges of the platform economy.

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

The Chair's mission is to foster research and knowledge, awareness and discussion around the musical and humanistic facets of Pau Casals and his extraordinary legacy, as well as the values he advocated throughout his life.

Chair in Conflict Resolution, Mediation and Digital Transformation

The mission of this Chair is to aggregate knowledge and share the resources that the UOC and the Government of Catalonia's Centre for Mediation have and will generate for conflict resolution, mediation and the digital transformation.
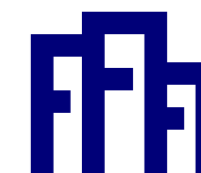
UOC academic publications

All the UOC's journals reflect the intersection between the social sciences and technology, and are published in open access (diamond journals) following the guidelines of the Open Knowledge Action Plan. The Office of the Deputy General Manager for Research and Transfer's Open Science team supports the academic editorial teams of journals, manages their production and ensures their proper functioning.

Periodicals

7 peer review journals

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

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

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

Digithum. *A Relational Perspective on Culture Society*: digithum.uoc.edu

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

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

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

3 general-interest journals

COMeIN: comein.uoc.edu

Mosaic: mosaic.uoc.edu

Oikonomics: oikonomics.uoc.edu

International collaboration

6 collaborators/co-publishers

University of Barcelona (*BiD*)

University of Antioquia (*Digithum*)

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

University of the Andes (*ETHE*)

Dublin City University (*ETHE*)

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

Indexing (Only peer review journals)

6 in DOAJ

1 in WoS-JCR SSCI

5 In WoS-JCR ESCI

6 in Scopus

6 in CARHUS Plus

Quality

The UOC's scientific journals have the seal of quality awarded by the Spanish Foundation for Science and Technology (FECYT) and have received mentions for good editorial practice in gender equality.

Academic network

5,150 academic experts

97 countries

57% **43%**

Source: Impact and visibility of UOC R&I Open Access Journals

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Editorial UOC

The Open Science team also manages Editorial UOC, with the participation of the Library and Learning Resources team. During the 2022/2023 academic year, the Publisher's Transformation Plan was finalized, with the regularization of the final aspects needed for legal compliance: printing and communication procurement, and introducing payment to authors for the use of their works via digital platforms.
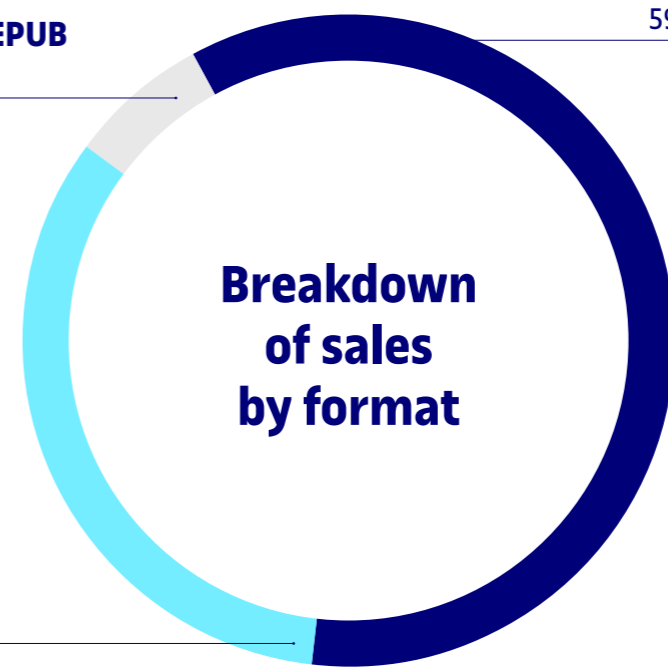
During the academic year, sales in digital format were consolidated and communication was professionalized with the incorporation of a communication agency to manage social networks.

1,620 listed titles

661,000 units sold

4,590 authors since 1997 (40% women, 60% men)

20 new items published in 2022/2023

1,834 followers on LinkedIn

2,163 Twitter followers

TOP 5 in the 2022 SPI ranking of academic publishers

UNE Scientific Exchange collection, an impressive number of consultations

In just one year, Editorial UOC has become the third most consulted publisher, with 263,335 queries.

Breakdown of sales by format

Digital PDF 59.6%

Digital EPUB 7.2%

Paper 33.1%

Communication for the modern world

In Spain, there are 44 million internet users, who spend an average of 6 hours a day online to search for information, stay informed about news and events, and look for tutorials. Against this background, the UOC's communication focuses on raising the university's profile, adapting to new formats and growing the community.

uoc.edu

50m
logins
(by each user within the website)

103m
pages visited

9.3m
users

2022/2023. m = figures in millions

The change of rector in the media

On 13 April, Àngels Fitó took office as Rector of the UOC. The beginning of this new era was reflected in the media with fifteen interviews and various media appearances, including the following (in Catalan and Spanish):

- El País. *Àngels Fitó, rectora de la UOC: "Evitar el frau acadèmic pasa por preguntar aquello que ChatGPT no puede hacer".*
- La Vanguardia. *Àngels Fitó: "L'estudiant hauria de poder dissenyar la seva carrera"*
- El Periódico. *Àngels Fitó, rectora de la UOC: "Si no somos transparentes y ejemplares, no erradicaremos el acoso en la universidad"*
- Nació Digital. *Àngels Fitó (UOC): «El principal repte de les universitats continua sent el finançament»*
- El Punt Avui. *Angels Fitó, rectora de la Universitat Oberta de Catalunya: "Prohibir la intel·ligència artificial no té cap sentit"*

And highlights of those specifically covering her appointment:

- Europa Press. *Angels Fitó, propuesta por unanimidad como nueva rectora de la UOC*
- ARA. *Àngels Fitó pren possessió com a rectora de la UOC*
- Elnacional.cat. *Àngels Fitó, proposada com a nova rectora de la UOC*
- La Vanguardia. *La economista Àngels Fitó toma posesión como nueva rectora de la UOC*
- El Periódico- *La economista Àngels Fitó toma posesión como rectora de la UOC*
- El Economista. *Àngels Fitó, ratificada por el Gobierno de la Generalitat como nueva rectora de la UOC*

Communication to raise profile

Communication activity in the media, faculty blogs and the UOC News website in 2022 helped to raise the profile of the university, its projects, initiatives and partnerships, and the expertise and knowledge generated.

The impact in figures (2022)

Media

3,183,585,729 people reached
17,380 items published
Spain

386,847,897 people reached
2,414 items published
International (*)

(*) Mostly Latin America.

UOC News website

675,618 views
17% from Latin America and **14% from the rest** of the world

452,052 logins
23% from Latin America and **18% from the rest** of the world

Faculty blogs

794,100 blog sessions
35% of logins were from **Latin America**

The faculties' **social media presence** garnered a total of **2.9 million impressions**.

The inauguration of the R&I Hub in the media

The inauguration of the Interdisciplinary R&I Hub in October was also publicized in the media, making a strong impact with forty items published. The video about the Hub, published on YouTube, in three languages, accumulated more than 1,300 views during 2022. The event led to a growth in conversation generated in networks, both our own and that of outsiders. It grew by more than 700%, with reach and impressions rising by around 1,000%. Twitter (now X) is the network where most content was generated, followed by Facebook, Instagram and LinkedIn.

Media publications include the following (in Catalan and Spanish):

- *El Periódico*: "The UOC inaugurates its technology hub in the 22@ tech district."
- *Barcelona Televisió*: "The UOC inaugurates a research centre."
- *El Punt Avui*: coverage in the "Les cares de la notícia" (Faces in the News) section.
- *Cadena Cope*: Interview with Josep A. Planell, Rector of the UOC.

New formats increase the impact of social networks

The UOC's social media community grew by 48,260 new followers in 2022, with more than half a million followers on institutional social media.

The formats with the most impressions are graphics and audiovisuals, such as photo carousels, videos and reels. Of the institutional activities that we have featured on social networks, the five with the greatest impact were the graduation ceremonies, the Virtual Employment Fair, the call for affiliated teaching staff, the inauguration of the interdisciplinary R&I Hub and the UOC2TheFuture Innovation Fair.

Engagement also improved in 2022, with growth in all kinds of interaction: likes, comments and saved posts, thanks to the publication of new gamification formats and posts based on memes and user-generated content, which have been very successful.

Audience engagement also improved in 2022, with more likes, comments, shares and saved posts, thanks to the publication of new gamification formats and publications based on memes and user-generated content, which have been very successful.

501,602
followers on institutional social networks

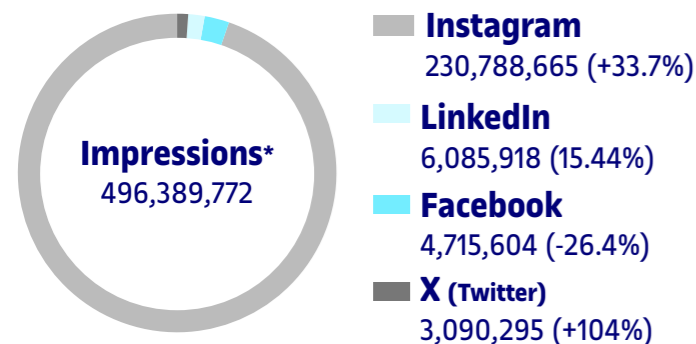### Engagement (+15.23% v. 2021)

𝕏 2.4% (+78.4% v. 2021)

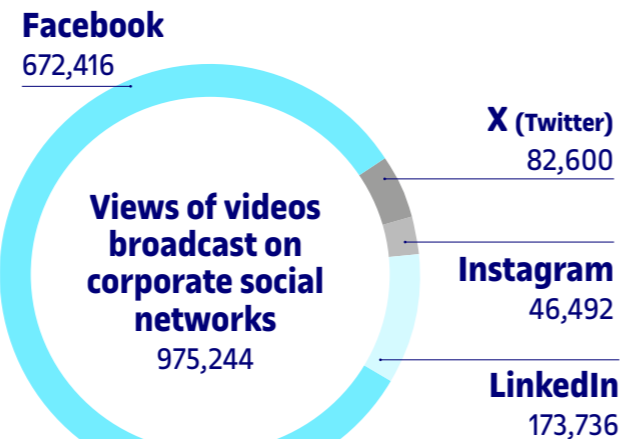f 1.42% (-9.4% v. 2021)

◉ 2.4% (2.8% v. 2021)

in 4% (+21.3% v. 2021)

Impressions*
496,389,772

- **Instagram**
  230,788,665 (+33.7%)
- **LinkedIn**
  6,085,918 (15.44%)
- **Facebook**
  4,715,604 (-26.4%)
- **X (Twitter)**
  3,090,295 (+104%)

* Impressions are the number of times network users have seen content.

2,362,665
views of videos broadcast on social networks and corporate platforms

▶ **1,387,421**
Views on YouTube

Facebook
672,416

Views of videos broadcast on corporate social networks
975,244

X (Twitter)
82,600

Instagram
46,492

LinkedIn
173,736

Internal communication helps us to unite teams and generate meeting spaces

In 2022 there was an exponential increase in internal communication needs due to the incorporation of more than 400 people with permanent contracts in the last 12 months, in addition to the post-pandemic situation and the new open work model.

493
internal news items published in 2022
+25% v. 2021

Weekly round-up newsletter:
Opening rate: **70.9%**
(+0.7% v. 2021)
and **click-thrugh rate: 19.3%**

Success of *La UOC en viu!*

This year, three *La UOC en viu!* programmes have been broadcast in a renewed format, presented by members of our staff and recorded on the UOC campus. This has boosted its impact and it has become an event workers look forward to. The aim is for the programme to become an attractive participatory tool directly connecting all the internal teams in the organization.

Sant Jordi programme. 28 April 2022.
More than 1,100 cumulative views

The new version of *La UOC en viu!* ran for an average of more than 27 minutes of live views. The metrics indicate that the impact of this programme, which focuses on the New Way of Working and is presented by members of our staff, was high, as it reached practically the entire organization with an increase in the audience following it.

Summer programme. 20 July 2022.
More than 850 cumulative views

In the summer edition of the programme about twenty members of staff appeared as presenters or interviewees. 327 viewers watched it live for more than 31 minutes on average, four minutes longer than the previous programme.

Christmas programme. 13 December 2022.
More than 650 cumulative views

More than twenty of our colleagues participated in the programme and on the day of the broadcast it accumulated 421 views, with a peak of 200 simultaneous users and an average viewing time of 35 minutes.

U8

A dedicated team

The UOC campus is growing

This academic year, an agreement has been signed to facilitate the creation of a single UOC campus and expand the facilities of the Institute of Photonic Sciences (ICFO) in Castelldefels.

The building occupied by the UOC in the Mediterranean Technology Park in Castelldefels was transferred to the ICFO, while Barcelona Activa, Barcelona City Council's local economic development agency, which was using the ground and second floors of the Can Jaumandreu building, vacated these premises to leave more room for the UOC. Barcelona City Council is enabling the university to carry out all its academic, research and management activities on a single campus in the city's technology and knowledge district.

This academic year **we opened the campus comprising three buildings in Poblenou,** now with new names.

U Building
The historic building of Can Jaumandreu is now called the *U Building*, referring to the *u* of *university*.

O Building
The O building is used mostly for teaching, and is the university's original building.

C Building
The C Building is the research building, where the new Interdisciplinary R&I Hub is located.

Transforming the corporate learning model

This year, the Personnel department rolled out a new corporate learning environment for staff, in response to one of the needs defined in the Talent Plan (Be UOC area) of the 2022-2025 Strategic Plan. @AteneaAcademy is the new platform that transforms the UOC's corporate learning model, by means of an environment that facilitates training and the development of in-house talent. The platform was created with Canvas, the cutting-edge technology we have already used to develop the learning environment in the classroom.

Winter and summer meetings

In December, the rector, Josep A. Planell, invited staff to the traditional Christmas chocolate party, to informally review the year's work and wish everyone a happy holiday. The event brought together more than 350 people and, as usual, served to pay tribute to colleagues and friends who, after a long career at the UOC, have retired this year.

A few months later, in July, almost 400 people attended the summer gathering, an opportunity to spend some time together on the UOC campus. During the event, Àngels Fitó addressed a few words to all staff, thanking them for their work in the academic year and the commitment they had shown in a year of great challenges. The afternoon brought some surprises, with a new broadcast of our live programme *La UOC en viu!* and the exclusive opening of the university's new merchandise store, which will be operational next academic year.

Emotional Well-Being Health Week

In November 2022 we marked Emotional Well-Being Health Week with 13 activities, including talks and workshops dealing with different aspects of well-being, and seven podcasts in which all the UOC faculties participated, discussing topics related to emotional well-being.

Staff attending on-site and online workshops
175

1,718
UOC community participants

Plays of podcasts
244

This is an initiative that contributes to Sustainable Development Goal 3 of the 2030 Agenda (Good Health and Well-being).

Millions of Olympic steps

This year we celebrated Catalonia's Diada de Sant Jordi festival (Saint George's Day or the Day of Books and Roses) with an initiative aimed at promoting physical activity to contribute to the well-being of all the university's employees and reinforce the feeling of belonging to the organization: the UOC Olympics challenge. This step-counting competition, organized by the Personnel department's Health and Safety Service and the Event Coordination and Protocol Office, ran from 24 April to 21 May. It consisted of four weekly stages, taking us to cities that have hosted the Olympic Games: Athens (2004), Montreal (1976), Rio de Janeiro (2016) and Barcelona (1992).

The distances between these cities had to be covered by the sum of steps of each team.

336
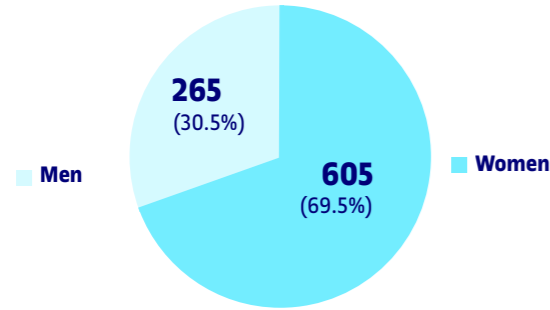participants

79.4 million
steps

Urban Mobility Challenge

Between 6 September and 31 October, we took part in the Urban Mobility Challenge, a competition between universities that promotes the use of sustainable forms of transport, sport and healthy habits, aiming to raise awareness of the importance of environmental sustainability. After winning the 30-day bike challenge, we did it again, making the podium in the **Urban Mobility Challenge!** We are the university community that covered the most kilometres, no fewer than **2,940**, **saving 714 kg in CO2 emissions**.
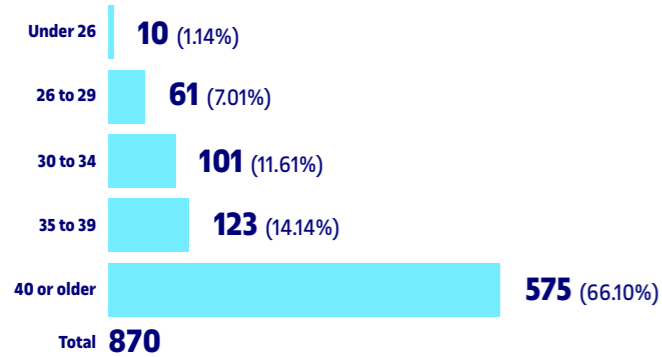
Teaching, research and administrative staff
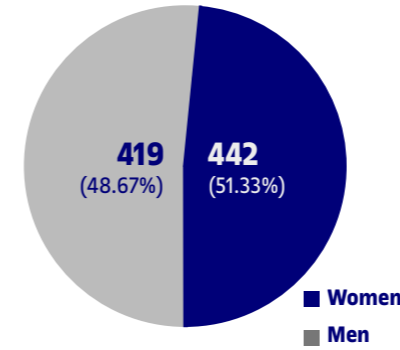
Administrative staff by sex

- **265** (30.5%) Men
- **605** (69.5%) Women

Administrative staff by age

Under 26	**10**	(1.14%)
26 to 29	**61**	(7.01%)
30 to 34	**101**	(11.61%)
35 to 39	**123**	(14.14%)
40 or older	**575**	(66.10%)

Total 870

870
Administrative staff
(50.25%)

1,731
Total

861
Teaching and research staff
(49.75%)

Figures at 31/12/22. Figures for calendar year

Academic staff by sex

- **419** (48.67%) Men
- **442** (51.33%) Women

Academic staff by age

Under 26	**20**	(2.32%)
26 to 29	**81**	(9.41%)
30 to 34	**94**	(10.92%)
35 to 39	**123**	(14.28%)
40 or older	**543**	(63.07%)

Total 861
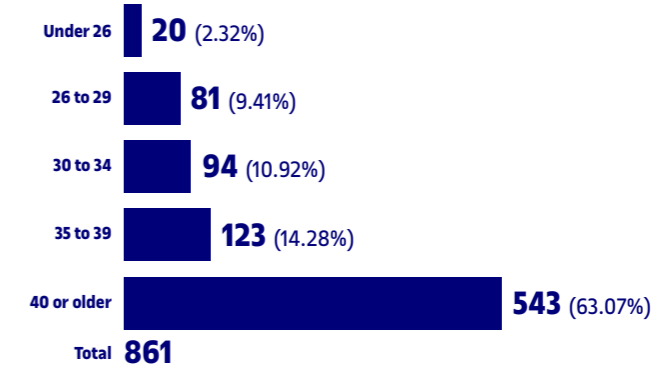
Of these, 197 are research staff working exclusively on research

- **99** (50.3%) Men
- **98** (49.7%) Women

Under 25	**10**	(5.1%)
25 to 34	**88**	(44.7%)
35 to 44	**68**	(34.5%)
45 to 54	**27**	(13.7%)
55 to 64	**4**	(2%)

Total 197
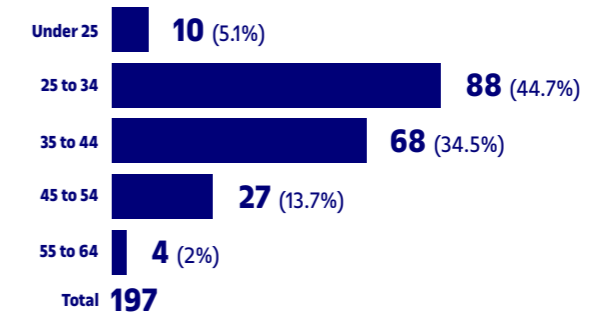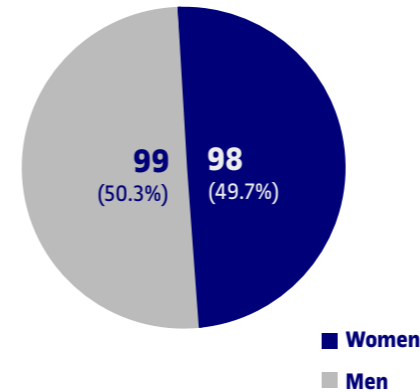
Average length of service

Administrative staff	**9.82** years
Teaching and research staff	**6.67** years

U9 Awards, recognition and rankings

In the 2nd group of the best young universities in Spain

Young University Ranking 2023
Times Higher Education

In its 2023 Young University Ranking, the *Times Higher Education* magazine analysed universities less than fifty years old around the world. This year, the UOC achieved excellent results and climbed four places in the Spanish ranking: a year ago it was in the 6th bracket, this year it was in the 2nd, together with Ramon Llull University and the University of Vic – Central University of Catalonia, behind only Pompeu Fabra University (18th in the Young University Ranking). In the world ranking, the UOC is in the 101-150 bracket.

The world's best Spanish-language online MBA for five years in a row

Hamilton Global Intelligence Ranking of Higher Online Education

The UOC Executive MBA is the world's top Spanish-language online MBA, according to the 2022 ranking of online higher education institutions (FSO Ranking) produced by Hamilton Global Intelligence together with Emagister. Over 200 institutions from 30 countries were analysed. Some 4,000 students and graduates were surveyed.

The UOC improves its international standing, according to the CYD ranking

2023 Conocimiento y Desarrollo (CYD) Foundation

The UOC's indicators for international outlook increased twofold, and it gained one for research, according to the 2023 CYD Ranking, which rates the performance of Spanish universities. The UOC recorded a total of 36 indicators. In this year's ranking it doubled its high score in international outlook and improved its position in terms of research compared to 2022. Once again, the UOC is Spain's top-ranked online university.

Among the ten best universities in Spain

World University Rankings 2023
Times Higher Education

For the fifth time, the UOC appeared in the *Times Higher Education (THE)* list of the world's best universities, with an improved ranking. The *THE* ranking placed the UOC in the 501-600 bracket of the 1,799 institutions around the world analysed this year. Last time, the UOC was in the 601-800 bracket. The UOC is now ranked among the top ten universities in Spain.

Among the top 8% of the world's universities

World University Rankings
Center for World University Rankings (CWUR)

According to the World University Rankings for 2023, the UOC came 1,575th in the world ranking of university education institutions published by the Center for World University Rankings (CWUR), placing it among the top 7.7% worldwide.

The highest transparency seal

The UOC was awarded the Haz Foundation's T*** distinction, the highest level of its "T for Transparency" seal, for its Transparency portal. This seal is based on indicators of transparency and good governance of private universities, which must meet the criteria for visibility, accessibility, and up-to-date and complete information. The UOC achieved 100% of the indicators.

Young Academy of Spain

Diana Roig-Sanz, lead researcher of the IN3 Global Literary Studies (GlobaLS) research group, was elected a member of the Young Academy of Spain.

InnoBages Awards

Aïna Fuster-Casanovas, a predoctoral researcher on the Health and Psychology PhD programme, was awarded first prize in the best Twitter thread category of the InnoBages Awards, organized by the Bages regional authority for the promotion of scientific dissemination on social media.

Most Influential Paper Award

Jordi Cabot, ICREA research professor and leader of the IN3 SOM Research Lab group, was given the Most Influential Paper Award at the 30th IEEE International Requirements Engineering Conference (2022).

Academic quality distinction

F. Xavier Medina, a member of the Faculty of Health Sciences, received an academic quality distinction for the article "La construcción del patrimonio cultural inmaterial de carácter alimentario y sus retos en el área mediterránea: el caso de la dieta mediterránea", awarded by the journal *Rivar*.

Literati Award 2022

Faculty of Arts and Humanities member **Alba Colombo** was honoured, as co-author, with the 2022 Literati Award from the *International Journal of Event and Festival Management,* for the article "Staging city events in public spaces: an urban design perspective".

Royal Academy of Pharmacy

Anna Bach-Faig, of the Faculty of Health Sciences, was appointed member of the Royal Academy of Pharmacy of Catalonia.

Historical memory experts group

Faculty member **Jaume Claret** was appointed member of the group of experts on recovery of the historical and democratic memory of Spanish science.

2022 DonaTIC Awards

Eugènia Santamaria, from the Faculty of Computer Science, Multimedia and Telecommunications, was one of the three finalists for the 2022 DonaTIC Awards, in the academic/researcher category.

Honorary distinction

Joan Ignasi Elena, Catalan Minister for Home Affairs and President of the Catalan Public Security Institute, awarded an honorary distinction to IN3 researcher **Israel Rodríguez** for his unique contribution to scientific research in the field of security.

Best work in gender perspective

Julià Minguillón, Maria Jesús Marco-Galindo, Josep Maria Marco-Simó and Elena Planas Hortal, all members of the Faculty of Computer Science, Multimedia and Telecommunications, received the Spanish Society of Information Science award for the best work in gender perspective.

Awards, recognition and rankings

Laya Awards

Anna Clua, a member of the Faculty of Information and Communication Sciences, won a Laya award for promoting dissemination, understanding and reflection in the area of civil and political rights by showing and broadcasting audiovisual works and films.

Best Research Paper Award

The PhD students of the Edul@b research group **Estel Paloma and Dragana Kupres** were winners of the 12th EDEN's Research Workshop Best Research Paper Award.

MC Mutual Awards

José Miguel de la Dehesa, director of the Personnel department, and Noèlia Muñoz, director of the Health and Safety Service, collected the special runner-up prize in the MC MUTUAL Antonio Baró Awards for effective protection of staff's health and safety.

Coalition for Advancing Research Assessment

Pastora Martínez Samper, Commissioner for International Action, will be the coordinator of the working group on the reform of academic career assessment selected by CoARA (Coalition for Advancing Research Assessment) and promoted by the European University Association (EUA).

13th Corresponsables Awards

Online Lives, the documentary produced by the Digital Communication team, was a finalist in the 13th Corresponsables Awards, in the Best Corporate Video or Audiovisual category.

2023 AENUI Award

Maria Jesús Marco, a member of the Faculty of Computer Science, Multimedia and Telecommunications, was honoured with the 2023 AENUI Award for Teaching Quality and Innovation.

National Health Pact

Salvador Macip and Oriol Yuguero were appointed members of the National Health Pact group of experts.

Raquel Xalabarder, new director of the Patent Academy of the European Patent Office

Raquel Xalabarder, full professor of Intellectual Property and, until now, director of the Faculty of Law and Political Science, was appointed director of the Patent Academy of the European Patent Office (EPO).

4th War Graves and Democratic Memory Studies Plan

Jaume Claret, a member of the Faculty of Arts and Humanities, was appointed Coordinator of Historical and Research Studies for the Government of the Balearic Islands' 4th War Graves and Democratic Memory Studies Plan.

Four researchers from the UOC among the top 2% of most cited authors of scientific articles in 2021

As it does every year, Stanford University published a list of the 2% of researchers whose scientific articles were most cited by colleagues in the world in 2021. The US institution produces this ranking based on data from Scopus and includes some 200,000 science professionals, including four UOC professors and researchers: **Xavier Bosch, Hug March, Gisela Grañena and Xavier Vilajosana.**

2023 Diploma of Scientific Excellence

2023 Diploma of Scientific Excellence **Teresa Romeu, Montse Guitert and Albert Sangrà**, from the Edul@b research group were awarded the 2023 Diploma of Scientific Excellence for having published one of the five articles with the greatest impact in 2022 in the journal *Comunicar.*

LinkedIn Talent Awards

We are finalists in the LinkedIn Talent Awards Spain in the Best Talent Acquisition Team - Academia category. These awards recognize recruitment teams around the world that innovate in the sector and lead the future of work.

ICREA Acadèmia

The Vice Rector for Research, Transfer and Entrepreneurship, Xavier Vilajosana, was appointed ICREA Acadèmia researcher. He is one of the world's leading experts in wireless communication networks and the third researcher from the UOC to form part of the Catalan Institute for Research and Advanced Studies (ICREA) community of excellence.

Historical Demography Association

Joana Maria Pujadas, associate professor in the Faculty of Arts and Humanities, is to be appointed President of the Historical Demography Association (ADEH) of Spain and Portugal.

Clara Selva, Nuria Anglès and Alba Ràfols prizewinners at 2023 CIDUI

Clara Selva, a member of the Faculty of Psychology and Education Sciences, Nuria Anglès, adjunct instructor, and Alba Ràfols, course instructor, won a prize at the 12th CIDUI conference (2023) for their poster on establishing a quality protocol for remote practicums in relation to the UOC Bachelor's Degree in Psychology.

Science, Technology and Innovation Advisory Board

Josep A. Planell, UOC rector from 2013 to 2023, was appointed to the Spanish Government's Advisory Board for Science, Technology and Innovation, following his nomination by rector Fitó.

World Gastronomy Institute

Francesc Xavier Medina, Director of the UNESCO Chair on Food, Culture and Development, was awarded the World Gastronomy Institute Gold Medal for Merit in Food Media, for his *Chinampas de Xochimilco* documentary.

Acord de Claredat

Pau Bossacoma, fromn the Faculty of Law and Political Science, was appointed to academic council to draft the Acord de Claredat (Clarity Agreement), an initiative launched by Catalan President Pere Aragonès to solve the political conflict.

Migration to the cloud

The technological research and consulting firm Gartner has paid tribute to the **KINTON** project as a cloud migration success story in the education sector.

Asun Pié, 2023 Museari Award

Asun Pié, member of the Faculty of Psychology and Education Sciences and researcher in the CareNet group, was a recipient of one of the 2023 Museari Awards, which recognize work in defence of human rights and sexual diversity.

Scientific Advisory Board

Isabel Ruiz Mallén, member of the Faculty of Psychology and Education Sciences and researcher in the TURBA Lab group, was appointed member of the Scientific Advisory Board of Barcelona City Council, which advises the Ministry of Science and Universities on the implementation of scientific policies.

Best PhD thesis in Catalan

Ester Castejón awarded prize for best University of Barcelona PhD thesis in Catalan for *Entendre i compartir l'educació inclusiva. Identificació i anàlisi d'elements comuns entre transformacions generades per l'ús de les TIC i pràctiques inclusives.*

Serra de Tramuntana Awards

Maria Cifre-Sabater, postdoctoral researcher with the IN3 CareNet research group, was among the recipients of the 1st Serra de Tramuntana research and innovation awards in recognition of her work on the cultural forest landscape of the Serra de Tramuntana mountain range as collective heritage.

2022 SPI Ranking

Editorial UOC was the top Catalan university publishing house in the 2022 SPI ranking. This ranking is used as a benchmark indicator in assessment and accreditation processes for university teaching staff, in order to obtain an objective assessment of the prestige of academic publishers.

Financial results for 2022

Actual revenue versus budget

Enrolment fees	114,846
Programme agreement: current subsidy	29,003
Other revenue	10,650
Total revenue 1	**154,499**
Capital grants taken to revenue in the year	6,502
Total revenue	**161,001**
Application of 2020 surplus	1,520
Total revenue including prior-year surpluses brought forward	**162,521**

In thousands of euros

Final expense budget

Variable expenses	44,546
Structural and staff expenses	62,383
Other expenditure	48,678
Total expenditure 1	**155,607**
Amortization of subsidies received	6,502
Total expenditure	**162,109**

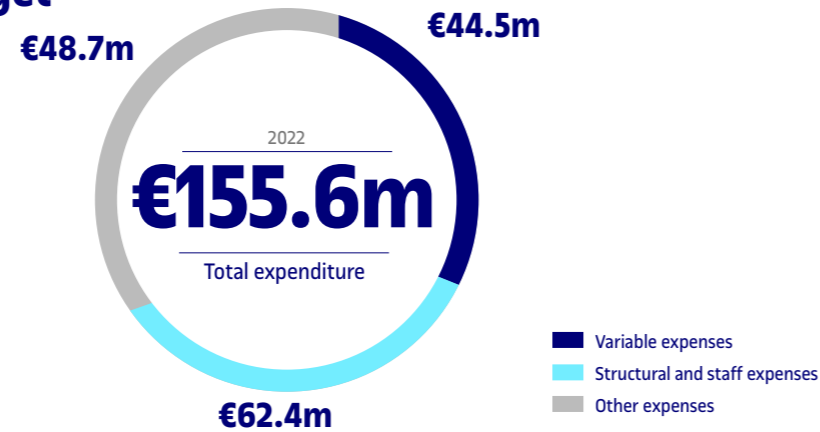In thousands of euros

Financial summary

Total revenue in 2022 was €161m, with operating revenues up by 2% compared with the previous year, 98% of the initial forecast for the year. The programme agreement subsidy increased thanks to additional current transfers linked to a change in the remuneration policy for teaching staff and to offset the reduction in public university fees, impacting staff costs and enrolment fees, respectively.

The UOC reported a deficit for 2022 similar to that forecast, offset by bringing forward part of the surplus from 2020 and 2021 with the approval of the Board of Trustees.
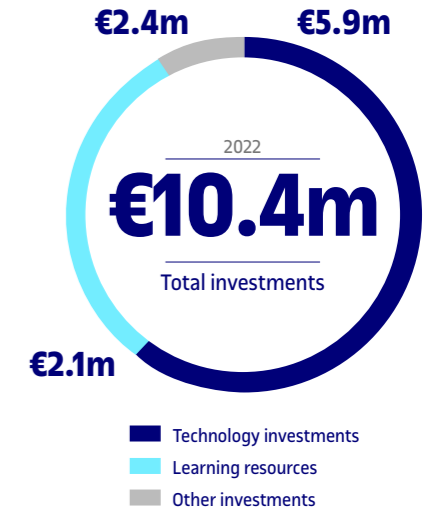
Revenues

€10.6m
€29m
2022
€154.5m
Total revenue
€114.9m

■ Enrolment fees
■ Programme agreement: current subsidy
■ Other revenue

Budget

€48.7m
€44.5m
2022
€155.6m
Total expenditure
€62.4m

■ Variable expenses
■ Structural and staff expenses
■ Other expenses
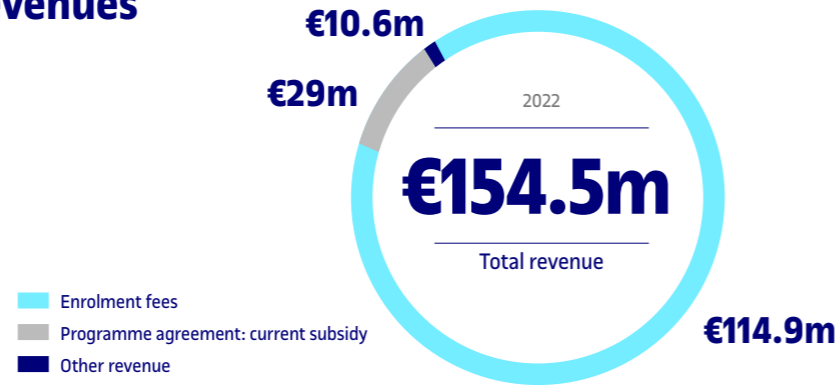
Investments

Investment funding

Programme agreement: capital subsidy	4,547
Other funding	896
Total funding of investments	**5,443**
Application of 2020 surplus	1,258
Total funding including prior-year surpluses brought forward	**6,701**

Breakdown of investments

Learning resources	2,130
Technology investments	5,838
Other investments	2,415
Total	**10,383**

€2.4m
€5.9m
2022
€10.4m
Total investments
€2.1m

■ Technology investments
■ Learning resources
■ Other investments

2023 budget

FUOC budget for 2022

+ 167,292
2023 expenditure
(Up 3.2% on 2022 actual expenditure)

– 9,724
Investment 2023
(Down 6.3% with respect to 2022)

+ 166,703
2023 revenue
(Up 3.5% on 2022 actual revenue)

In thousands of euros

This page shows the key figures included in the 2023 budget and the changes compared with the actual figures for 2022.

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

As in 2022, expenses exceed revenue in the 2023 budget, which will be offset by bringing forward the surplus generated in 2020 and 2022.

The current revenue in the approved budget for 2023 totals €161m, of which €118.5m correspond to enrolment fees (up 3.1%, a much lower growth rate than in previous years, which saw double-digit growth), €29.9m correspond to the programme agreement and €12.6m to other revenues. The subsidy accounts for 18.7% of the total budget.

The investment budget for 2023 is €9.7m. Of this, €2.4m are earmarked for updating learning resources and €5.9m for technology. These investments will enable the UOC to continue the process of transforming courses and implementing the new Information Systems Master Plan.

11

The new executive team

Àngels Fitó, rector of the UOC, appointed her executive team on 14 April, the day after she took office. During the event, which was attended by members of the University Council, the appointments were signed and the university's silver insignia were awarded.

From left to right: Pere Fabra, Manel Jiménez-Morales, Antoni Cahner, Àngels Fitó, Teresa Guasch, Xavier Vilajosana and M. Jesús Martínez-Argüelles.

From now on, the new Executive Board, headed by the rector, will be formed by:

Teresa Guasch, Vice Rector for Teaching and Learning

Xavier Vilajosana, Vice Rector for Research, Knowledge Transfer and Entrepreneurship

M. Jesús Martínez-Argüelles, Vice Rector for Governance and Academic Policy

Manel Jiménez-Morales, Vice Rector for Alliances, Community and Culture

Antoni Cahner, General Manager of the UOC and CEO of the FUOC

Pere Fabra, General Secretary of the UOC and the FUOC

What is the role of the vice rectors?

The rector is assisted by a number of vice rectors, whose exact number she decides. Their appointment, the assignment of their responsibilities, in accordance with the provisions of the university's Organizational and Operational Regulations, and their dismissal depend on the rector.

The vice rectors are full members of the university's most important bodies: the Governing Council, the Executive Board and the Academic Committee.

There will, therefore, be four new vice rectors:

Vice Rector for Teaching and Learning
Teresa Guasch has a PhD in Psychology from Ramon Llull University (2003) and a degree in Psychopedagogy. She holds postgraduate degrees in Psychopedagogical Attention to School Diversity (UAB, 1997) and Curricular Counselling in the Field of Teaching and Learning Strategies (joint: URL, UAB and UOC, 1999). She has been dean of the Faculty of Psychology and Education Sciences since 2014 and is a senior lecturer at the UOC. Her research and innovation work focuses on the study of teaching and learning processes in virtual environments, from a psychoeducational perspective.

Vice Rector for Research, Knowledge Transfer and Entrepreneurship
Xavier Vilajosana, who has a PhD in Computer Science from the UOC and the UPC, is a full professor and lead researcher in the IN3 Wireless Networks (WiNE) group. He has recently been appointed ICREA Acadèmia researcher. He has developed 32 patents, 26 of which are exploited by multinational companies, and has participated in the creation of various start-ups.

Vice Rector for Governance and Academic Policy
M. Jesús Martínez-Argüelles has a PhD in Economics and Business Studies from the University of Barcelona. She also holds a master's degree in Industrial Quality from UNED and a master's degree in Science in Economics from Pompeu Fabra University. She has been dean of the Faculty of Economics and Business since 2019. Previously, she was a lecturer in the same department (2000 to 2019) and an associate professor in the field of business organization (2008 to 2019), as well as being the associate dean for teaching (2016 to 2019).

Vice Rector for Alliances, Community and Culture
Manel Jiménez-Morales has been a professor of Communication at Pompeu Fabra University (UPF) since 2000. He has a PhD in Social Communication from the same university, a master's degree in Advanced Studies in the same field and degrees in Audiovisual Communication (UPF) and Theory of Literature and Comparative Literature (UB). He has also been a visiting professor in the Department of Literature at the University of Oxford, and in the Department of Theatre, Film and Television at the University of California, Los Angeles (UCLA), and has worked as a researcher at the British Film Institute, London. Until 2023 he was Vice Rector for Educational Transformation, Culture and Communication at UPF and a member of the strategic committee of the European University Association.