UOC

Annual report 2019/2020

COVID-19 speeds up
the University's digital
transformation

Universitat Oberta
de Catalunya

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Bold knowledge, digital knowledge

"COVID-19 has accelerated deep changes that date back to the late 20th century, taking us fully across the threshold into the 21st century."

Josep A. Planell,
President of the Universitat Oberta de Catalunya

Frontiers, eras and stages reflect people's wish to rationalize space, time and their own individual experiences. But as we are immersed in the present moment, many of these collective or personal ways of partitioning time are not apparent until much later on, when the metamorphosis is complete and we add narrative and coherency to reconstruct past experiences. This time, however, it has been different.

In addition to the health emergency, the heartbreaking loss of human life and the economic and social turmoil that are still affecting our lives so much, COVID-19 has accelerated deep changes that date back to the late 20th century, taking us fully across the threshold into the 21st century. As recently asserted by the expert Genís Roca, "the transition to the future will not be a smooth one," because the new world brings with it new forms of industry, work, organization, relationships and entertainment.

We have all been spectators, victims or protagonists of a revolution that has affected every sector, field and territory.

As happens at certain times in history, time has moved faster, testing certainties and strengths, adjusting priorities and projects and requiring new approaches and ways of doing things. Fortunately, we are not starting from scratch. We have navigation charts tailored to these new challenges, such as the 2030 Agenda promoted by the United Nations (which had already warned us of the risk of a pandemic); we have established the potential power of research and cooperation when it comes to overcoming great challenges; we know that high-quality higher education for everyone and throughout our lives is paramount; and it has been confirmed that digitalization is the safest bet at present. These certainties are the setting for the UOC's present and future. Our 25 years of experience in education, research and online management

give us the necessary expertise to lead the digital training of people, companies and organizations, but they also benefit our own development, both as individual professionals and as an institution. Because digital transformation also questions us as a university, both in our short-term response to protect our community's health and activities and in terms of opening our eyes and rethinking the UOC inside and out.

This annual report is our first to document this change in progress, this realignment of priorities together with our desire to continue to be active agents of social change. To paraphrase UOC faculty member and philosopher Marina Garcés, we want to turn access to knowledge into a bold move and, above all, we want to do it together.

Chronology of COVID-19

11 March

Launch of an internal website with information about COVID-19.

12 March

Establishment of the Crisis Committee.

Online presentation of doctoral theses.

Cancellation of university sports competitions.

13 March

Statement from the President to the UOC community, with three key ideas:

Protecting people's health and ensuring that teaching can continue.

Making teleworking the norm for staff.

Activating the COVID-19 information website for the entire UOC community.

14 March

Declaration of the state of emergency.

Cancellation of external on-site internships.

20 March

New statement from the President.

Postponement of the entrance test for students aged over 25.

19 March

Useful information regarding how the semester will be carried out and how academic services and procedures will be adapted.

Launch of the website *Conectad@s: la universidad en casa.*

18 March

Flexible terms for UOC Library loans.

Closure of the UOC's centres in Mexico and Colombia.

16 March

Message from the Student Help Service on the application of flexible rules for assessment activities.

Closure of the UOC's centres and buildings.

15 March

Statement issued by the Vice President for Teaching and Learning, Carles Sigalés.

Application of more flexible rules for assessment activities.

29 March

First extension to the state of emergency.

30 March

Approval by the Executive Board of temporary amendments to the academic financial regulations.

Decision to conduct internships and final assessment tests online.

Flexible deadlines for prior studies assessment procedures.

31 March

Message from Vice President Sigalés to course instructors regarding online final tests and internships carried out online or by teleworking.

1 April

Message from Vice President Sigalés to students regarding online final tests and internships carried out either online or by teleworking.

3 April

Launch of new editions of MOOCs and open access learning resources in the O2.

5 May

Message to students regarding the launch of the personal schedule and the **publication of a communication on Campus setting out test dates and explaining how online tests will be carried out**.

Message to course instructors with information on final tests.

26 May

More information for students regarding how online tests will be carried out.

27 May

Meeting between Vice President Sigalés and the Student Council Standing Committee.

2 May

Start of the first phase of lifting of lockdown measures.

30 April

Message to students from Vice President Sigalés about the changes to assessment models.

29 April

Meeting between Vice President Sigalés and the Student Council Standing Committee to follow up the steps taken.

28 April

Changes to the assessment models in course plans.

Information to students on the final assessment model.

4 April

Analysis of continuous assessment fulfilment and forecast of who will take the final assessment tests.

Second extension to the state of emergency until 26 April.

6 April

Statement from the President to the UOC community.

Launch of the "Emergency Remote Teaching" series.

17 April

Presentation to the Programme Committee about how online final assessment tests will be carried out.

18 April

Third extension of the state of emergency.

22 April

Meeting between Vice President Sigalés and the Student Council Standing Committee.

Teaching adaptations

The final assessment tests for bachelor's and university master's degrees, as well as those of the UOC Centre for Modern Languages, were conducted online, and the final projects for all undergraduate and postgraduate programmes were defended online. On-site internships were replaced by online internships, internships that could be carried out through teleworking, or other activities where this was not possible. From the point of view of teaching, continuous assessment was made more flexible for the people who were most directly affected by COVID-19.

From a financial point of view, exceptions to normal rules were made allowing people who had suffered a very direct and immediate impact to reduce their courses or the cancel their entire enrolment.

The inaugural lecture

The UOC started academic year 2019/2020 with the traditional inaugural lecture, an opportunity for the UOC community to start the term by sharing reflections and debate. On this occasion, the Spanish Government's High Commissioner for the 2030 Agenda, Cristina Gallach, joined us to talk about the challenges of a global society. Interviewed by Raquel Xalabarder, Dean of the UOC's Faculty of Law and Political Science, Gallach discussed the 17 goals of the Agenda, common ground for 193 countries working in partnership to address the environmental, social and economic challenges caused by globalization. Gallach stressed that universities must be key players in this global change.

"Universities must spearhead the 2030 Agenda"

Cristina Gallach
High Commissioner for the UN's 2030 Agenda

What is the 2030 Agenda?

"First of all, it's a major global plan, for the whole planet, to tackle the many problems caused by globalization: environmental, social and economic. It is also an ambitious vision of how we want the world to be in 2030 for the thousands, millions of inhabitants that require and yearn for a much better space to live in. In addition, it's a way of organizing ourselves to achieve longed-for socioeconomic conditions."

2030 Agenda, past and future

«"25 September 2015 is a very important date, because it's the day when the 2030 Agenda was launched and agreed on. Now I think we're at a stage, above all, of making the accelerators visible, which is what will ensure we achieve our goals."

The future of the university

"The biggest lever that makes us feel comfortable when saying the goals will be achieved is innovation and research; and this is work that takes place in universities. Therefore, it's essential for universities to feel that this Agenda is their own; to analyse, study how to participate, to convey it to their research teams, their population, who are mostly young people who yearn for these changes, and to mobilize them. In my opinion, this is true both from the inspirational point of view and also the more specific point of view: it's scientific research that is going to change the world, and universities have to lead."

17 goals of the 2030 Agenda

"There are 17 of them by political consensus. This was the number agreed upon by 193 countries. The 17 goals cover all areas relating to the planet: preserving our environment, all areas related to people, and they drive towards peace and prosperity. They also cover what we call the methodology, how we can achieve this transformation: through partnerships."

A good example of entrepreneurship

"I do think the idea of entrepreneurship is very important, and I applaud the fact that the UOC's vision includes teaching entrepreneurship to young people in its mission. Without these people who risk a little more, progress would be impossible. And it's also important to teach people – which is why I think it's great the UOC does this – to take paths that bring us face to face with new situations."

Highlights from the academic year

September 2019

Starting the new academic year...

+61,860
students

42,750
bachelor's degree students

19,110
university master's degree students

6.66%
more than the previous academic year

The British education journal *Times Higher Education* (THE) listed the UOC as one of the 600 best universities in the world. It was the only Spanish online university appearing in this ranking.

Memento Mori: Recordem-nos de morir

The topic for this season's theatre programme at the Sala Beckett theatre was death. The Sala Beckett theatre and the UOC held a series of joint readings, talks, workshops and after-show debates under the title "Memento Mori. Recordem-nos de morir", curated by Jaume Claret, member of the Faculty of Arts and Humanities.

New seminar on European citizenship in the digital age

The six-week-long seminar "UOC for European Citizenship in the Digital Age" provided the necessary tools to grasp and understand all the information linked to European citizenship, examining European institutions and regulations to empower attendees and teach them the basic and fundamental aspects to be taken into account.

Manuel Armayones, best influencer for health

The prestigious *Forbes* magazine named the Development Director of the eHealth Center in its "The Best Influencers 2019" list. The teacher and researcher appeared in the health category. Armayones is an expert in behavioural psychology.

Cristina Gallach, Spain's High Commissioner for the UN's 2030 Agenda, inaugurated the academic year. Also in September, over 180 UOC attendees reflected on the 2030 Agenda for Sustainable Development and the reasons for the University's focus on them at the SDG Symposium.

8 out of 10

graduates were happy with their qualification according to the feedback survey on programmes completed at the UOC by students graduating in academic year 2018/2019.

84%

of graduates would choose the same university again.

82.5%

of graduates would choose the same qualification again.

The website colombia.uoc. edu was created to provide information specifically of interest to people in Colombia. Specific websites for Ecuador, Mexico, Peru, Chile and Central American countries would also be launched in the future.

Creation of the transparency committee

Its aim is to encourage and ensure the fulfilment of the UOC's transparency obligations. The committee is chaired by the general secretary and will meet once a year. It is responsible for establishing the University's transparency policies and for the implementation and development of its transparency regulations. It also supervises and coordinates the work performed by the Transparency Working Group.

Mary Beard, awarded an honorary doctorate

Beard, a world-leading figure in classical history and feminism, is Professor of Classics at the University of Cambridge and has roused the general public's interest in the world of classics with her radio and television programmes and best-selling history books. In addition, she is a feminist renowned for her work denouncing the patriarchy's strategy of making women invisible. The UOC awarded her an honorary doctorate at a ceremony held at Barcelona City Council's Saló de Cent.

Bachelor's degree students stopped receiving their learning resources in paper formats. This brought UOC bachelor's degrees into line with the other official and UOC-certified programmes, which have been using 100% digital learning resources since 2018. Complaints about learning resources fell by 31% in September.

Highlights from the academic year

November 2019

3
new full professors

6
new associate professors

1 new department:
Professional Guidance and Career Services to increase our students' and graduates' employability

UOC Alumni Council

UOC Alumni enters a consolidation stage with a value proposition based on services and support, above all embarking on a period of new challenges in which graduate engagement will play a key role. Thus the new UOC Alumni Council was created.

Supporting the transformation of education in the Maldives

The UOC supports the transformation of digital teaching at the Maldives National University (MNU) to increase access to higher education for a population that is very spread out due to the country's geographical distribution.

For the second year in a row, the UOC's Executive MBA programme headed the list of the best online Spanish-language MBAs in the world, according to the FSO Ranking 2019.

Research Showcase 2019

The UOC presented 21 research projects with an impact on the challenges of the 2030 Agenda at the 2019 Research Showcase, a conference for the promotion of collaboration and synergy between UOC researchers and the relationship between their projects and the UN's 2030 Agenda sustainable development goals (SDGs).
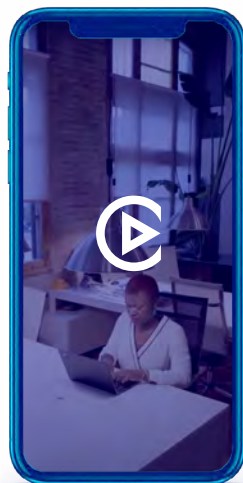
The UOC was featured in one of the *Aiming Higher* videos, produced by the IAU and the BBC.
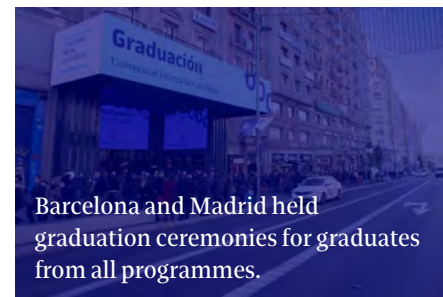
Barcelona and Madrid held graduation ceremonies for graduates from all programmes.

December 2019

The *ETHE* journal improved its ranking

Over the last year, the *International Journal of Educational Technology in Higher Education* (ETHE) became significantly more visible in the world of academia while continuing to increase its internationalization. It is one of the most renowned higher education e-learning research journals.

The UOC joined Contract for the Web

The UOC joined the Contract for the Web, an initiative launched by Tim Berners-Lee, the computer engineer who is considered the father of the World Wide Web. The document sets out a series of principles – to which governments, companies and citizens are encouraged to adhere – to safeguard the internet from threats such as political manipulation, fake news and privacy breaches, among others. Berners-Lee was awarded an honorary doctorate by the UOC in 2008.

The Board of Trustees approved a three-year extension of President Josep A. Planell's term of office (until 2023) as well as a €128.6 million budget for 2020.

Work started to create the UOC's Sustainability Plan

January 2020

New research support services

The Library for Research launched two new research support services: detection of plagiarism and advice on editorial policies.

Launch of *Despacho 42*

The Faculty of Computer Science, Multimedia and Telecommunications launched a new podcast on people's relationships with technology.

UOC Professor of Sociology Manuel Castells was appointed Minister of Universities by the Spanish Government.

The UOC joined the WHO's fight against neglected tropical diseases. Argentinian technological innovation expert Darío Codner did a stay at the eHealth Center to develop a mobile phone app for dengue fever control and prevention.

Highlights from the academic year

February 2020

Partnership with *The Conversation* platform to enhance the dissemination of knowledge

We concluded an agreement with the international platform *The Conversation,* which disseminates academic and scientific knowledge produced at universities, to do so on behalf of UOC teaching and research staff.

El reto de evaluar los riesgos de ciberseguridad

COVID-19

Establishment of an internal monitoring group to assess the coronavirus epidemic on an ongoing basis.

In addition, the first steps to enhance the prevention security protocols are proposed.

Student José Antonio Gras won the 1st University, Knowledge and 2030 Agenda prize awarded by the Carolina Foundation

Four new doctoral degrees

The Doctoral School prepared to launch four new doctoral programmes in academic year 2020/21: Health and Psychology, Humanities and Communication, Business Administration and Management, and Tourism. This would bring the number of online doctoral programmes offered by the Doctoral School up to eight. According to its director, David Masip, "the new programmes will enable us to recruit significantly more talent."

AQU accreditation certificate

The Catalan University Quality Assurance Agency (AQU Catalunya) awarded accreditation to sixteen UOC degrees in 2019. This was the result of successful completion of AQU Catalunya's external assessment processes. They certify that the programme is being run as was originally planned and designed, and that it guarantees a quality of education that meets with European quality standards.

Incorporation of a global ethical commitment

An interdisciplinary competency will be taught to all undergraduate and master's students, teaching them to behave in an honest, ethical, sustainable and socially responsible manner that is respectful of human rights and diversity, in both academic and professional practice. It is linked to the 2030 Agenda sustainable development goals and principles. Teacher training was launched.

March 2020

International Women's Day: new Equality Plan

On International Women's Day the Equality Plan 2020-2025 was presented. It is a new roadmap to address the challenges of gender inequalities in the next five years. The new plan seeks to ensure that gender equality is a value shared by the university community as a whole.

ICT Plan 2020

The ICT Plan is the set of services and projects to be run by the Technology Department for 2020. It has a starting budget of just over €9 million, up 4.9% from the 2019 figure.

COVID-19

Launch of an internal website with information about COVID-19.

Constitution of the Crisis Committee.

Teleworking became the norm for UOC staff as its centres and buildings closed.

Launch of the website *Conectad@s: la universidad en casa.*

Deadlines and procedures were made more flexible.

Internships were cancelled or moved online.

April 2020

6 April 2020

This day marked 25 years since the Catalan Parliament unanimously passed a law to create the UOC. We hoped that in 2020/2021 we would be able to celebrate #UOC25years together and in good health. In the words of our founding president, Gabriel Ferraté, "We wanted to use new technology to break down the barriers of time and space."

SpinUOC 2020 finalists

Following the advisory stage, the panel of experts announced the seven finalist projects in the SpinUOC entrepreneurship programme. The finalists, chosen based on their innovative qualities, their viability, their strategic alignment and their social impact, were Aimentia, AlfaSAAC, Dood, Greta, Smart Classroom, Tiketless, Waital and Worketik.

COVID-19

Launch of the "Emergency Remote Teaching" series.

Extraordinary academic and financial measures to help our students.

Creation of an internal website devoted to COVID-19 to monitor the steps taken by the University.

UOC experts shared their knowledge in the media.

Highlights from the academic year

May 2020

The UOC headed the research category for online universities in the CYD Ranking 2020.

The UOC co-organized the Next Generation By Design (NGBD) online symposium with the DXtera Institute to explore the future of educational technology. It consisted of four webinars on comparative taxonomy management, next-generation education systems, exploring new frontiers, and enabling smart demand.
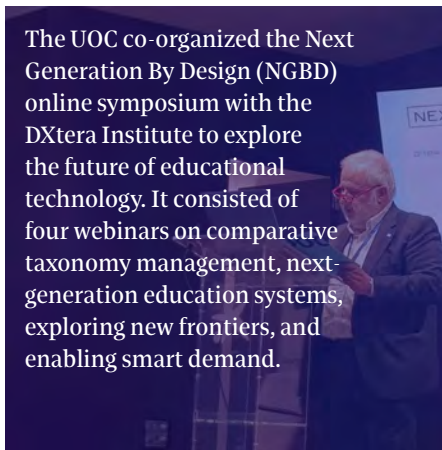
COVID-19

Adaptation of assessments in view of the exceptional situation caused by COVID-19.

More information offered to students on how online tests would be carried out.

Preparation of online final tests.

June 2020

The UOC, ranked second best university in Spain in the Times Higher Education's Young University Rankings. The ranking, which lists the world's best universities that are 50 years old or younger, also placed the UOC among the top 150 young universities in the world.

Third phase of the current strategic plan

The pandemic had a serious impact on strategic thoughts and ideas. This led to the existing Strategic Plan (2014-2020) being extended until December 2021. **Phase three** (2020-2021) of the Strategic Plan began, to last 18 months and to **boost, prioritize and prolong** critical actions in the face of new challenges raised by the current crisis.

Pursuant to its commitment to the potential role and transforming power of universities in overcoming global challenges, the UOC joined the UnInPública network, the Ibero-American network of universities for public innovation.

A total of 30,000 online final assessment tests were taken over six different days
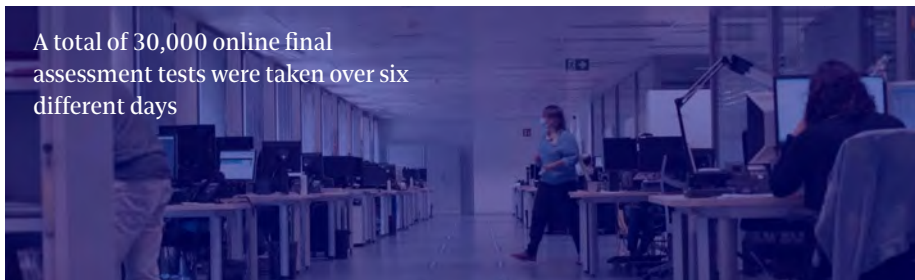
July 2020

A UOC project won the Tech & Climate challenge

The project, run by UOC researchers, aimed to assess the environmental footprint of cloud computing. It was one of the winners of the Tech & Climate challenge, which sought to measure and reduce the environmental impact of technology companies. The project was awarded as much as €40,000 in prize money to launch a pilot test in Barcelona city.

COVID-19

The online tests for vocational training students and the final project defence sessions concluded.

The extraordinary measures relating to the COVID-19 crisis were extended for academic year 2020/2021.

The Board of Trustees approved significant grants and financial aid in the price of credits and academic fees for bachelor's and university master's degrees for academic year 2020/2021. In addition, the liquidation of the company UOC X and the transfer of its activities, to take effect from 2021, were approved.

The UOC helped create a teleworking and co-responsible work-life balance guide for universities

TELETRABAJO Y CONCILIACIÓN CORRESPONSABLE
EN TIEMPOS DE COVID-19

Learning. Transforming

25 LEARNING TRANS-FORMING

Presentation of the slogan and artwork for the 25th anniversary: *Learning. Transforming.* The slogan seeks to show that we are an innovative university, rooted in Catalonia and open to the world, providing lifelong learning enabling the progress of both individuals and society as a whole, while also conducting cutting-edge research in the knowledge society.

05

Quality higher education for all

Social commitment
#2030Agenda

We view education as a driver for the transformation of people and groups. This is why we are committed to Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," according to which higher education is a right that everyone should be able to exercise under equal conditions. Online learning is an opportunity to give access to quality higher education to anyone, regardless of their circumstances.

We place the UN's 2030 Agenda for Sustainable Development at the heart of the process of becoming a global university, analysing the great global challenges and moving knowledge forward to achieve social progress. To make sure no one is left behind, we provide fair and inclusive access to higher education, train people to become global and socially responsible citizens, think about research in terms of social impact, and establish partnerships with academic institutions, international agencies, cultural institutions and third sector organizations, among others.

1995
The year that saw the founding of the UOC: the world's first online university

85,700
graduates

5,838
members of faculty and researchers and affiliated teaching staff

77,549
students

1,145
administrative, teaching and research staff

84
official UOC-certified degrees

9,541
virtual classrooms

30,000
online final assessment tests

Global
Top 150
young universities

Ibero-America
1st
online university

Spain
2nd
university created in the last 50 years

The digital transformation

Despite already being a university run primarily online, the UOC still had to make significant technological changes to adapt to COVID-19. These ranged from ensuring that all workers were able to work from home to successfully completing all final assessments online for the first time in the University's history. This was a great challenge that – in spite of a few unexpected obstacles – enabled the UOC to speed up its digitalization process.

> **"Increasing the number of final tests and exams tenfold, in such a short time and without advance planning, was a significant challenge. It has been a great success."**
>
> **Carles Sigalés**
> Vice President for Teaching and Learning

> **"The main thing was to ensure that students could accredit their learning reliably, doing so fully supported by staff at the University."**
>
> **Esther Gonzalvo**
> Director of Academic Services

> **"Having 100% of the tests online is clearly a step we would have had to take anyway in the future, because it completes our end-to-end online university model. We have achieved in three months what we were planning to do over the next three years."**
>
> **Ricard Mateu**
> Director of the Technology Department

> **"We are proud to have been able to complete the UOC's online model with quality and guarantees of success."**
>
> **Emili Rubió**
> Deputy General Manager of Operations
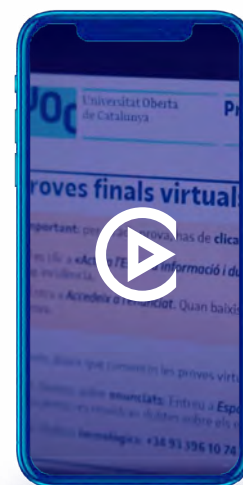
Online assessments

A total of 17,000 students took their exams online over six days in June 2020. For the first time in the UOC's 25 years of history, the institution had to move 30,000 tests online (for 1,400 courses) due to the COVID-19 pandemic, and it had to do so in record time. Until now, this key process was one of the last in the University to still be taking place mainly in person, with the exception of around 3,000 tests taken by students living abroad. Increasing this to 30,000 was a significant challenge – even for the first online university. The results were very good, and the plan is to make this online assessment system standard after the pandemic.

Live online public defences of final projects

640 online final project defences

6 master's degrees

A total of 640 students of six UOC university master's degrees defended their final projects by videoconference, live and in public, as part of a pilot test carried out due to COVID-19. The people who made it possible highlighted the technological and organizational effort behind this feat, as well as the commendable adaptability shown by students and the tight time frame they had to work with.

Around a thousand online vocational training students take 3,700 tests online for the first time

1,000 online vocational training students

3,700 online tests

In late June, around a thousand students studying vocational training online with the Jesuïtes Educació Foundation in collaboration with UOC X also took their exams online. For the first time ever, due to COVID-19, both institutions moved 3,684 tests online, and in record time too. In addition, about fifty students successfully took part in a voluntary facial recognition pilot test to prove their identity.

Supporting the digital transformation of higher education

Emergency remote teaching

In exceptional situations that make normal face-to-face operations impossible for them, schools and institutions can be forced to quickly adapt their education work to an online environment. This type of situation is commonly known as *emergency remote teaching.*

The use of modern technologies makes it easier to deliver remote teaching activities with an agile response based on flexible strategies. The aim is to ensure as far as possible that students can continue their learning in spite of temporary unexpected situations.

Aware of the urgency of the situation, the UOC launched an emergency remote teaching initiative to share practical and experience-based training and interactions with secondary school, vocational training and higher education teachers who needed it, giving them remote, distance and online teaching strategies to respond to the emergency situation. The aim was not to move all courses permanently online but simply to provide solutions for those difficult times.

9,900 people from **47 countries** enrolled

24 webinars

151,000 views

Exceptional responses for exceptional circumstances

The first emergency project driven by the University demonstrated once again the UOC community's social commitment. This initiative, led by the Office of the Vice Presidents and the Globalization and Cooperation Department, in partnership with the faculties, was made possible by contributions from over 80 people from 13 departments and seven faculties. Almost 10,000 people from dozens of countries signed up, resulting in a total of over 150,000 views.

Over two months, the University's teaching staff gave 24 webinars to assist all members of the teaching profession and help them finish the academic year remotely.

#LaUniversidadEnCasa

Together with the Ministry of Universities, the Conference of Rectors of Spanish Universities (CRUE) and the National University of Distance Education (UNED), we launched the website *Conectad@s: la universidad en casa*. Its aim was to support teachers, students and society in general with online education matters. It was an initiative that sought to provide advice and resources to all universities in Spain in order to help them address more effectively the closure of face-to-face educational settings resulting from COVID-19.

CONECTAD@S:
LA UNIVERSIDAD EN CASA

The calls for applications for international scholarships were extended with a new call for high-performing Peruvian students to study masters programmes at the UOC.

Transforming higher education in Ibero-America

The UOC and the Ibero-American General Secretariat (SEGIB) joined forces to help bring about the digital transformation of higher education in Ibero-America. The first step in this collaboration focused on skill-building for Ibero-American institutions and their teaching staff to help them adapt to online education. The UOC is working together with Ibero-American governments and supranational bodies to strengthen university systems and improve access to higher education and its coverage by means of quality online teaching.

Providing quality online higher education in Colombia

University of the North (UNINORTE), in the Caribbean region of Colombia, is a higher education institution whose high-quality programmes and research in its over fifty years of history have made it one of the best universities in Colombia. It is currently one of the few universities with high quality accreditation in the country.

The UOC's eLearn Center provided UNINORTE with support and advice in relation to a project for moving operations online, seeking to provide people in Colombia with high quality online higher education.

The UOC helps institutions in Latin America carry out their digital transformation

The UOC established partnerships with the Private University of Santa Cruz de la Sierra (UPSA) in Bolivia and the Universidad Práctica in Honduras to train university teachers in the design of teaching and learning activities in online environments. Firstly, fifty teachers from the Bolivian university took the UOC-designed online teaching programmes in July 2020, with a further fifty doing so on the UOC Virtual Campus in October. And, secondly, the UOC worked with the Universidad Práctica to provide online teaching training to 25 of the Honduran institution's teachers.

Beyond university education
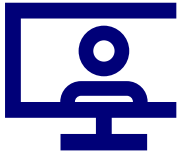
1,259

professional training students took the assessment tests online for the first time (June 2020).

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

186 postgraduate diplomas and specialization programmes

57 professional courses and specializations

180 language courses and seminars by the Centre for Modern Languages

7 MOOCs

215 open courses

10 advanced-level vocational training programmes

Transforming learning resources

The year 2020 saw a very significant step in the fulfilment of a transformation plan embarked upon in 2016 that is enabling us to redesign courses in the UOC's various academic programmes in accordance with a competency-based learning model. The plan provides for the complete overhaul of the University's learning resources by 2023. According to the plan, we should reach a milestone of 50% of courses included and 65% of students affected.

The new model led us to reflect on the distribution of the funds allocated to learning resources. As a result, we prioritized added value, for example by sending fewer items by post in order to increase the remuneration payable to authors and provide access to more and better digital resources.
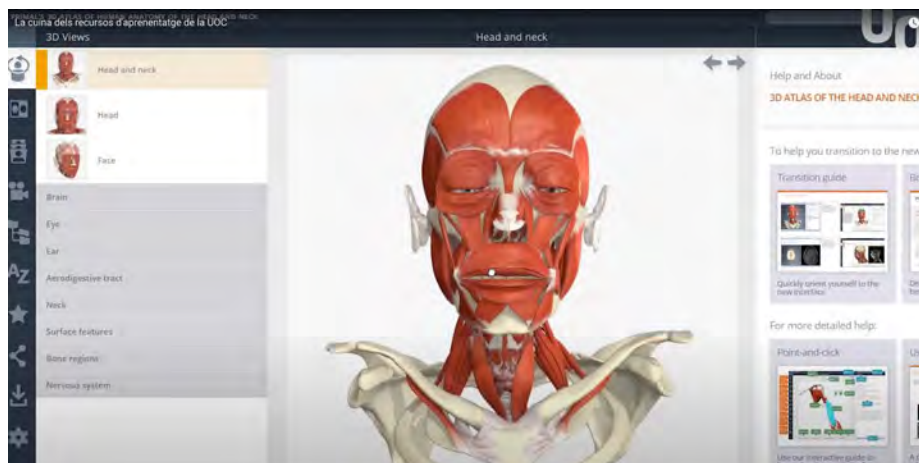
This transformation, which aims to achieve the full digitalization of learning resources as part of the transformation of the University's teaching methods, has the following characteristics:

A commitment to combining text, audiovisual and multimedia resources.

Accessibility and portability: tailoring learning resources to each student.

Guaranteed quality of learning resources: professional production, and satisfaction among students and faculty members.

Resource atomization: learning resources that are smaller but greater in number.

Focus on the time students should spend.

An attractive and intuitive design.

A commitment to 100% digital content.

Data analysis to optimize learning.

The keys to the transformation of learning resources lie in the following factors:
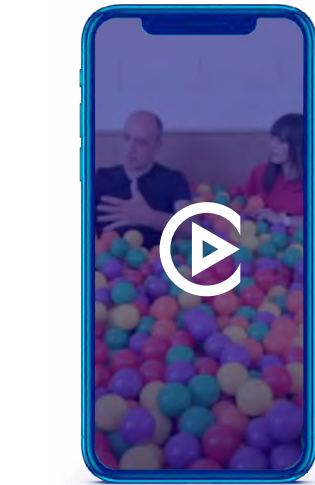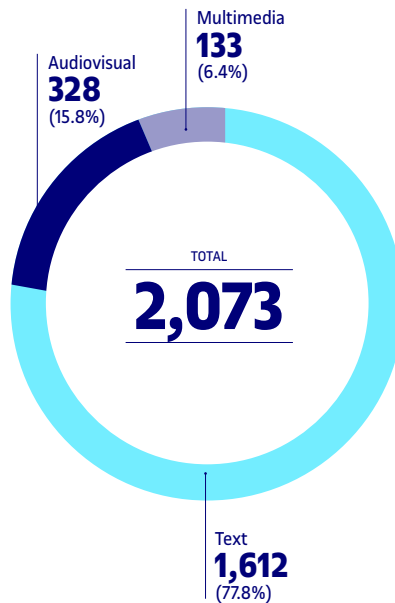- Leadership of the Programme Committee, a collegiate body chaired by the Vice President for Teaching, Carles Sigalés.
- Ongoing communication with the UOC community, including the Student Council.
- A multidisciplinary team revolving around the teaching staff. The involvement of all academic management staff has been key in this transformation.
- Protocols and tools to be used for the plan, such as the catalogue of learning resources and the guidelines for the use and selection of resources.
- Outsourcing of production, choosing professionalization, scalability, deseasonalization and continuous quality improvements.

Cooking up the learning resources of the UOC

"The end-of-semester survey asks students to state their degree of satisfaction with the learning resources for each course. Historically, an average of 69% of students are satisfied or very satisfied with the learning resources received. The current figure is 72.4%, above the historical average."

Ciro Llueca
Director of the Library
and Learning Resources

Types of UOC-designed learning resources

Multimedia
133
(6.4%)

Audiovisual
328
(15.8%)

TOTAL
2,073

Text
1,612
(77.8%)

Learning resources in figures

22,611
UOC-designed learning resources in the classroom (up 26% compared to the previous year)

1,663
New UOC-designed learning resources for 453 courses

3 million
digital collection downloads per year

14,351
learning resources requiring rights management (up 36% compared to the previous year)

52
software licences for different programs

459
courses transformed (14% of the total)

2019/2020 | Figures for the first semester

Lifelong learning

The UOC's raison d'être is its commitment to providing education at every stage of people's lives. The diversity of its educational programmes means that teaching activities can be adapted to students' varying personal and professional circumstances.

61,860
official programme students

42,750
bachelor's degree students

22,252
new students

19,110
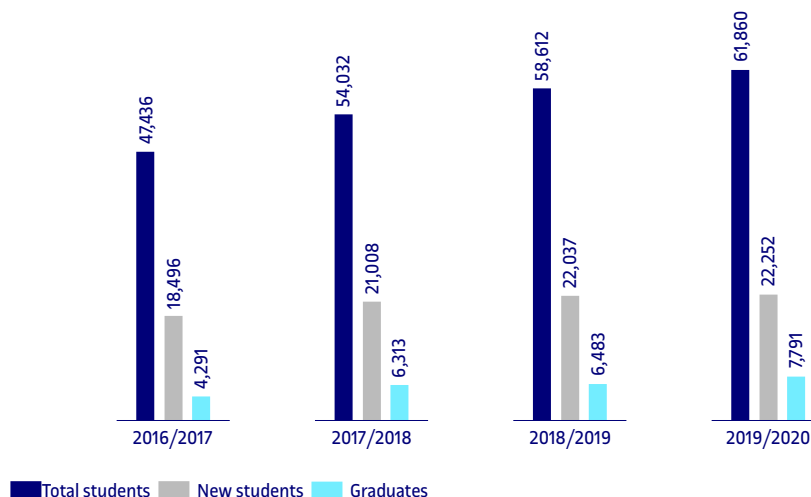university master's degree students

7,791
graduates

Who are the UOC's students?

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

57.9%	women	**69.2%**	are studying for professional improvement or self-employment purposes
38.9%	between 25 and 34 years old	**50.1%**	choose the UOC so they can combine their studies with work and other responsibilities
91.8%	study and work at the same time	**52.2%**	choose their qualification out of personal interest
67.4%	work in the private sector		

Source: Power BI. Data collected on: 31/08/2020. Produced by: PiQ

Evolution of official bachelor's and master's degree students

	2016/2017	2017/2018	2018/2019	2019/2020
Total students	47,436	54,032	58,612	61,860
New students	18,496	21,008	22,037	22,252
Graduates	4,291	6,313	6,483	7,791

■ Total students   ■ New students   ■ Graduates

Since 2016, more than 1,400 students from Latin America have done an international exchange with the UOC.

The UOC has students in 142 countries:

+44,000
in Catalonia

+24,500
in Spain
(excluding Catalonia)

+6,500
in the rest of the world

Student data for 2019/2020. These figures do not include UOC Corporate students.

Distribution of official programme students by faculty

Faculties	Bachelor's degree	University master's degree	
Arts and Humanities	3,950	1,209	
Information and Communication Sciences	4,118	1,193	
Health Sciences	–	2,132	
Law and Political Science	7,135	3,024	
Economics and Business	9,469	3,115	
Computer Science, Multimedia and Telecommunications	6,190	3,823	
Psychology and Education Sciences	11,888	4,614	
Total	**42,750**	**19,110**	
Total official programmes	**61,860**		

Online mobility

E-learning puts the international experience within everyone's reach. We are aware of how important these international experiences are for university students and the hurdles faced by many people wishing to take part in them. This is why we urge students to participate in our online mobility programmes, helping other educational institutions offer their students a broader and more international curriculum. Students from all over the world can take one or more courses at the UOC Virtual Campus, which will later be recognized in their academic records.

This initiative has been presented at various international forums (such as the CINDA University Exchange Programme meeting or the online mobility conference organized by the EADTU network) during this academic year in order to share the experience and lessons learned with other universities and explore the possibility of making them available to other institutions too.

Official university programmes offered in 2019/2020

The University reviews and assesses its programmes to ensure they meet the needs of society, ensuring their quality at all times in accordance with European standards. The number of official programmes increased during academic year 2019/2020, mainly due to the university master's degrees on offer.

University master's degrees

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

Information and Communication Sciences
- Corporate Communication, Protocol and Events
- Strategy and Creativity in Advertising
- Digital Journalism and Communication: Data and New Narratives
- Social Media: Management and Strategy

Health Sciences
- Food for Physical Exercise and Sport
- Neuropsychology
- Nutrition and Health
- E-Health
- Medical Social Work

Law and Political Science
- Electronic Administration and Governance
- Legal Practice
- Political Analysis
- Cybercrime
- Cities and Urbanism

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

Economics and Business
- Economic Analysis
- Business Management
- Human Resources Management
- Logistics Management
- MBA (UOC: EADA affiliated centre)
- Strategic Management of Information and Knowledge in Organizations
- Digital Marketing
- Occupational Health and Safety
- Corporate Social Responsibility
- Sustainable Tourism and ICT

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

- Information and Communication Technology Security (joint: UOC, UAB, URV)
- Computer Vision (joint: UAB, UPC, UPF, UOC)

Psychology and Education Sciences
- Quality Management and Evaluation in Higher Education
- Learning Difficulties and Language Disorders
- Education and ICT (E-learning)
- Teacher Training - Secondary Education, Language Teaching and Vocational Training (specializing in English, Natural Sciences, Vocational Training and Educational Guidance) (joint: UPF, UOC)
- Teacher Training - Secondary Education, Language Teaching and Vocational Training (specializing in Mathematics) (joint: UAB, UB, UPC, UPF, UOC)
- Neuropsychology
- Employment and the Labour Market: Intervention and Coaching for Work (phasing out from 2020)
- Child and Adolescent Psychology: Intervention Techniques and Strategies
- Educational Psychology

Bachelor's degrees

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

Information and Communication Sciences
- Communication
- Digital Design and Creation
- Information Science

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

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

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

Computer Science, Multimedia and Telecommunications
- Applied Data Science
- Computer Engineering
- Telecommunications Technologies and Services Engineering
- Telecommunications Technology

Psychology and Education Sciences
- Social Education
- Psychology

Doctoral programmes

Information and Knowledge Society

Education and ICT (E-learning)

Network and Information Technologies

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

Number of official and UOC-certified qualifications by level and year*

25	bachelor's degrees
242	UOC-certified postgraduate programmes
4	doctoral programmes

55	university master's degrees
273	open courses
141	development programmes and seminars
58	language courses

2019/2020 | *Not including bachelor's or university master's degrees in which the UOC is not the university in charge.*

Incorporating our global ethical commitment in our bachelor's and master's degrees

The UOC is adding a new competency. In the words of Carles Sigalés, Vice President for Teaching and Learning, it will give students the ability to "act honestly, ethically, sustainably, and in a manner that is socially responsible and respects human rights and diversity, in both academic and professional practice." Pastora Martínez, Vice President for Globalization and Cooperation, explained that the new competency has been linked to the principles and goals of the 2030 Agenda for Sustainable Development so that it now "also includes gender equality, in compliance with AQU Catalunya's new general framework for including the gender perspective in university education."

One of the actions included in the UOC's Strategic Plan for 2017-2020 was the acquisition of global competencies by students. The University approved a dozen interdisciplinary competencies

to be included in all its educational programmes.

In 2019 we embarked on the process of applying these competencies, starting with the global ethical commitment to enable students to learn in an interdisciplinary manner how to be respectful of diversity in their personal and professional dealings, with a particular focus on gender issues.

This competency must form part of every programme, taking the form of certain actions in those courses in which it applies. This may result in the modification or inclusion of new learning resources and activities and must be reflected in the assessment. Each faculty has identified whether this competency was already included in its programmes and has planned how to make any appropriate changes for its gradual inclusion.

Teacher training

We launched a new course for all UOC faculty. The first edition was imparted to fifty teachers chosen based on the impact and relevance of this competency on their courses. This training will provide a model to be applied to all the UOC's interdisciplinary competencies, which must not only make graduates experts in their specific fields, but must also give them the tools to understand the world's great challenges and the ability to act and help improve the world they live in.

A university for everyone

1,722

students with disabilities
enrolled for academic year 2019/2020

The UOC's educational model promotes equal opportunities in access to education. It seeks to guarantee access to education for people with functional diversity.

Holding final tests or assessment online has benefited students with disabilities. It provided an effective solution for people with mobility issues, many of whom have found that taking tests in a familiar environment helped them concentrate during assessment periods. However, the Student Support Service has kept working hard to help people with functional diversity take their tests by, for example, adapting test times to particular circumstances and working on test questions if necessary (for example, for visually impaired people).

Teaching adaptations

At the beginning of each semester, students are given time to request adaptations to the teaching or the learning resources in order to help them adjust to the pace, or to replace an oral task with a written adaptation in language courses. The UOC Library creates resources using the markup language XML to make them available in multiple formats, such as DAISY for audiobooks, which helps people with visual impairments, enabling them to work with audio files instead of written texts, or PDF, which enables text to be easily run through text-to-speech converters.

Happy graduates

The life cycle of a UOC student has four key stages: joining, learning, graduating, and employment and career advancement. The challenges that go hand in hand with technological and economic change extend the scope of the UOC's mission and its responsibility in relation to its graduates' job prospects. Our learning method enables UOC students to acquire unique competencies: a high level of digital competency, a considerable ability to organize themselves and manage their time, and the ability to work collaboratively as part of a network.

80%
are happy with their degree

84%
would choose the same programme again

87%
would come back to study at the UOC

Evolution of the number of graduates (bachelor's or master's degrees and doctoral programmes)

7,942
2019/2020

7,715
2018/2019

6,462
2017/2018

4,750
2016/2017

4,484
2015/2016
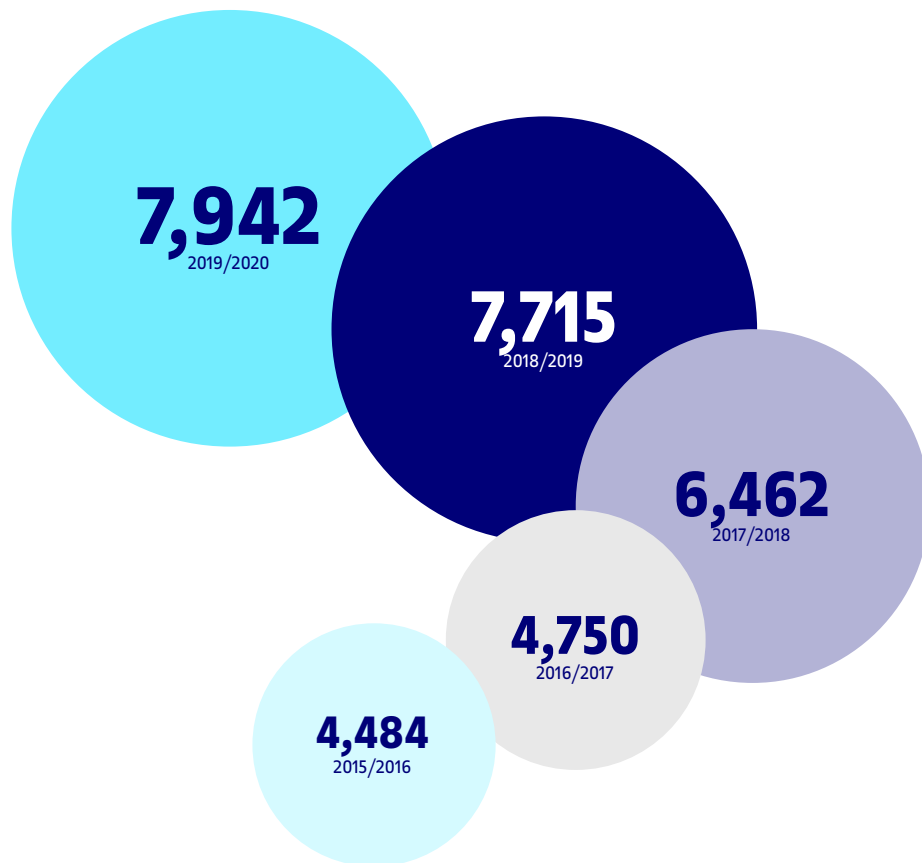
One more step towards the certification of our quality management system
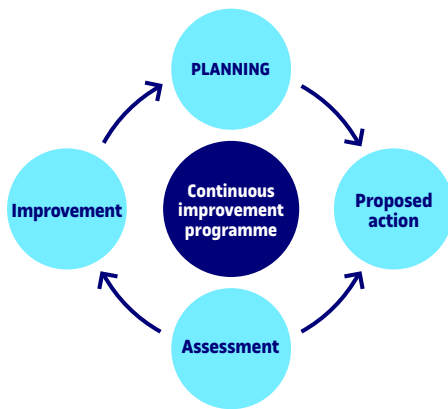
During academic year 2019/2020, the UOC carried out an internal audit of its quality management system to assess its level of maturity and obtain external certification from the Catalan University Quality Assurance Agency (AQU Catalunya) for academic year 2020/2021.

The internal audit was led by an external auditor and a UOC faculty member who is also an audit expert, with the support of experts from other universities. In all, over 105 professionals and faculty members were involved.

The external auditors highlighted the following strengths:
· A high degree of engagement in the audit
· Engagement by the management in the quality and enhancement of the quality system
· A good degree of alignment between the quality management system and the UOC's strategy

· Definition and deployment of the strategy at every level of the organization
· The existence of a structured process map

Areas for improvement were also identified and worked on in the second semester of academic year 2019/2020:
· Clear identification of the responsibility chain in processes
· Better alignment between policies and strategy
· Greater stakeholder participation
· Evidence gathering system
· Application of document management criteria
· Review of indicators

This process marks the achievement of the UOC's final milestone of applying for certification of its quality management system in accordance with EHEA standards, which had been planned since 2017.

Who are our teaching staff?

There are three types of teaching role at the UOC, each of them with its own function: faculty (who design a course, ensure its quality and coordinate the course instructors); course instructors (who monitor and guide students' learning process) and tutors (who provide students with guidance in their own personal academic path).

UOC faculty members by category

Emeritus professor
1
(0.3%)

Adjunct professor
27
(8.3%)

Assistant lecturer
7
(2.2%)

Full professor
22
(6.8%)

Associate professor
175
(53.8%)

Total
325

Lecturer
93
(28.6%)
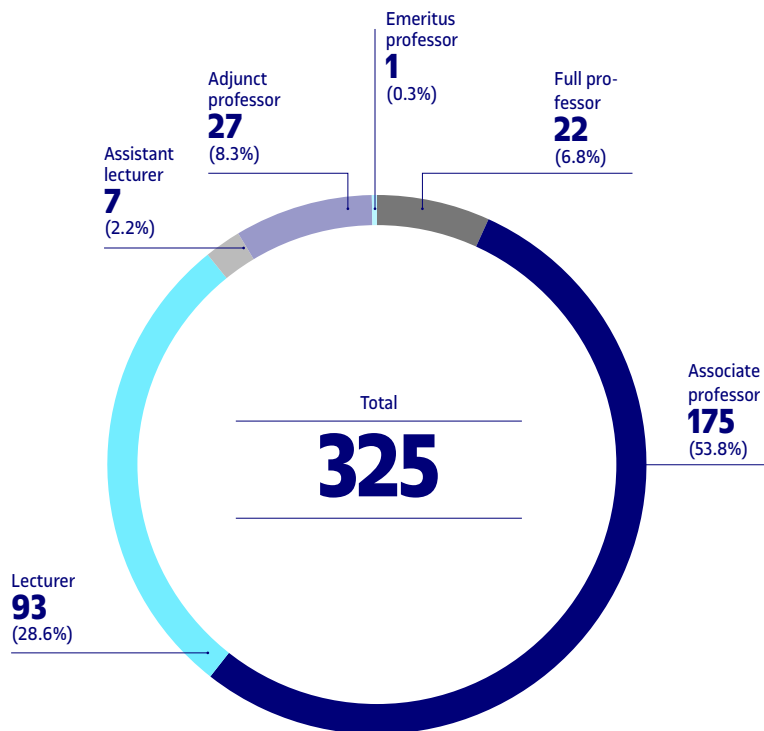
2019 | UNEIX figures for the calendar year.
Active faculty members as of 31 December

Accredited faculty members

	Women	Men	Total
Faculty members with PhDs	50%	50%	89%
Faculty members with PhDs who have received a positive assessment from an external assessment body	48%	52%	79%

2019 | Figures for the calendar year. Active faculty members as of 31 December

Faculty members with six-year research accreditations

	Women	Men	Total
Faculty with PhDs and six-year research accreditations	47%	53%	57%

2019 | Figures for the calendar year. Active faculty members as of 31 December. Excluding adjunct and emeritus professors

Faculty members with six-year teaching accreditations

	Women	Men	Total
Faculty with six-year teaching accreditations	47%	53%	72%

2019 | Figures for the calendar year. Active faculty members as of 31 December. Excluding adjunct and emeritus professors

Course instructors and tutors by gender and type

4,778	course instructors
2,364	women
2,414	men
754	**tutors**
434	women
320	men

5,532*	total (course instructors, tutors, and course instructors who are also tutors)

2019/2020 | Figures for the academic year
* 5,333 individuals, as there are 199 affiliated teaching staff members who double up as course instructors and tutors.

4,778
course instructors

754
tutors
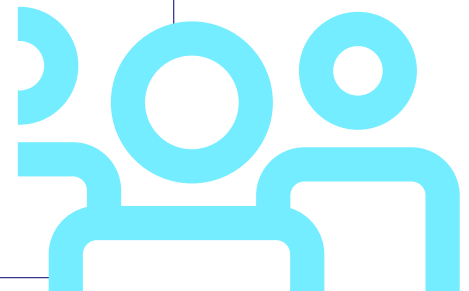
The Virtual Campus adapts to new challenges

For the whole university community, the Virtual Campus is where it all happens. Once on the Campus, students can access the virtual classrooms, where they will find the teaching staff and fellow students, as well as activities, content and tools to help them learn. This year, the Campus adapted to new challenges.

All online final tests

June 2020 / 6 days

16,008 students

25,152 tests

1,400 students

1,195 courses

89 tests adapted for disabilities or special needs

1,219 students asked to personalize their schedules

During the tests

679 queries relating to test questions

172 people monitoring and controlling test days

7,366 technical queries

7,111 calls asking for logistical support

192 people (teaching and administrative staff) to respond to enquiries

Live online public defences of final projects

July 2020

Students of 6 university master's degrees

706 live online public defences

Main consumption indicators for Campus information sections

|	
Logins	26,047,222
Users	2,507,864
Average time spent logged in	05:09
Logins from mobile devices (tablets and mobile phones)	5,318,552
Percentage of logins using mobile devices	20.4%
Logins from outside Spain	2,084,336
Percentage of logins from outside Spain	8.2%
HTML pages (forming part of the Campus information sections)	39,642

2019/2020

Incorporating the UOC X community

The community linked to Campus FP - Jesuïtes Educació started to be managed together with the UOC and professional training courses in October 2019, with the ultimate aim of ensuring that these groups have access to equivalent services and tools – such as a campus and classrooms – to those available to the rest of the UOC community.

The face-to-face final assessment tests were organized by the UOC in February 2019. In June 2020, 1,259 Campus FP students took the validation tests online for the first time, having always done so previously in person.

Students' opinions in relation to COVID-19
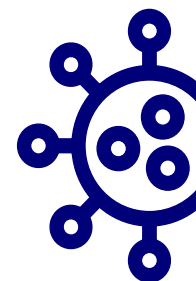
In a specific section of the feedback survey for the academic year 2019/2020, students were asked to rate different aspects of the UOC in the context of the exceptional situation caused by COVID-19. Students were given eight sentences and asked to state the extent to which they agreed with them on a scale of 1 to 5.

The 2019/2020 feedback survey was sent on 1 June to over 49,200 students enrolled on bachelor's degree or university master's degree programmes. A total of 17,300 responses – a participation rate of 35% – were received during the feedback period.

Result on a scale of 1 to 5

4.1 The University's communication about the health crisis has been fluid, up to date and appropriate.

4.1 The information received in my mailbox or published on the Virtual Campus during this exceptional time has been useful.

3.9 The additional reasons (job loss, healthcare worker, caring for others, etc.) and extended deadlines for cancelling enrolments have met my needs.

3.8 The assistance with procedures relating to documentation, admission and grants/scholarships was adequate.

3.9 The adaptations to the curriculum were appropriate and well communicated.

4.2 The flexibility in the deadlines for the submission of work met my needs.

4.2 I agree with the final tests being held 100% online.

3.9 I feel that the University has supported me during the health crisis.

Continuous support and guidance

At the UOC, students are supported at all times by specialist teaching staff whose main tasks are to design, guide, evaluate and enhance the entire educational process.

This support goes beyond teaching, with help channels, personalized information and services that ensure good communication, the resolution of queries and progress over the course of the academic year.

Due to the exceptional situation arising from COVID-19, we adapted our help services to respond to the increase in enquiries received in the second semester. The number of queries increased by 24% relative to the second semester of the previous academic year, and the number of tweets rose by 88%.

Help Service indicators
2019/2020

288,945
enquiries (academic and technological)*

75.18%
queries dealt with within 48 hours

3.9/5
degree of satisfaction with the assistance received from queries

32,097
tweets received

4.6/5
degree of satisfaction with the assistance received via Twitter

1,850
complaints

19,607
Twitter followers @UOCrespon

Evolution of the second semester of 2019/2020 relative to the same period of the previous academic year.

+ 88.02%
Tweets received

+ 24.21%
Enquiries (academic and technological)

Since January 2020, we have been offering an assistance service to members of the UOC X community linked to the UOC and FP Jesuïtes professional training courses. This group has made 10,471 queries.

Key email indicators

Course instructors
68,766
✉ message recipients

Course instructors
546
✉ messages sent

Course instructors
5,600
newsletter recipients

Course instructors
46
issues of newsletters

Students
2,223,898
✉ message recipients

Students
565,111
✉ messages sent

Students
10,400
newsletter recipients

Students
46
issues of newsletters

Tutors
766
newsletter recipients

Tutors
46
issues of newsletters

Support from the Library

The Library is a centre for digital resources, with a team of over fifty experts whose services support the work of students, teaching staff, researchers and administrative staff. Their aim is to help ensure high-quality learning and research at the UOC.

Each semester, staff at the Library respond to the demands of teaching staff to deliver over 18,500 original UOC learning resources, as well as around 28,000 resources requiring rights management, to classrooms for students. In addition, thanks to the Library collection, the university community has access to a range of databases, books and e-journals that attracted 3.8 million downloads in 2019 alone. The Library team's strong commitment to open access and open science can be seen in its running of the O2, the UOC's open-access institutional repository, which contains over 14,000 documents.

Use of the Library and the user assistance service

2,667,497	visits to the Library website
1,524,304	searches in the Library database (cumulative)
3,835,195	downloads of electronic articles and documents (including books and book chapters)
15,884	loans and renewals
2,120	documents requested from the Electronic Document Supply Service
4,822	enquiries received by the *Library Replies service*
315	bibliographic enquiries
40	complaints received from students by the *Library Replies service*

The collection

63,470	titles in the catalogue*
26,977	e-book titles
36,493	printed book titles
42.50%	e-books
65,013	volumes
137,285	e-journals
173	databases

The Library in the classrooms

35,616	electronic resources available in the classrooms
3,088	orders for new teaching materials
2,534	enquiries/requests received from faculty members for Library for Learning services

Training

34	hours of training for students
320	participants
9	training sessions for students
3	training sessions for course instructors

2019/2020. *Titles held in perpetuity.

Integrating the gender perspective

During this year, in order to improve the quality of the UOC's original learning resources, we included the gender perspective in the guidelines for authors of new learning resources. In addition, we contributed to the creation of dossiers on gender issues (gender and speech therapy, gamification, and cities and urbanism) and have made proposals for the improvement of learning resources with a gender bias.

06

Transdisciplinary research

Our commitment to research

In 2019, the UOC consolidated its position as a research university, focusing on the interaction between technology, human & social sciences, e-health and e-learning, and generating knowledge that will help society overcome the challenges of the 21st century.

A look at the results of the 2019 research data and an analysis of how the data have evolved in the last five years reveals an increase in the number of researchers and groups earning official accreditation, a doubling of the external funding obtained and, as a result of all this, an increase in scientific production. These figures respond to the four main challenges of the Strategic Plan 2014-2020: to transfer the knowledge generated from all areas of the UOC's activity, to boost scientific production, to provide doctoral programmes based on first-class research, and to raise the UOC's international profile thanks to its cutting-edge research on the knowledge society and e-learning.

> "Society needs answers and expects science to provide them. In this context, the UOC has the opportunity to act as a forum for surveying new intellectual ground, a forum for questions and reflections. It can act as a forum that is open to everyone, a forum promoting dialogue, and the creation and sharing of knowledge."

Marta Aymerich
Vice President for Strategic Planning and Research

The UOC's research contin- ues to grow

The UOC ranked number one in the list of online universities for research

2019 CYD Ranking

In 2019, the UOC received more than €4.2 million in external funding for research and innovation projects. This is one of the figures that reflect the amount of activity at the University in 2019.

In fact, according to the CYD Ranking, the UOC is the top online university for research. Specifically, it has green lights for standardized impact of publications, number of citations, postdoctoral degrees, average number of six-year research accreditations and high performance in knowledge transfer. This milestone is a reflection of the University's commitment to research.

The funding obtained in 2019 is split between 99 approved projects. As a result of the cumulative volume over the years, as of 2019 the 279 current research projects account for over €15.2 million of funding.

The growth of research at the UOC over the last 5 years (2014-2019)

Research staff and groups
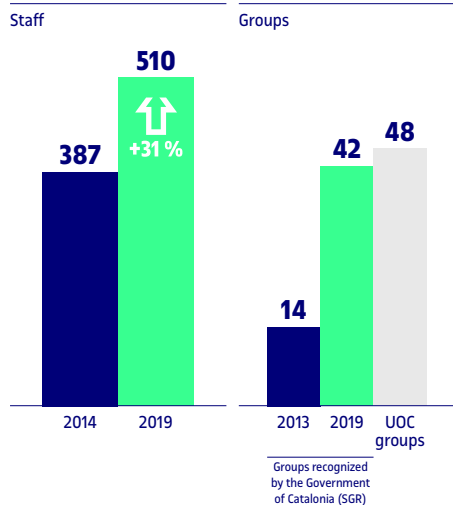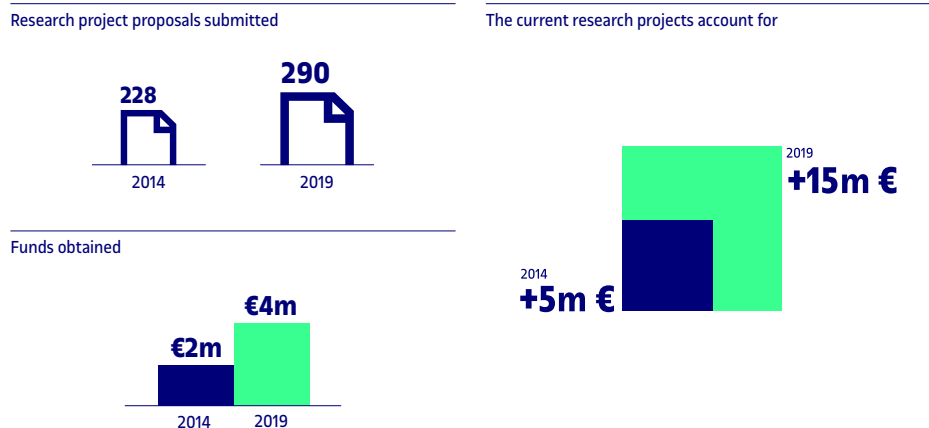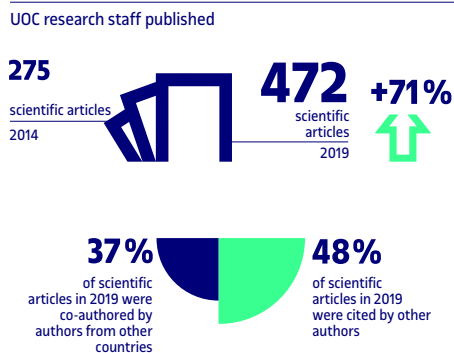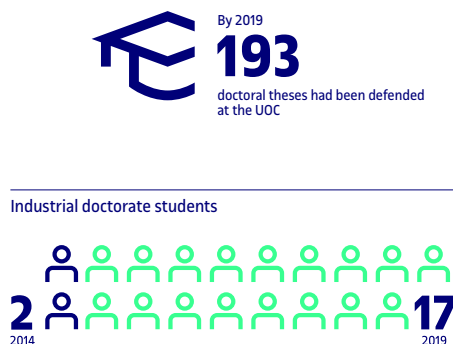
Staff

387 — 2014
510 — 2019
+31 %

Groups

14 — 2013
42 — 2019
48 — UOC groups

Groups recognized by the Government of Catalonia (SGR)

Research funding

Research project proposals submitted

228 — 2014
290 — 2019

Funds obtained

€2m — 2014
€4m — 2019

The current research projects account for

2014 +5m €
2019 +15m €

Scientific articles

UOC research staff published

275 scientific articles 2014
472 scientific articles 2019
+71%

37 % of scientific articles in 2019 were co-authored by authors from other countries

48% of scientific articles in 2019 were cited by other authors

Doctoral degrees

By 2019 193 doctoral theses had been defended at the UOC

Industrial doctorate students

2 2014
17 2019

Knowledge exchange

The UOC has 3 spin-offs

Current patents

4 — 2014
18 — 2019

Research staff and groups

The University's research and innovation team includes over 500 members of staff, an increase of over 31% with respect to 2014. Many of these researchers work in the research groups affiliated to one of the faculties or to the Internet Interdisciplinary Institute (IN3). Of the 46 research groups existing in 2019, 42 had received official recognition from the Government of Catalonia through its research group support (SGR) call.

External funding for projects awarded to the UOC in 2019, by geographical area

152,836
(3.67%)

1,070,670
(25.73%)

1,434,172
(34.46%)

TOTAL
4,161,846
euros

1,504,168
(36.14%)
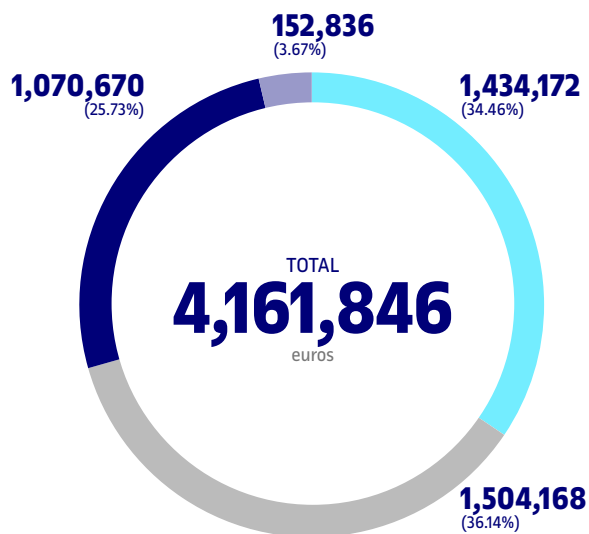
Number of projects awarded to the UOC in 2019 by geographical area

6
(6.06%)

15
(15.15%)

48
(48.48%)

Total
99

30
(30.30%)
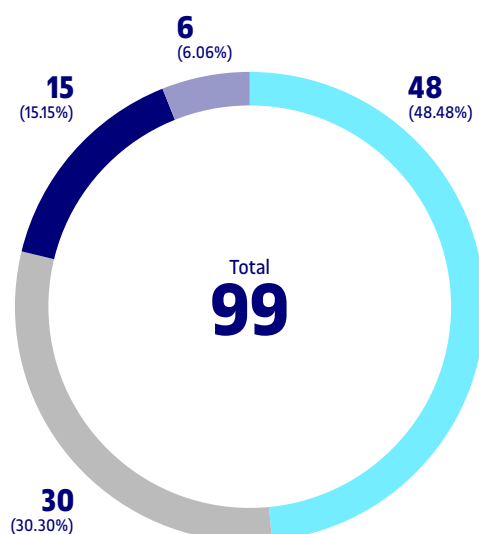
Regional   National   European   International (excluding the EU)

Our response to COVID-19

In the words of Marta Aymerich, the UOC's Vice President for Strategic Planning and Research, the pandemic has highlighted the importance of science, which must help us face the challenges of the future. Furthermore, we must educate the public in the culture of scientific research, as society's involvement in research is essential.

When the pandemic took hold back in March, a number of measures were immediately put in place by the Research and Innovation department to increase the UOC's participation in COVID-19 research proposals and projects, to meet the needs of existing projects, and to ensure they could continue with their progress affected as little as possible.

The department immediately publicized the various COVID-19-related funding opportunities as much as possible, working with the research teams to help them draw up proposals. To do so, all calls for applications were monitored on an ongoing basis, research and innovation staff were kept informed at all times, and special newsletters relating specifically to COVID-19-related calls for applications were published. We also worked throughout the year helping to prepare numerous proposals in response to COVID-19-related funding calls. As to those projects that were already under way, it is worth noting that, due to the impact of the pandemic, these have had to be rescheduled in order to adapt to the new situation. After analysing the situation, we asked the various funding agencies and bodies for appropriate changes, extensions, budget adaptations, or whatever else was required in each case.

Subject areas in which the research groups work

Subject area	Number of groups	
Arts and Humanities	9	🏛
Health Sciences	4	♡
Social Sciences	26	👥
Information and Communication Technologies	7	⮕

2019 data

The research ecosystem

At the UOC, we take traditional disciplines and address them from a digital perspective. Fields such as psychology, law, politics, communication, education and health are thus studied from the point of view of the digital society. Furthermore, the transdisciplinary nature of its areas of knowledge is one of the University's hallmarks. UOC research is, by definition, interdisciplinary and applicable to a range of fields. It is a diverse ecosystem.

48
research groups

Over
500
researchers

Research staff and groups

The University's research and innovation team includes over 500 members of staff, an increase of over 31% with respect to 2014. Many of these researchers work in the research groups affiliated to one of the faculties or to the Internet Interdisciplinary Institute (IN3). Of the 46 research groups existing in 2019, 42 had received official recognition from the Government of Catalonia through its research group support (SGR) call.

eHC

IN3

eLC

RESEARCH CENTRES

Health Sciences

Information and Communication Sciences

Arts and Humanities

FACULTIES

Economics and Business

Computer Science, Multimedia and Telecommunica-tions

Psychology and Education Sciences

Law and Political Science

E-learning

ICT and Networks

DOCTORAL SCHOOL

Information and Knowledge Society
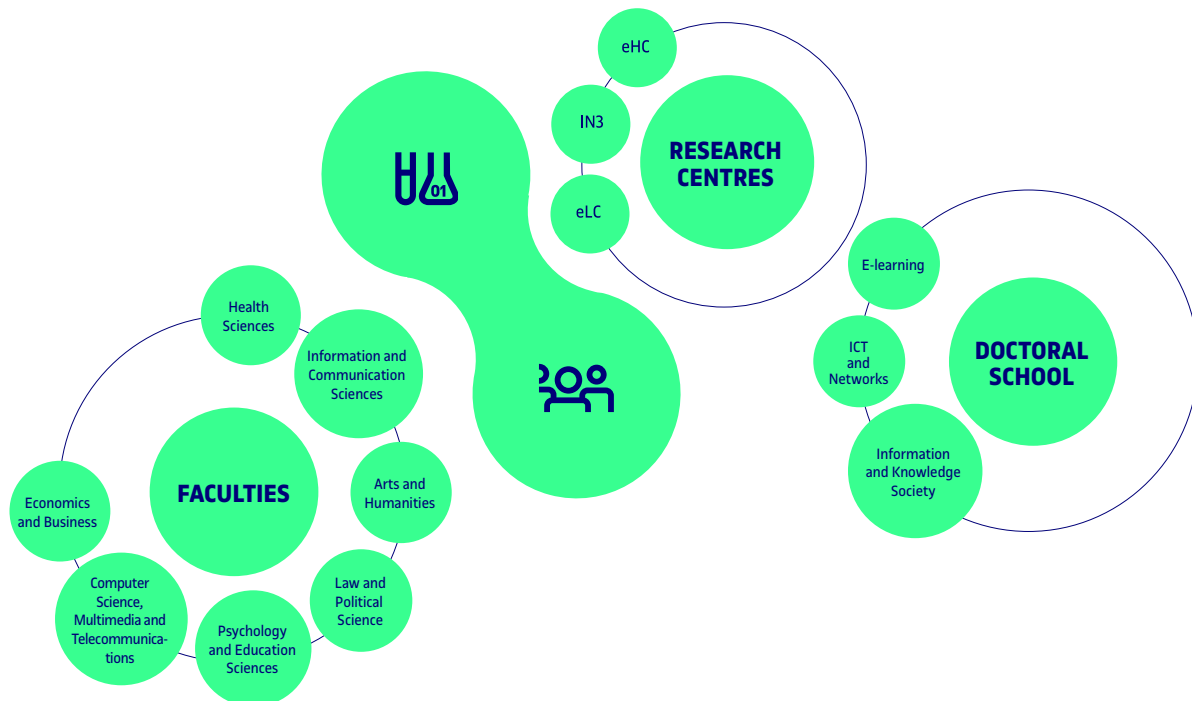
Contributing to society

The ability to conduct research contributes to society, as it helps us understand the complex world we live in, puts the knowledge it generates in the hands of students and sparks social change. On 25 September 2015 the United Nations General Assembly approved the 2030 Agenda, making the Sustainable Development Goals (SDGs) the main focus of the international agenda. It is important for sustainability to achieve these seventeen goals to change our world in the next fifteen years.

New Open Knowledge Action Plan 2019-2020

The application of the new Open Knowledge Plan created in May 2019 aims to ensure that the knowledge generated at the university reaches as many people as possible, that the university is a knowledge hub and that it connects with people and communities. Open innovation, FAIR data and open-access publications and learning are some of the main pillars of the plan.

Seven chairs

As to chairs, this year the UOC has maintained its seven chairs in various fields promoting research and the transfer of interdisciplinary knowledge.

UNESCO Chair in Education and Technology for Social Change	**Miró Chair**	**UNESCO Chair on Food, Culture and Development**
UOC-Telefónica Chair in Design and Multimedia Creation		
UOC-BSA Chair in Applied Research and Data Analysis in Health	**IBM-UOC Chair in Cybersecurity**	**Randstad Foundation-UOC Chair in Disability, Employment and Social Innovation**

The Library supports research

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

Library for Research Services

52	bibliographic enquiries dealt with
207	bibliometric enquiries dealt with
739	documents requested from the interuniversity document search and loan service by teaching and research staff
157	open access doctoral theses published
1,111	records reviewed in the GIR research portal
111	support actions for accreditation calls
16	bespoke training

2019/2020

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

2 **Information management**
Citation, bibliographic references and research data.

3 **Publication support**
Publication of research: copyright and editorial policies.

4 **Dissemination support**
Dissemination of scientific production.

5 **Assessment support**
Research assessment: bibliometric indicators and social impact.

Human Resources Excellence in Research

In 2018 the European Commission awarded the UOC the Human Resources Excellence in Research distinction, a quality seal that recognizes European institutions' ability to attract talent, nurture a favourable working environment, foster research and strengthen researchers' careers.

Research and innovation centres

Internet Interdisciplinary Institute (IN3)

"People need more education in order not to fall victim to cybercrime."

COVID-19 couldn't stop the IN3

The IN3, as a centre for UOC research, focuses its activities **on the interdisciplinary field of the information and knowledge society**. Its eleven research groups focus on studying the internet and the effects of using digital technologies.

During the 2019/2020 academic year the IN3 had to adapt to the new situation resulting from the spread of COVID-19. In this respect, we should highlight the resilience of the members of the IN3 research groups, who carried out all kinds of activities online, created an online format for visiting professors, thus enabling the scientific collaboration between our researchers and those of other institutions to continue, and organized and took part in activities and publications relating to two of the subjects forming the focus of this academic year: COVID-19 and the climate emergency, as shown in the various articles published in the IN3 blog.

Essays such as the one written by Isabel Ruiz-Mallén (TURBA Lab) and her collaborators in relation to the current COVID-19 times as an opportunity for the world of academia to develop and strengthen a principle of care in this regard, or the one written by Andrea García-Santesmases and Joan Moyà (CareNet) on the high rate of COVID-19 among people with functional diversity and in nursing homes, which has highlighted the current dehumanized model and the need to improve it, are particularly worth noting. Julián Salas and Cristina Pérez's (KISON) article reflecting on the privacy of contact-tracing apps is also worth highlighting.

Finally, another remarkable piece of research in academic year 2019/2020 is that carried out by the ICSO group, with its commitment to moving towards smarter and more sustainable cities by means of urban logistics algorithms.

The IN3 Contributes to the 2030 Agenda

The Internet Interdisciplinary Institute (IN3) analysed how its research work has contributed to the UN's 2030 Agenda. The IN3 conducted one-on-one interviews with UOC researchers to gauge the extent to which their research takes into account not just the Sustainable Development Goals (SDGs) but also the 2030 Agenda's 169 targets. The research carried out by the IN3 is geared towards meeting society's technology and internet needs. It analyses social challenges and helps build a fairer and more equal, participatory and sustainable society. The IN3 has made its most significant contribution to the following four SDGs:

41.7% of projects contribute to the achievement of SDG 5 (gender equality) and SDG 10 (reduce inequality within and among countries).

30.6% of projects contribute to SDG 9 (industry, innovation and infrastructure).

27.8% of projects contribute to SDG 11 (sustainable cities and communities).

Newly launched Decidim Fest 2019: Democracy, Technology and the Future

Decidim Fest is the annual conference for the Decidim project and the MetaDecidim community.

This conference, which was organized by the group Communication Networks & Social Change (CNSC-Technopolitics) in partnership with Barcelona City Council, was held from 29 to 31 October at Fàbrica de Creació Fabra i Coats. Held for the first time this year, it attracted 210 attendees, who were invited to reflect on the relationship between technology and the challenges of democracy in today's networked society. One of the most noteworthy contributions at Decidim Fest was the use of the digital citizen participation platform Decidim.

Another Sharing Cities Summit, led by Dimmons

The Sharing Cities Action conference organized by the research group Dimmons, led by Mayo Fuster together with Barcelona City Council and Barcelona Activa, was held again, this time from 19 to 21 November 2019. The Sharing Cities 2019 summit was attended by 30 representatives from cities around the world and 150 players from the international sharing scene: business platforms, civil society organizations, networks, experts, activists and research centres. The main topics addressed were the future of work, gender inclusion and equality, policies on data and the common good, and ecological sustainability.

Research and innovation centres

Integrating data analysis into sport, gender and health to improve social welfare

Online conference on polyhedral perspectives on gender violence

The IN3's ICSO and GenTIC research groups, together with the UOC's Faculty of Health Sciences, organized the Open Workshop on Analytics@Sport & Health 2019 through the Spanish Network for Sport and Health Analytics, funded by the Spanish Ministry of Culture and Sport, of which they are members. The event, which was held face to face with over a hundred attendees on 11 and 12 November 2019, was sponsored by the Movistar Centre. Several guest speakers, including both prestigious scientists and researchers and members of sport and health organizations, shared their knowledge on the application of data science and analytical research in the field of sport and health with a gender perspective.

The IN3's GenTIC research group, in coordination with the University of Vic, organized the online conference "Mirades Polièdriques a la Violència de Gènere" ("Polyhedral Views on Gender Violence") from 21 May to 4 June 2020, with discussions and reflections about the prevention of gender violence among young people.

The conference, which was held as part of the project "Mirades polièdriques a la violència de gènere: propostes per a la prevenció als centres de secundària des d'una perspectiva holística i interseccional ("Polyhedral views on gender violence: proposals for prevention in secondary schools from a holistic and cross-cutting perspective") (UVic-UCC / UOC), was attended by over 300 participants.
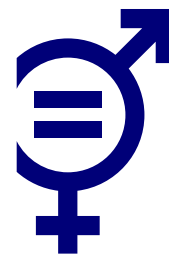
The IN3's eleven research groups are:

CareNet

Care and Preparedness in the Network Society
Leader: Dr Israel Rodríguez (associate professor).
Area: Psychology.
"Rethinking residential models in old age, a need made even more obvious by the COVID-19 crisis"

CNSC

Communication Networks & Social Change
Leader: Mireia Fernández-Ardèvol (senior researcher). Area: communication, (digital) sociology, technopolitics and human-computer interaction.
"How will we use ICT to interact in the new normal?"

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).
"Millions of developers drive the future of software collaboratively on a social networking site"

Dimmons

Digital Commons
Leader: Dr Mayo Fuster (Ramón y Cajal researcher).
Area: multidisciplinary (political science, anthropology, economics, philosophy, computer science and art).
"Six keys to recognizing democratically engaged digital platforms"

GenTIC

Gender and ICT
Leader: Dr Milagros Sáinz (senior researcher). Area: multidisciplinary (psychology, sociology, economics, geography and anthropology).
"Gender inequalities in the labour market can affect COVID rates"

GlobaLS

Global Literary Studies
Leader: Dr Diana Roig Sanz (Ramón y Cajal researcher; ERC Starting Grant). Area: multidisciplinary (humanities and social sciences).
"The transnational professionalization of European literary criticism during the interwar period"

ICSO

Internet Computing & Systems Optimization
Leader: Dr Ángel A. Juan (associate professor).
Area: Computer Engineering.
"ICSO research group supports the "maker" community with intelligent algorithms for efficient logistics during COVID-19"

KISON

K-ryptography and Information Security for Open Networks
Leader: Dr David Megías (associate professor and director of the IN3). Area: computer engineering and telecommunications.
"The coronavirus crisis brings a rise in cybercrime"

SOM Research Lab

Systems, Software and Models
Leader: Dr Jordi Cabot (senior ICREA researcher).
Area: Computer Engineering.
"Chatbots and voice assistants: an opportunity in the management of health crises"

TURBA Lab

Urban Transformation and Global Change Laboratory
Leader: Dr Ramon Ribera (associate professor).
Area: multidisciplinary (economics, political science, geography, urban planning, environmental studies).
"A study analyses social movements against climate change in Barcelona and Seville"

WiNe

Wireless Networks
Leader: Dr Xavier Vilajosana (associate professor).
Area: Computer Engineering and Telecommunications.
"A UOC project wins the Tech & Climate challenge to reduce the environmental impact of tech companies"

Research and innovation centres

eHealth Center

"The eHealth Center is more than just a research centre. It was formed two years ago, imbued with the UOC's distinctive research philosophy and a clear approach in favour of interdisciplinarity and transdisciplinarity."

The eHealth Center consolidates its strategy

The arrival in July 2019 of the centre's new director, Albert Barberà, consolidated the eHealth Center as an academic centre with the mission of driving interdisciplinary e-health research at the UOC and promoting the transformation of the health system to become a national and international leader in academic reflection, the impact of ICT and health communication.

During academic year 2019/2020, the eHealth Center worked on its strategy as an agent for the promotion of transdisciplinary e-health research at the University, laying the foundations for supporting all research staff who have at least one line of research devoted to e-health. The centre aims to build an transdisciplinary e-health community within the UOC and give visibility to the various projects and research being carried out in this field, thus achieving the goal of becoming a leader in e-health research and academic reflection.

During the latter months of the academic year, the centre worked on two calls for applications: one to attach four research groups and increase the dedication of four researchers at the eHealth Center, and one for subsidies for e-health projects aimed at current students and alumni of the UOC's Master's Degree in E-Health. Both calls were published in the last four months of 2020.

A practical example of #ehealth: digital health interventions

The eHealthLab research group addressed the last stage of development of the Evalapps application during 2020, launching a call for 300 volunteers to test it. Evalapps is a tool for the assessment of apps against excess weight and obesity aimed at both users and healthcare professionals to facilitate the choice of apps based on each person's condition, circumstances and personal characteristics.

International agencies and networks

The eHealth Center, together with the University's Globalization and Cooperation department, consolidated its leadership of the IAU-driven global cluster of universities for Sustainable Development Goal (SDG) 3. Reflection and exchange spaces for its members were created, and work to prepare a webinar on the education of future health professionals and the impact of the pandemic on the current health model was carried out. The webinar will be held in the second half of 2020.

The UOC and the World Health Organization (WHO) strengthened their ties. First, the UOC joined the WHO's fight against neglected tropical diseases (NTDs). The University made all its e-health resources, supported by the eHealth Center, available to the WHO. And, second, following the outbreak of COVID-19, the UOC's WHO-recognized centre for e-health collaboration produced e-health fact sheets, online resources and webinars setting out the steps that should be taken by countries when implementing telemedicine policies.

Our response to COVID-19

The emergence of the COVID-19 pandemic required a response from the scientific community. The eHealth Center contributed in various ways, underlining its commitment to digital health. The centre provided online resources and advice to address the exceptional strict lockdown situation of the first few months. This psychosocial work was carried out on Twitter, where there was a huge amount of information – some true and some false – in the early days of the pandemic, making it more necessary than ever to be able to tell the difference between what was real and reliable and what was not. It also focused on the mental health consequences of the pandemic by joining DKV's *#NingúnMayorSolo* initiative for the provision of psychological support for the elderly during lockdown and by taking part in an international study on the psychological effects of the pandemic. Finally, eHealth Lab research group researchers are studying the impact of lockdown on recurrent chronic pain problems.

Commitment to health literacy

The UOC launched a MOOC titled *Health Literacy: Proposals and Ideas for Caring and Taking Care of Yourself*. The first free online health literacy course in Spain provided tools to give people information and better control over their health and facilitate conscious decision-making. It was imparted on two platforms, Miríadax and Twitter, with a discussion hosted on the @moocSaludUOCX channel (with the hashtag #alfabeSaludUOC). Under the guidance of various professionals, students learned about projects that are already under way for looking after our health at every stage of our lives.

The UOC was involved in thirty scientific articles on e-health

ADaS Lab researchers Ferran Prados and Jordi Casas-Roma collaborated on the article "Modified connectivity of vulnerable brain nodes in multiple sclerosis, their impact on cognition and their discriminative value." The paper was featured in the December 2019 on *Scientific Reports,* a high-impact journal by the Nature Publishing Group.

Research and innovation centres

eLearn Center

"The eLearn Center is at the heart of the UOC's online learning R&I activities, helping the University to lead the way in this field."

Driving better teaching

The eLearn Center is a research, innovation and education centre whose objective is to promote applied research focused on e-learning. It uses data obtained within the University for the benefit of innovation and in order to contribute to improving teaching quality.

During the past academic year, the eLearn Center continued with its applied research into e-learning with the deployment of 10 pilot tests for better teaching promoted in collaboration with the UOC's academic team. The centre also embarked on a set of experiments to explore artificial intelligence in online teaching. It presented the successful results of its ESPRIA project for the reduction of student drop-out rates at the EDEN 2020 Annual Conference.

At the same time, it continued with the translational research projects embarked on last year, which will finish next year: iLearn, which aims to change the relationship between students, faculty members and the university; PROxA: Programar x Aprendre, which seeks to overcome a number of time and structural restrictions for taking official courses; and the LIS project, under which an AI tutor for the classroom is being developed.

In addition, the eLearn Center's research department is in charge of representing the UOC at the DXtera foundation. It has been a member of the Board of Directors since 2017, and a voting member since 2019. The UOC acts as the foundation's European platform or hub for driving the digitization of universities, and it has been tasked with organizing the Next Generation By Design symposium.

1. Scope of the project

50%
courses

70%
students

2. Status of the project

25%
courses

36%
students

Driving challenge-based learning

The eLearn Center is helping to drive an ambitious course transformation plan that the UOC is implementing with a target of 2023.

The plan involves redesigning the UOC's courses with two main focuses: firstly, to update them and adapt them to a challenge-based learning method that will give students the necessary competencies to successfully respond to the challenges of their social and work environments; and, secondly, the full digitization of learning resources to give students access to more and better digital resources.

Folio, the evolution of e-portfolio tools

The Folio project is inspired by the potential of e-portfolios and self-promotion pages (such as social media, virtual desktops and personal blogs). It deploys a technological educational model under which content can be developed and the knowledge and competencies acquired during the learning process can be disseminated under supervision.

The project, which was still in its pilot stage during the past academic year, is expected to become available as one of the UOC's teaching tools next academic year.

The digital transformation of universities

This year, the eLearn Center launched a unit to support and assist other higher education institutions wishing to carry out online, hybrid or technology-intensive education models in their educational and service processes.

The unit's mission is to transfer the UOC's knowledge and experience on e-learning and models of this type of learning in order to improve educational systems around the world and help make the most of e-learning models at international level.

Doctoral School

COVID-19, a new context

In a year dominated by COVID-19, the existing methodology designed by the Doctoral School for preparing theses online contined to work well. In addition, the school had to adapt to the new circumstances by adding online thesis defences and a new welcome system for predoctoral researchers who were joining.

By the end of academic year 2019/2020, over 200 theses had been read at the Doctoral School, 19 of them during this academic year (three of them fully online), and the school had almost 300 doctoral students of 39 nationalities.

"Working at an online university has many advantages and gives you more flexibility. You can work from home, but you can also have an office and colleagues to interact with. There is a very active community of researchers."

Mitchell Peters did the Education and ICT programme, and the flexibility of studying at the UOC enabled him to achieve both personal and professional goals. In July 2020, his thesis, "The Contribution of Lifelong Learning Ecologies in Online HE: Graduate Student Learning Across Contexts", became the first to be defended online by a predoctoral researcher at the UOC.

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

New doctoral programmes double the offer

The Doctoral School coordinates and organizes the UOC's doctoral programmes, creating a common framework of reference for them. It works hand in hand with the UOC's three research centres and seven faculties. It offers four online doctoral programmes: Information and Knowledge Society; Education and ICT (E-learning); Network and Information Technologies; and Bioinformatics, a joint doctoral degree offered by the UOC with the UAB, UPC, UdG, UdL and UVic-UCC. This academic year, the creation of four new doctoral programmes will double the number offered; two will be run online by the UOC alone and two are joint programmes: Humanities and Communication; Health and Psychology; Tourism (joint: UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO); and Business Administration and Management (joint: UPC, UPM, UPCT, UOC). Teaching will start next academic year.

The salient data concerning these programmes for academic year 2019/2020 were:

202
theses read at the UOC from its foundation until the end of academic year 2019/2020

39
nationalities

44
doctoral students with some kind of scholarship/grant for their thesis contracted by the UOC

8
industrial doctoral students

2
recognitions of doctorates from foreign universities

296
doctoral students

19
theses read in this academic period (3 of them completely online)

Research by our faculties

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

Faculty of Law and Political Science

The Faculty of Law and Political Science carries out its research principally through four research groups that have earned official consolidated status (SGR). The DDI group on Internet Law (2017 SGR 1711) looks at the legal issues arising from digital technology and the internet in a variety of areas, particularly intellectual and industrial property, data protection and privacy, user and consumer protection, the liability of internet intermediaries, online dispute resolution, and new forms of crime. The research of the Criminal Justice System group (2017 SGR 763, UOC-UdL) focuses on victimization and devictimization processes, as well as restorative justice practices and their integration in the criminal justice system. The TAXBUSINESS: Taxation, Labour Relations and Business group (2017 SGR 258) researches the field of company law, with a particular focus on tax and employment questions. Finally, the GADE (eGovernance: Electronic Administration and Democracy) group (2017 SGR 509) has three main lines of

research: political information and ICT, e-participation, and e-government.

In addition to publishing their work in high-impact journals and disseminating results at conferences, symposiums and seminars, the research groups work on a variety of competitive projects. Four R&I projects from 2019 that were funded by the Government and are particularly noteworthy: "Marc legal i fiscal de la creació d'empreses" ("Legal and Tax Framework of Business Creation"); "Reptes jurídics de l'ús de dades massives per al foment de la innovació i la bona administració a través de la intel·ligència artificial" ("Legal challenges arising from the use of big data to foster innovation and good management through artificial intelligence"); "Dret i intel·ligència artificial" ("Law and Artificial Intelligence"); and "Abusos sexuals en institucions religioses" ("Sexual Abuse in Religious Institutions"). Also worth highlighting are the European Commission-funded (Justice Action Grants) project "Towards fair and

effective compensation scheme to victims of sexual violence"; the project of the Government of Catalonia's Department of Justice "Com respon el sistema de justícia penal a les necessitats de les víctimes de violència de gènere? Percepció dels professionals i de les víctimes" ("How does the criminal justice system meet the needs of gender violence victims? Perception of professionals and victims"); the AGAUR's project "La deliberació ciutadana online ("Online Citizen Deliberation"); the joint project with the Public Administration School of Catalonia (EAPC) "La innovació de serveis públics a través de la personalització i prestació proactiva mitjançant l'ús de dades massives i la intel·ligència artificial" ("The innovation of public services through customization and the provision of proactive services through the use of big data and artificial intelligence"); and the joint project with the Metropolitan Area of Barcelona "La transparència dels algorismes als municipis catalans" ("The Transparency of Algorithms in Catalan Municipalities").

Faculty of Information and Communication Sciences

The Faculty of Information and Communication Sciences provides its members with support and opportunities to improve their research through the actions detailed in its Strategic Research Plan. Research in the field of Information and communication sciences contributes knowledge that is key to our social context, as well as essential skills to understand, analyse and fix inequalities, and to adjust social and technological change to sustainable, open and accessible social and cultural needs based on three main challenges: an effective commitment to research (optimization and sustainable development of the time devoted to research by the Faculty), contributing to society with the aim of becoming a social agent (fostering the production of knowledge as well as its visibility and social impact), and quality of research (increasing the research team's involvement in socially relevant high-impact R&I projects).

The Strategic Research Plan is based on society as both its starting point and its objective, with the aim of helping build a sustainable, critical and responsible future. In 2019 the Faculty was awarded 11 projects, and had 15 active. Its members published a total of 46 indexed articles, and organized and/or attended over 40 conferences, seminars or workshops.

Faculty of Psychology and Education Sciences

The research carried out by the Faculty of Psychology and Education Sciences is structured around three main pillars: education and ICT; psychology, health and quality of life; and social action, community and innovation. Based on these areas of knowledge, fields relating to specific groups are defined (children, young people, the elderly, gender, disabilities, patients, and healthcare and education professionals) as are the contexts in which the research is conducted (communities, work and organizations, participation and networks, management and policies, schools, families and cities). The convergence of all these all these groups and contexts generates diverse and interdisciplinary areas for study, which can be analysed from many different perspectives.

This diversity is reflected not just in the cutting-edge results of the R&I work carried out but also in the groups and affiliations of the Faculty's researchers, many of whom participate in research groups linked to other faculties, centres and universities. In addition, a total of 54 doctoral theses have been supervised by members of this Faculty, four of them in 2019.

During the same year, collectively the Faculty published 73 articles in scientific journals indexed in databases such as Web of Science or SCOPUS. In addition, they published 10 books, 15 book chapters and four conference proceeding papers.

Faculty of Health Sciences

Fostering research is one of the four main goals of the Faculty of Health Sciences. The Faculty's teaching and research staff carry out research for the promotion of health and health-related prevention, with a particular focus on ageing and neurological diseases; intervention in and prevention of chronic conditions such as obesity and diabetes; and the health empowerment and training of the public through technologies. The aim is to continue to assess the impact and implementation of e-health interventions for a more sustainable health system that can help empower the public, patients and healthcare professionals. The Faculty also focuses its research on nutrition in sport and neuroscience.

It is involved in seven research groups (Cognitive NeuroLab, the Movement Disorders Unit of Hospital de Sant Pau and the Sant Pau Institute for Biomedical Research, FoodLab, the DARE Group, eHealth Lab, i2TIC and SocialQuit), three of which have been recognized by the Government of Catalonia (SGR), as well as a UNESCO chair and a WHO-recognized collaborating centre. As to indexed publications, 2019 saw 26 publications in high-impact indexed journals.

Faculty of Arts and Humanities

The research promoted by the Faculty of Arts and Humanities aims to achieve a better understanding of the complexity of the world's languages, cultures and societies. It explores new forms of creation, expression and dissemination of knowledge commonly used in the arts and humanities and makes them available to both students and society at large.

In 2019 the Faculty had 69 researchers: twelve doctoral students, 10 postdoctoral researchers, 12 faculty members not linked to any research group, and 35 faculty members forming part of any of the 10 research groups linked to the faculty. With a view to completing students' educations, the doctoral programme in Humanities and Communication – the UOC's first doctoral programme specifically covering the humanities – will launch in 2020.

The Faculty's research groups are IdentiCat (Language, Culture and Identity in the Global Age), Mediaccions (Communication and Digital Culture), ALTER (Crisis, Otherness and Representation), DARTS (Design, Art, Technology and Society), GlobaLS (Global Literary Studies), GRIAL (Linguistics Applications Research Group), LiCMES (Catalan Literature, Publishing World and Society), PROTCIS (Cultural and Social Opening and Closing Processes), MEDUSA (Genders in Transition: Masculinities, Affects, Bodies, and Technocience) and TechSLA Lab (Technology-Mediated Second Language Acquisition Research). The Faculty's researchers produced 66 publications, including five books and 42 indexed articles.

Faculty of Economics and Business

Most of the research carried out by the Faculty of Economics and Business focuses on the digital transformation of the economy and business, with particular emphasis on social impact, sustainability and responsibility. It has a clear focus on the analysis of the socioeconomic and territorial contributing factors and the effects of technological change and its impact on management and policies. The researchers in the Faculty of Economics and Business are split into nine research groups (six of which have been recognized as SGRs by the Government of Catalonia). In addition, there are twelve researchers who are not affiliated to any group. As to research groups, the DigiBiz group analyses change dynamics relating to online business and consumption, the i2TIC group specializes in the digital economy and interdisciplinary research on ICT, and the MeL group specializes in management and learning in online environments. NOUTUR focuses on new perspectives in tourism and leisure from the point of view of sustainable responsibility; and SUMA studies the point where business management and sustainability meet in specific industries. The FM2 group studies the financial decisions made by businesses and relevant policy issues from the point of view of governments and financial market regulators; while the GO2SIM group looks into innovative e-learning tools. KIMO specializes in organizations' information and knowledge management, and TURBA Lab (an IN3-affiliated research group) focuses on urban transformation and global change.

The Faculty was awarded eight projects and published 80 indexed articles in 2019/2020. Of these, 31 were in the first quartile (Q1) of the Journal Citation Reports (JCR) and 45 from the first quartile (Q1) of the Scimago Journal Rank (SJR).

Faculty of Computer Science, Multimedia and Telecommunications

The Faculty of Computer Science, Multimedia and Telecommunications has continued to develop and drive research in its fields of knowledge. The Faculty's research groups (SUNAI, SMART LEARN, TEKKING and LAIKA) and its research groups in the IN3 (ICSO, WiNe and KISON) have been joined by the Applied Data Science Lab (ADaS), led by Dr Jordi Casas and Dr Ferran Prados and specializing in applied data science research.

The Faculty's scientific production is analysed mainly through two indicators: number of indexed publications per faculty member with a PhD, and number of active research projects.

In 2020 there were 4.07 indexed publications per faculty member with a PhD. As to funded research projects, there are currently 23 active projects, 15 of which are led by researchers from the Faculty of Computer Science, Multimedia and Telecommunications.

An open university

Open Knowledge Action Plan

At the UOC we believe a university should be an open forum that encourages dialogue and the creation and exchange of knowledge. We therefore strive to ensure that the knowledge generated is open to everyone, has the highest possible impact and enables us to make faster progress towards sustainable development. The UOC has continued to work intensively with the **Open Knowledge Action Plan**. Among other things, the UOC: is working on delineating a new open knowledge policy; **has launched a research data management support service**; has continued to drive the **participatory final project programme**, which gives students the opportunity to carry out applied research in partnership with a third sector organ-ization, proposing solutions to specific problems afflicting our society; and has already made the first changes to internal research assessment calls in accordance with the **principles of the DORA declaration**. Furthermore, in line with its wish to make knowledge available to everyone, the UOC has shared its online training experience with over 9,900 people worldwide through the Emergency Remote Teaching programme, with webinars and MOOCs for teaching staff all over the world and the open publication of around eighty Editorial UOC titles, including the *Decálogo para la mejora de la docencia online* (Checklist for the Improvement of Online Teaching), which has been downloaded a record number of times.

Open publications

With the aim of making all of the University's scientific publications open-access by 2030, 2,000 scientific articles were published in the UOC's O2 repository this year, twice as many as last year. This accounts for 52% of articles published by UOC research staff. Furthermore, the UOC's O2 repository now has over 150 doctoral theses published in open-access.

Open knowledge

7	open-access scientific journals
3	open-access general-interest journals
14,000*	open-access documents published in the O2, the UOC's institutional repository
2,000	scientific articles by the UOC in the O2
157	doctoral theses in the O2
1,612	open-access learning resources
8,500	final projects in the O2
21	blogs
4	knowledge dissemination platforms

2019/2020 | Source: UOC O2 repository. Cumulative data. Data collected on: 11 January 2021

Open-access academic journals

The editorial teams of both the faculties and the Library ensure that the UOC's academic journals fulfil the aims detailed in the *Institutional Protocol for Scientific Journals* and the management model agreed by the Publications Committee.

Key achievements from the academic year 2019/2020:

• The **ETHE** journal had its history, quality, relevance and impact recognized as it entered Q1 of SJR (Clarivate): ETHE, in the first quartile for education worldwide.

• The **IDP** journal was accepted and indexed in the Scopus database.

• **Artnodes** consolidated its position in the field of visual and performing arts in Q2 of the SJR and concluded a co-publication agreement with ISAST/Leonardo, which is associated with MIT (USA).

• The **BiD, Digithum** and **Dictatorships and Democracies** journals renewed their co-publishing agreements with the University of Barcelona, the University of Antioquia (Colombia) and the Carles Pi i Sunyer Foundation, respectively.

• The UOC joined the CSUC's **RACO** service and moved its scientific journals there, establishing a new forum for collaboration between the two institutions.

UOC academic publications: openly connecting knowledge
Cumulative data (2001-2020)

Academic journals

7 peer-reviewed journals

• *Artnodes*: an art, science and technology journal
• *BiD: university texts on library and information services*
• *Dictatorships & Democracies*
• *Digithum. A relational perspective of culture and society*
• *International Journal of Educational Technology in Higher Education (ETHE)*
• *IDP. Journal of Internet, Law and Politics*
• *Internet Policy Review*

3 general-interest journals

• *COMeIN*
• *Mosaic*
• *Oikonomics*

International collaboration

7 collaborating/co-authoring institutions

• University of Barcelona (*BiD*)
• University of Antioquia (*Digithum*)
• Carles Pi i Sunyer Foundation (*Dictatorships and Democracies*)
• University of the Andes (*ETHE*)
• Dublin City University (*ETHE*)
• Vytautas Magnus University in Kaunas (*ETHE*)
• Institut Alexander von Humboldt for Internet and Society (*Internet Policy Review*)

Academic impact

765 citations in **WoS**

190 citations in **Scopus**

17,091 citations in **Google Academic**
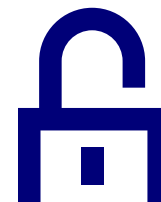
Open-access academic journals

Engagement

6m users*

8.5m web sessions*

19,958 followers**

Topics

- Art, science and technology
- Information and communication sciences
- Economy, business and society
- Computer science and e-learning
- History, culture and society
- Internet, law and politics
- Multimedia design
- Internet regulation
- Relational sociology in the knowledge society

Indexing (only peer-reviewed journals)

5 in **DOAJ**

1 in **Wo5 - JCR SSCI**

6 in **Scopus**

6 in **CARHUS Plus**

5 with the **FECYT seal of quality**

* Source: Google Analytics. Cumulative data from 2009 to 31 December 2020. The figures do not include the *Internet Policy Review* (IPR) journal, for which no user or session figures are available.

** Source: Twitter. 6 of the 10 academic journals can be followed on Twitter. 4 journals do not have their own Twitter account. The ones with an account are: *Artnodes*, *ETHE*, *BiD*, *IPR*, *Digithum* and *Mosaic*. Cumulative number of followers as of 11 January 2021.
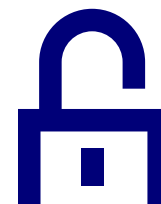
The faculties connect with society

Open activities organized by the faculties

The seven UOC faculties also share knowledge by taking part in open activities although, due to the appearance of COVID-19, these have had to be adapted in order to continue to serve as meeting and co-creation forums.

Faculty of Arts and Humanities
2nd Faculty of Arts and Humanities Meet-up Event
Thursdays in November. A look at the research of the UOC's Arts and Humanities students. November 2020

Faculty of Law and Political Science
15th International Conference on Internet, Law & Politics
Cybercrime: new threats, new responses
1 and 2 July 2020

Faculty of Psychology and Education Sciences
1st Digital Competencies Congress
Barcelona, 4 December 2019

Faculty of Computer Science, Multimedia and Telecommunications
UX Symposium 2019 Playful Interactions
Barcelona, 10 December 2019

Faculty of Health Sciences
7th UOC Medical Social Work Conference and 3rd Symposium of the Spanish Scientific Society of Medical Social Work (SCETSS)
Barcelona, 3 October 2019

Faculty of Economics and Business
4th Occupational Health and Safety and Business symposium: Occupational health and safety from a gender perspective
Barcelona, 6 November 2019 / Madrid, 20 November 2019

Faculty of Information and Communication Sciences
3rd MoJo (Mobile Journalism) Symposium
Madrid, 17 October 2019

Co-creating to address social issues
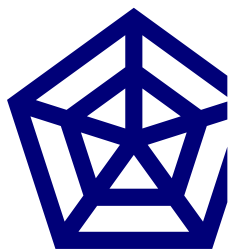
The European CIRCLET project will help teaching staff include community-engaged research and learning in their teaching.

Expert analysis of a neighbourhood's mobility issues or devising solutions to improve the quality of life of a community of patients are examples of the types of objectives that can be sought through science shops, where research and society work together to find a solution to a social need. In keeping with this spirit, the Universitat Oberta de Catalunya (UOC) is part of a European project that aims to work with teaching staff to include participatory research and knowledge co-creation in their syllabuses.

The project, titled Curriculum Innovation through Research with Communities: Learning Circles of Educators and Technology (CIRCLET), has a duration of three years and is coordinated by Queen's University Belfast. The aim is to help teaching staff to integrate the co-creation of knowledge in the UOC's programmes.

Opportunities to boost dialogue between science and society to bring knowledge closer to citizens' real problems have been emerging across Europe for years. Nadja Gmelch, director of Open Knowledge Projects in Globalization and Cooperation at the UOC, explained that, "Thanks to our participation in this project, we'll have the chance to work with some of Europe's most accomplished and experienced science shops, such as those created by Queen's University Belfast and Vrije Universiteit Brussel."

CIRCLET focuses on equipping university teaching staff with the tools and skills required to adapt their programmes of study and offer students new opportunities to take part in community-engaged research and learning (CERL). The project is funded by the European Commission's Erasmus+ programme (grant agreement 2017-3351/001-001) and is in line with the European Union's aim of promoting socially responsible science that is open to all citizens.

Providing answers with participatory final projects

Promoting open knowledge with everyone and for everyone is one of the UOC's strategic pillars. Since 2018, the University has been running a project to encourage students to prepare participatory final projects as part of their bachelor's or master's degrees: applied research with non-profit organizations, civil society groups or government agencies in order to meet a specific need detected by these organizations. Students analyse projects such as designing an application for unaccompanied migrant children, communication on responsible tourism, or public policies and the right to cities.

In the words of Pastora Martínez Samper, "Participatory final projects provide added value both to the programmes offering them and to the students choosing to take them on. This is because everything, from their initial design to their final execution, is done in collaboration with another entity. In addition, the initiative helps strengthen the University's impact on our society, because the entities with which we collaborate are able to experience first-hand what we have to offer."

UOC promotes applied research that meets the needs identified by non-profit organizations, civil society groups or government bodies.

The University joins the San Francisco Declaration on Research Assessment (DORA) to prioritize content over metrics.

New research evaluation models

The way research is assessed, a system currently based on journal impact, needs to change. This is the tenet of the San Francisco Declaration on Research Assessment (DORA), an international movement that promotes the assessment of research based on quality rather than the reputation of the journals in which it is published. The UOC, pursuant to its commitment to open knowledge, joined this initiative in academic year 2018/2019 to put it into practice both in its research activities and within the institution: a commitment to the promotion of qualitative assessment of research based on the social impact of its results instead of on publication metrics.

During this new academic year, "we have started to apply this criterion in internal calls for research funding," explained Nadja Gmelch, director of Open Knowledge Projects and coordinator of the plan since its creation. In addition, in relation to scientific output, the University encourages data from its research projects to comply with the FAIR (findable, accessible, interoperable and reusable) principles and already has six open datasets of results. Reinforcing this, the institution has already launched a FAIR research data management support service.

Experts from the UOC share their knowledge during the COVID-19 crisis
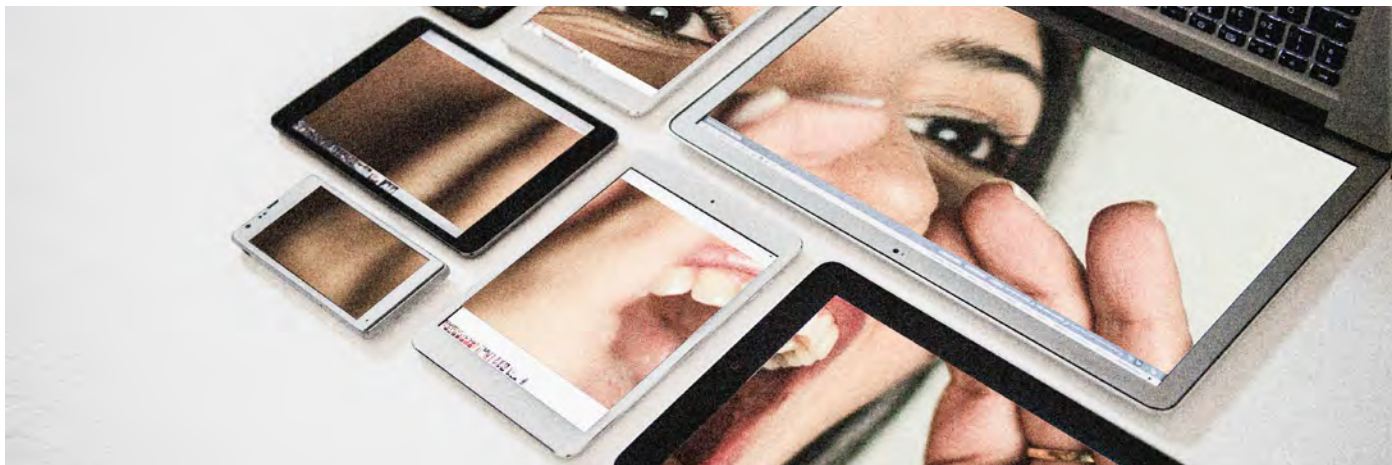
Since the start of the COVID-19 crisis, UOC experts have been working tirelessly with the media and the UOC's own Communications team to share all the knowledge at their disposal with society by means of opinion pieces, interviews, videos, blog posts, news items and social media content. Now more than ever, academic and research staff have prioritized one of the University's missions: to transmit its knowledge and make it available to society.

The outbreak of the pandemic and its impact and consequences have been practically the only topic of public debate. The media – an essential service by decree – have adhered to the opinions of experts based on strict, sound and scientific knowledge, and they have become the most reliable spokespeople. We need experts to analyse not just the health emergency itself but also its socioeconomic effects, which affect people and society as a whole both here and everywhere else. In addition to offering the keys to the analysis and interpretation of facts, the UOC's teaching and research staff have also worked hard to provide more practical information: tips, recommendations, guidelines, and advice in a variety of topics to cope with lockdown and the state of emergency. Because it is essential that society is well informed in the current complex and exceptional situation. Information has been provided to the public through the following five channels.

UOC News

The online news channel UOC News has been reporting on the pandemic with an expert-guided analysis of current affairs since the start of the crisis. In addition, it publishes notices of the University's decisions and initiatives resulting from the state of emergency,

The number of UOC-related news items appearing in the media in March 2020 reached a record high of 2,364 (83% more than in March 2019).

as well as information on COVID-19-related activities and research and transfer projects. The news items in UOC News are also published in the weekly newsletter *7 dies*, which is aimed at journalists. The Twitter profile @UOCNews also provides daily information on UOC experts' actions in the media and the news and interviews published in UOC News.

Media

During lockdown, the public's thirst for information shot up. The effort made by the UOC's teaching and research staff to reply to journalists' questions made the number of media appearances and involvement by UOC staff likewise shoot up. All this journalistic output can be viewed in the "La UOC als mitjans" ("The UOC in the media") section of the UOC News website.

The faculties' blogs and social media

In the faculties' blogs and social media, the teaching staff analysed the COVID-19 crisis from many different points of view. And specific editorial programmes were also implemented in other UOC blogs, such as that of the Centre for Modern Languages. That particular case comprised a series of articles, grouped together under the name "Taking Your Language Teaching Online," aimed at teachers who had to move their language teaching online in a hurry.

Our Response to COVID-19 website

The specific website established by the UOC by reason of COVID-19 contains information, measures taken and recommendations. It includes a section which, under the name *Insights from #UOCexperts*, contains the main news items published both in UOC News and in the faculties' blogs and social media, including the academic community's analysis and keys to interpretation in relation to the pandemic and its effects.

Corporate channels

Furthermore, you can follow all the news about the University and the COVID-19 crisis through its corporate website and social media accounts on Twitter, Instagram, Facebook and LinkedIn.

Global impact

Thanks to its ability to teach students from all over the world, the UOC's social impact is global. Over time, we have touched the lives of students worldwide by enhancing their professional prospects and life opportunities with our educational model. As a result, we have had the chance to train agents of change who are able to improve their environment and increase people's quality of life. This social impact is even greater when we collaborate on research projects, volunteering initiatives and social practices with international organizations and governments, public sector bodies, and social entities and organizations in various regions. Implementing SDG 17 and creating partnerships to achieve the SDGs reveals our commitment to open up to the world on the basis of respect and collaboration.

"The University aims to become a knowledge hub that helps meet global challenges, most of which are included in the UN's 2030 Agenda for Sustainable Development."

Pastora Martínez Samper
Vice President for Globalization and Cooperation

Equality

The Equality Unit's main goal is to ensure compliance with the current legislation on effective equality between men and women, applying the principle of equal treatment and opportunities and non-discrimination on the grounds of sex or sexual orientation throughout the University.

Inclusion

The UOC's learning model is a great opportunity to provide access to quality higher education for anyone regardless of their personal and professional circumstances.

Social impact

Our social impact is greater when we collaborate on research projects, volunteering initiatives and social practices with international organizations and governments, public sector bodies, and social entities and organizations in various regions.

Sustainability

We promote social transformation and help create fairer and more sustainable societies. We are trying to promote new ways of working and unravelling the complexities of the current reality in a cooperative, comprehensive and transdisciplinary way, as well as striving to position ourselves as a responsible and sustainable workplace.

Reducing gender inequalities

The University's new roadmap to address the challenges of gender inequalities from now and for the next five years was presented in March 2020. It is the Gender Equality Plan 2020-2025, which was created with a participatory approach with numerous groups from across the University's and revolves around the following eight guiding principles:

1	**Gender mainstreaming**	Integrating the gender perspective in all the University's fields and processes, with a particular focus on how gender creates situations of inequality, designing actions tailored to this perspective and eliminating discrimination.
2	**Transforming knowledge**	Generating and transmitting non-androcentric knowledge that promotes equality and does not result in inequalities. This includes designing the contents of courses, degrees, research projects and classroom work.
3	**Non-discrimination**	Identifying, preventing and redressing any discrimination based on sex, gender identity or sexual orientation in any context of the University.
4	**Equality**	Giving everyone equal opportunities and putting in place measures to ensure the effectiveness of that equality; i.e. to make sure it is sustainable and transformative.
5	**Care perspective**	Integrating the care perspective at the University; in other words, considering and highlighting the actions required for reproduction, traditionally attributed to women, who have been made invisible and excluded from the job market.
6	**Recognition of diversity**	Viewing difference as wealth, and encouraging the use of types of language and narratives that challenge the full complexity of social reality so that everyone can feel represented.
7	**Feminism**	Defending equal rights and freedoms for all people, regardless of gender.
8	**Continuous improvement**	Collecting data to establish how the plan is progressing and identify where improvements need to be made so we can continue moving towards gender equality in every area.

Actions and projects

Based on these principles, the University works on around fifty actions, such as the project to include a gender perspective in all education programmes, the project to promote gender equality in entrepreneurship promotion programmes, a specific gender perspective education plan for all University staff members, a project to foster a prominent role as active agents of change for female scientists in traditionally male-dominated fields, or social mentoring and volunteering projects in the field of technology to give girls more competencies in traditionally male-dominated fields.

Mary Beard, awarded an honorary doctorate

**30 October 2019
Barcelona City Council's
Saló de Cent**

Mary Beard, Professor of classics at the University of Cambridge, was awarded an honorary doctorate. She is considered Britain's best known specialist in this field thanks to her regular media appearances and her work to make the classics more accessible, bringing ancient Rome to life by portraying the daily lives of the people of the time. In recognition of her academic career, which has made her one of the leading specialists in ancient Roman history, she was awarded an honorary doctorate by the UOC in an event presided over by Barcelona Mayor Ada Colau and UOC President Josep A. Planell. Pastora Martínez Samper, Vice President for Globalization and Cooperation, gave the *laudatio* speech for Professor Beard.

Far from hiding away in the world of academia, Beard has combined her research and teaching activities with her knowledge dissemination skills, successfully connecting with the general public. In addition, she is a committed feminist and the author of *Women & Power: A Manifesto* (2017), a work that shows how history has treated powerful women and female characters, from Penelope (from Homer's *Odyssey*) and the goddess Athena of the classical world to present-day figures such as Theresa May and Hillary Clinton. The work also contains personal reflections on sexist and gender violence situations to which she has fallen victim on social media.

U08

A connected community

Programmes for all stages of life

The UOC has programmes for all stages of people's lives and careers. This is why it has such a large community, made up not only of students of official degrees (bachelor's, university master's and doctoral degrees, all accredited by quality agencies), but also of students of other programmes beyond the official programmes: UOC-certified degrees, short professional training courses, seminars, language courses and vocational training.

Furthermore, through UOC Corporate, the UOC designs specific programmes for businesses and corporations that also form part of this connected community, a community that grows exponentially thanks to Alumni, which includes graduates in their continuous improvement process, and through entrepreneurs, who find support for their projects in Hubbik and Invergy.

However, the UOC community extends even further than this through the Network of UOC Centres and its communications with society through the online world. In accordance with its view of education as a transformative driver for both individuals and collectives, the UOC community strives to ensure that knowledge is open to all and will move towards sustainable development as fast as possible.
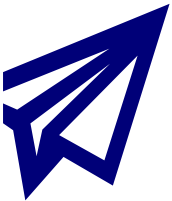
Supporting entrepreneurs

Hubbik is where innovative ideas and entrepreneurial projects come to life. It is a collaborative ecosystem that nurtures and supports open innovation and entrepreneurial projects, helping to transfer results and develop business initiatives. This platform supports entrepreneurship through programmes such as SpinUOC or EduTECH Emprèn, a pre-acceleration programme for entrepreneurs with an innovative e-learning business idea. These projects are supported by mentoring schemes, training, in-house pilot tests and a network of experts and investors at every stage of development.

Invergy

Invergy helps start-ups and spin-offs in the sectors of education and ICTs linked to the University's fields of knowledge. This academic year, the UOC made the following investments through Invergy:

23% Diversity Apps
The first application designed exclusively to help children with Down syndrome, ASD and other types of learning disabilities to learn to read.

43% SeniorDomo
An advanced telecare service for the elderly.

€175,000
Of this, €100,000 was invested in the share capital of the start-ups BeChallenge and Diversity Apps, and €75,000 in SeniorDomo by means of an equity loan.

34% BeChallenge
A platform for the education sector that makes it easier to design and manage digital learning environments based on collaboration and creativity.

Hubbik

Two pilot tests were launched as part of the entrepreneurship working group of the University's Competitiveness Committee.

Internships at start-ups and spin-offs

The pilot tests for the start-up internship service were launched. We worked with the University's faculties and the Internship and Mobility Service to find the most suitable internships at start-ups. Thirty internships were created.

Mentoring with Alumni

A mentoring service for start-ups and spin-offs in partnership with Alumni. The aim of this mentoring programme is to connect students with an entrepreneurial spirit, significant professional experience and a clear wish to help others with start-ups in our university community, so that they can contribute to their growth and success through their knowledge and experience.

8th SpinUOC entrepreneurship event

The UOC community's call for entrepreneurship and transfer funding applications supports eight initiatives chosen for their innovative nature, potential and social impact. The final of the eighth SpinUOC was due to be held in June but, due to the pandemic, it was finally held on 1 October 2020.

Aimentia
An e-health solution project in the field of mental health.

🏆 **Prize for the best presentation (audience award), €2,000
Ramon Molinas Foundation Award for the best social impact project, €2,000**
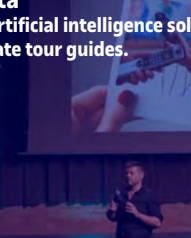
AlfaSAAC
A platform specializing in communication and literacy for people with multiple disabilities.

Dood
A smart intercom that can be managed from your mobile phone.

Greta
An artificial intelligence solution to provide private tour guides.

Smart Classroom
A project for research, advice and assessment of learning spaces in educational institutions.

Tiketless
An app that lets you access your receipts from your mobile phone.
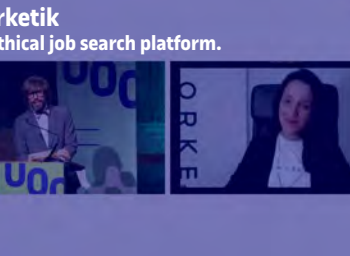
Waital
An app that provides information during a film and allows you to buy the products and services, and book the places, appearing in it.

🏆 **Prize for the best entrepreneurial project. €3,000**

Worketik
An ethical job search platform.

Barcelona Tech Spirit

The UOC supported start-ups at Barcelona Tech Spirit, an event that arose spontaneously following the cancellation of 4YFN and MWC and was held in Barcelona from 23 to 27 February 2020. The start-ups BeChallenge, Diversity Apps (Jo també llegeixo), FilmClub and B-Resol were all present at the EdTech education and technology industry event. And the Pre-seed Tech Startup Pitch: Inspiring the Future event featured the start-ups FilmClub, PotMath and Chordata. In addition, other UOC-promoted companies were present in other activities, such as Go Zero Waste, SeniorDomo and Dicus.

Alumni: supporting graduates

Alumni offers UOC graduates lifelong learning to help them update their professional skills throughout their lives and give them the tools they need for their professional development, while also supporting entrepreneurial initiative and competitiveness.
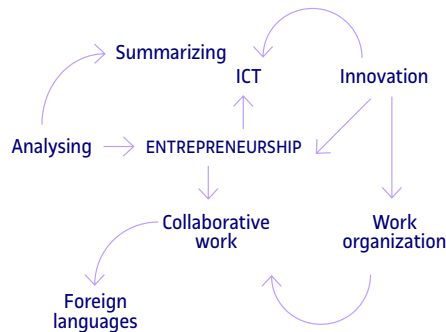
"Our students are highly valued in the job market due to their digital, organizational and collaborative competencies."

Àngels Fitó
Vice President for Competitiveness
and Employability of the UOC

What is the profile of our graduates?

Main skills

Summarizing

ICT

Innovation

Analysing → ENTREPRENEURSHIP

Collaborative work

Work organization

Foreign languages

Degrees

65%
bachelor's degrees

35%
master's degrees

Alumni meetings in Colombia and Mexico

The Mexico City Alumni Meeting took place in February 2020 with the title "The Challenges facing the University and the involvement of the Alumni community". It featured the director of the Mexico office, Luis Alí Hernández; the Deputy Manager of Global Development, Inés Teresa Palacio; and the Director of Marketing, Sílvia Soler.

Bogotá in turn hosted the Colombia Alumni Meeting, which similarly featured the Deputy Manager of Global Development, the Director of Marketing, and the director of the Colombian office, José Collazos.

The UOC's programmes place an emphasis on employability, ensuring graduates have all the knowledge, skills and capabilities they need to practise the professions for which they are qualified by their degrees.

Employment and future prospects for university graduates

A study coordinated by AQU Catalunya was carried out to obtain data and key information about how well graduates manage to enter the workforce. This was motivated by interest among Catalan public and private universities, affiliated centres and higher education institutions teaching the arts. Over 5,000 UOC graduates took part in the study.

The results show that investing to obtain a higher education qualification improves your chances of employment. The quality of employment also improves based on the level of education: the higher the level of education, the more jobs and full-time contracts, and the higher the salaries.

New Alumni Council

The first meeting of the new UOC Alumni Council was held in early November to enhance relations with the Alumni community as a whole and ensure that engagement serves as the key to all its actions. UOC Alumni is thus entering a phase of consolidation with a value proposition based on services and support; above all, it is embarking on a period of new challenges in which graduate engagement will play a key role. Anna Armengol will be the UOC Alumni Council's new president. Armengol has a bachelor's degree in Law specializing in Public Law and Economics and is a Seconded National Expert at the European Commission (DG Connect). Daphné Duval, Lourdes Muñoz, Sílvia Plana, Sonia Cambra, Roger Gomis, Montserrat Prats and Elena Trilla are the other representatives of the Alumni community. In addition, the following are also permanent members of the Council: the President, Josep A. Planell; the General Secretary, Pere Fabra; the Vice President for Teaching and Learning, Carles Sigalés; and the Vice President for Competitiveness and Employability, Àngels Fitó. Its aim is to establish the new guidance and management model for students' professional careers from the moment they join the University until the alumni stage.

Developing people's talent so they can transform their organizations

Clients who have placed their trust in us

100+

250+

Solutions designed and imparted

10,000+

Professionals trained with our programmes

5,000+

Hours of multimedia content produced

350+

Experts in our network of collaborators

UOC Corporate was created in 2015 to support organizations with the growth and development of their staff, creating innovative and high-impact learning experiences to enable them to overcome their business challenges.

This initiative helps fulfil the UOC's mission of providing lifelong learning, at the same time building bridges between the University and industry to create new opportunities for mutually beneficial collaboration.

In the last three years, over a hundred companies and institutions from various sectors have placed their trust in us to design different learning experiences that have reached over 10,000 professionals. These experiences have had a variety of goals, such as welcoming new employees, providing better training for in-house trainers, developing new competencies, helping promote the high potential of businesses or creating communities of practice to share knowledge within organizations.

Relevant content, innovative formats, blended learning methods

The added value provided by these solutions is based mainly on three differentiating elements: useful and relevant content with a direct impact on the resolution of the challenges faced by professionals on a daily basis, innovative formats that motivate them to continue learning, and a method that combines e-learning with face-to-face activities, in both cases coordinated by a network of over 350 partners from the business world and experts in the UOC's faculties' various fields of knowledge. During 2020 we launched new educational experiences to meet the challenges facing professionals in many organizations as a result of the new changing circumstances: revitalizing business generation, working in an agile manner for greater efficiency, and creating a culture of innovation at work.

Why UOC Corporate?

UOC Corporate

01 Constant innovation applied to learning

02 The ability to offer a comprehensive solution

03 A multidisciplinary team with a proven track record

04 Results with key clients who have placed their trust in us

A few of our clients

Banking and insurance	Pharmaceuticals and health	Retail	Public sector	Industry
CaixaBank	VHIO VALL D'HEBRON Institute of Oncology	Calidad Pascual	TMB Transports Metropolitans de Barcelona	Naturgy
VidaCaixa	Boehringer Ingelheim	Auchan RETAIL ESPAÑA	SOC Servei d'Ocupació de Catalunya	REPSOL
Santander	MC	Vegalsa		Agbar

Networked communication

Video produced by BBC Storyworks and the IAU spotlights the UOC

High-quality online learning can help ensure equal access to higher education for everyone. Based on this premise, the UOC was featured in an episode of the audiovisual short documentary series *Aiming Higher,* promoted by the International Association of Universities (IAU) and produced by BBC Storyworks.
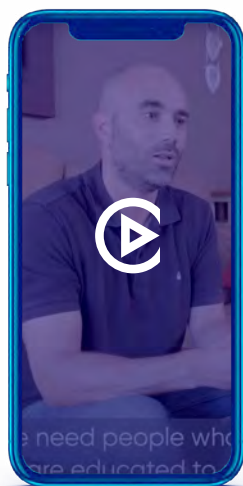
Experts in the media

During 2020, the UOC's experts shared their knowledge to help address the COVID-19 crisis. But this was not limited to providing information about the pandemic, as the transfer of knowledge to society is one of the key pillars of the UOC's external communications, which aim to convey all the knowledge generated at the University with particular emphasis on research results.

Appearances in different media channels

Channel	Number of appearances	Audience impacts	
Online	9,606 (+ 38%)	2,349,089,117	
Press	3,295 (+ 34%)	589,747,628	
Radio	908 (+ 21%)	83,716,000	
Television	687 (- 3%)	202,421,000	
Total	**14,496 (+ 33%)**	**3,224,973,745**	

2019

3,224,973,745
audience impacts
+ 12% (relative to 2018)

+ 33%
appearances in the media
(relative to 2018)

The University's website

The UOC's website is evolving to meet not just global challenges but also the needs of the UOC community. This is why, as a result of the pandemic, the University's website now includes a section that addresses the emergency situation caused by COVID-19. This section, which focuses on sharing health and well-being actions and steps taken by the University, provides all the information required to ensure the protection of the community's health. It further aims to help facilitate continued learning by including materials from the "Emergency Remote Teaching" series.

Information aimed specifically at Latin American students

The uoc.edu website highlights the University's social impact and its role as a leading provider of quality online higher education. This academic year, several websites specially designed for potential students from Chile, Colombia, Ecuador, Mexico, Peru and Central America were created with the aim of reaching out to Latin America. These websites, which provide specific information on admission requirements, validations, credits transfers and official recognition of degrees, seek to make more people aware of the UOC as an excellent option for university education.

Logins by device

Mobile phone
19.5%

Tablet
1.8%

Computer
78.7%

Main internet positioning indicators

Visits	33.9m
Individual users:	7.2m
Pages visited	82.4m
Average time spent logged in	05:17
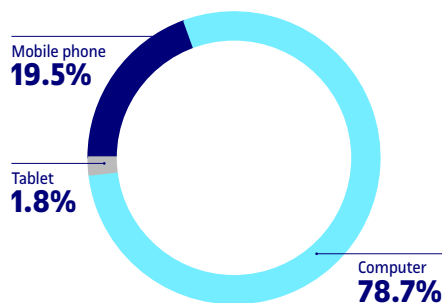
2019/2020

+ 9.8%
logins from mobile devices with respect to the previous year
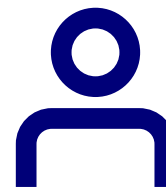
+ 15%
logins from Latin America with respect to the previous year

2019/2020 | These figures are for the uoc.edu website

Networked communication

Corporate social media: building a networked community

Once again, the social media strategy focused on publicizing the UOC community's talent as much as possible and disseminating research and activities aimed at transformation and connections with society. This year, Instagram was the social media platform with the highest exponential growth. The LinkedIn community also grew.

Social media indicators

Social networking site	Indicator	
Facebook facebook.com/UOC.universitat/	Followers	90,373
Twitter twitter.com/UOCuniversitat	Followers of the main UOC account	78,188
	Followers of all UOC accounts	143,600
LinkedIn www.linkedin.com/school/uoc/	Followers	167,200
Instagram www.instagram.com/uocuniversitat/	Followers	20,200

2019/2020

130% growth in Instagram followers

18.15% growth in LinkedIn followers

5,577
videos on the YouTube channel

YouTube channel performance

Number of videos
- 805 (2017)
- 605 (2018)
- 622 (2019)

Views
- 4,957,965 (2017)
- 20,945,300 (2018)
- 29,731,682 (2019)

Growth in subscriptions
- 4,104 (2017)
- 17,534 (2018)
- 24,060 (2019)

Videos on the YouTube channel
- 4,367 (2017)
- 4,972 (2018)
- 5,577 (2019)

■ 2017 ■ 2018 ■ 2019
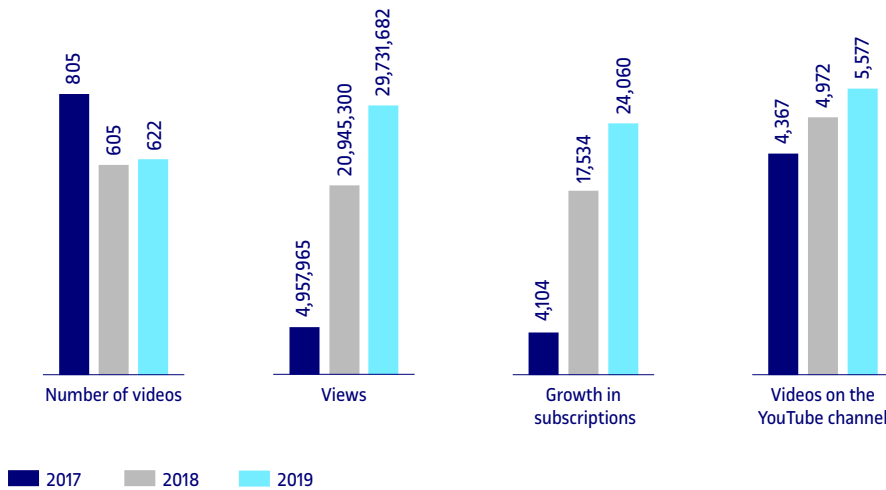
Impactful videos

Set up to facilitate the development and dissemination of audiovisual creations, the UOC's YouTube channel has provided a platform for showcasing faculty, media, research, globalization and corporate projects. In 2019, the cumulative affect of this community's video productions was the continued growth in the number of views and subscribers to the channel, rising by 42% more than in 2018. Fifteen years after its creation (in 2006), the channel has had almost 30 million views.

YouTube impact of the series of emergency remote teaching webinars held from 6 to 24 April 2020

33,100
views

1,300
shares

710
new YouTube channel subscribers

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.
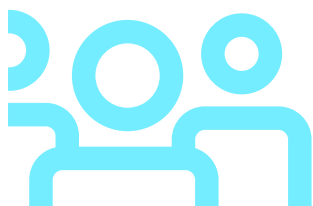
The University's governing bodies

Fundació per a la Universitat Oberta de Catalunya (FUOC)

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

Governing Council

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

Executive Board

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

The University community's participation and representation bodies

University Council

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

Student Council

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

Faculty committees

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

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

Main coordination bodies

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

Network of UOC Centres

This academic year, the network of UOC centres, which includes the University's main headquarters, UOC points and international offices, was seriously affected by mobility restrictions put in place as a result of the COVID-19 pandemic that took hold in March 2020. As a result, all face-to-face activities had to be restricted, and the help service at the centres had to be provided with prior appointment only and ensuring compliance with all necessary safety measures. Furthermore, the UOC point in the Vigo Impact Hub was closed down in March.

Services provided at regional centres across Spain

87,710 queries dealt with

Number of queries attended to from the offices in Bogotá and Mexico City

7,281 queries dealt with

2019/2020

Information sessions, outreach activities and welcome days held at centres in Spain

105	information sessions (21 of them online)
50	activities (26 face-to-face, 3 in hybrid format, and 21 online)
42	student welcome days (all of them face-to-face)

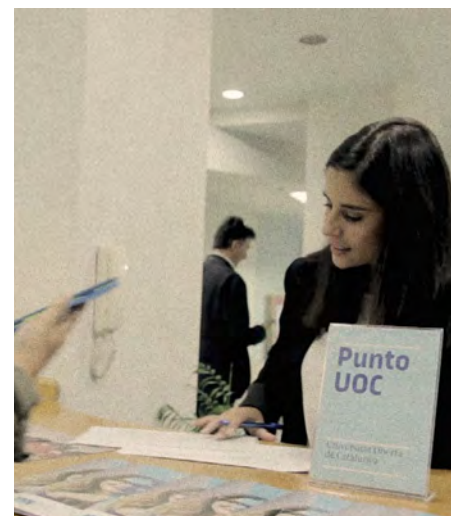## Regional centres, international offices and UOC points
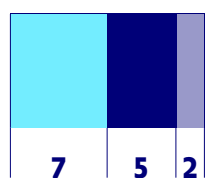
14 regional centres and international offices

7   5   2

41 UOC points

29   11   1
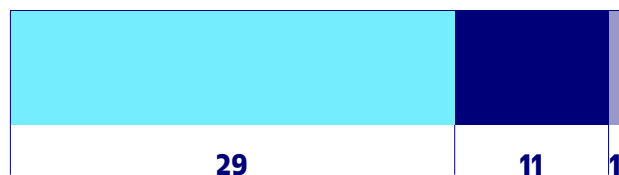
■ In Catalonia   ■ In the rest of Spain   ■ In the rest of the world

09

A team that grows and adapts

Facing the pandemic

Faced with the storm the COVID-19 pandemic was bringing, it became necessary to take extraordinary measures to help limit contagion, inevitably with a major impact on the UOC. The heads of the Personnel department formed part of the Crisis Committee and, jointly with the Health and Safety Service, the Monitoring Committee, which has assessed the situation on a continuous basis and made decisions in response to the evolution of the pandemic. It is important to recognize the exceptional efforts made by UOC staff members to adapt to the pandemic and all the organizational changes introduced to make teleworking possible for everyone.

PulseCovid Survey

The Personnel department launched the PulseCOVID survey to gauge staff's well-being and receive their assessment of the University's handling of the COVID-19 situation. The results led to the definition of improvement actions to safeguard the well-being of everyone who works at the UOC and make their daily lives easier.

July saw the start of a new chapter in the UOC's in-house excutive training programme, launched in response to proposals made in the survey on how to manage teams in this exceptional situation of widespread teleworking: two online single-topic sessions were given for 140 UOC staff members with managerial responsibilities.

Equipment loans and tech subsidies

On 14 May the UOC activated its protocol for loans of hardware and ergonomic furniture, aimed at helping staff do their work properly during this exceptional period of widespread teleworking. At the same time, the total budget allocated to technology grants (to help staff members work from their own devices) for 2020 was raised to €75,000, as the original amount of €30,000 was progressively increased in view of the exceptional situation arising from the health crisis.

Plan for returning to on-site work

The Personnel department's Health and Safety Service set out the steps to be taken by the University to put in place COVID-19 protection measures in the University's buildings for people working on site, as well as health and well-being measures for people who were teleworking and for those working on site. This was covered in the Plan for returning to on-site work at the UOC.

The redesigned spaces in the UOC's buildings, the implementation of protection measures (mandatory face masks, social distancing, hand washing, ventilation, cleaning and disinfection) and the requirement to undergo COVID-19-specific training and provide a statement of compliance in order to safely work on site were key aspects.

Tell us what you think!

The third edition of *Digues-hi la teva*! (Tell us what you think!), the professional engagement and satisfaction survey for all members of staff at the UOC and its group companies, was run in November and December 2019.

☺ **Results with a positive overall score (between 7 and 10), from highest to lowest.**

Situation among directors (this set of questions was only answered by managers): support from the team of direct collaborators; leadership support from the organization; a climate of trust and collaboration between managers.

Team (atmosphere and colleagues): recognition from colleagues, an attitude of support and collaboration between colleagues.

Working hours and work-life balance: teleworking, which helps improve efficiency at work; a work-life balance.

Corporate image: the institution's soundness and prestige, social responsibility.

Equality: equality between men and women in their treatment and professional development; gender balance in management teams.

Professional work: recognition from the people benefiting from the work carried out; suitability of the work to each person's preferences and abilities; autonomy and decision-making capacity; variety at work enabling employees to acquire new knowledge; definition of roles, tasks and responsibilities; clarity of requirements at work; a healthy and satisfying workplace.

Immediate superior: overall leadership by employees' immediate superior; how stringent they are regarding the results of their work; recognition by the immediate superior; whether they share successes with their team and take responsibility for their mistakes; integrity and consistency (whether they practise what they preach); whether they take their subordinates' opinions and suggestions into account when making decisions; whether they are competent as managers; whether they provide guidance and support in the face of difficulties; whether they present results and discuss possible improvements on a regular basis; whether employees can bring up issues they are concerned about with their bosses.

Putting the UOC's values into practice: how the UOC's five values (respect, professionalism, commitment, transparency and sustainability) are perceived to be applied. This had a positive rating both in terms of each employees' personal practice and as regards their team and the University as a whole.

Corporate management: clear and consistent strategy and priorities; the Executive Board's leadership.

Internal communication: Information about the UOC's strategy, aims and results; information on each department's aims, plans and results; information required in order to do a good job.

😐 **Results with a medium overall average score (between 5 and 6.99)**

Job stability: job stability and security.

Recruitment and onboarding: recruitment of people with the right profile, and handling of onboarding of newcomers.

Leadership from the highest levels: overall assessment of people management; recognition received from the level of management above one's direct supervisor.

Management of the department: efficient use of means and resources for work; process planning and organization; usefulness and effectiveness of work meetings; agility and effectiveness of work decisions.

Training and development: access to suitable training for employees' needs; development opportunities in accordance with expectations.

Work atmosphere and resources: suitability of material, technical and computer resources; degree of comfort of physical work areas; adequate management of physical areas.

Trust and consistency: clear and consistent promotion criteria.

☹ **Results with a negative score (less than 5)**

Coordination of departments and faculties: communication between the various departments/faculties.

Remuneration: salary viewed as a whole; assessment of the Flexible Compensation Plan.

Sufficient time and staff: whether staff members are given sufficient time to do tasks properly; appropriate staffing levels.

Equality

The survey covered a range of aspects linked to equality (gender perspective at the UOC; gender-neutral criteria for recruitment processes; a balanced number of men and women; sexual harassment prevention mechanisms). Positive results were obtained in all cases, with an average of 7.64, which is above average for the 2017 survey. This bears witness to all the actions and initiatives put in place by the UOC to address the gender challenges present in today's world.

Other results: global commitment and links with the UOC

The survey also asked respondents about their overall engagement (pride of belonging; commitment to the UOC's mission, vision and aims; whether they would recommend the UOC as a good place to work; motivation and professional satisfaction) and ties with the UOC. The results were positive in all cases, with averages of 7.81 and 7.44. This continues the positive trend set in the 2017 survey.

The UOC's work-life balance and well-being policies receive a second prize at the 2020 Alares Foundation Awards

The UOC's work-life balance and well-being policies were among the winners of the 14th Alares Foundation Awards for work-life balance and the promotion of co-responsibility and social responsibility.

José Miguel de la Dehesa, director of the UOC's Personnel department and Vice President of the Factor Humà Foundation, won the second prize in the executive category in recognition of his work promoting flexible working to facilitate the achievement of work-life balance. This year, the award ceremony was held online.

The Alares Foundation is an institution that seeks to promote initiatives to improve people's living conditions and boost economic competitiveness and corporate responsibility.

Administrative, teaching and research staff

667 (58.25%)
administrative staff

325 (28.39%)
teaching staff

153 (13.36%)
research staff

Total
1,145

Average length of service

9.25 years	Administrative staff
10.35 years	Teaching staff
3.09 years	Full-time research staff

Administrative staff by gender

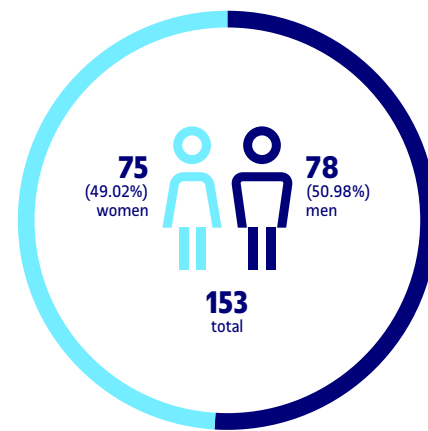**437**
(65.52%)
women

230
(34.48%)
men

667 total
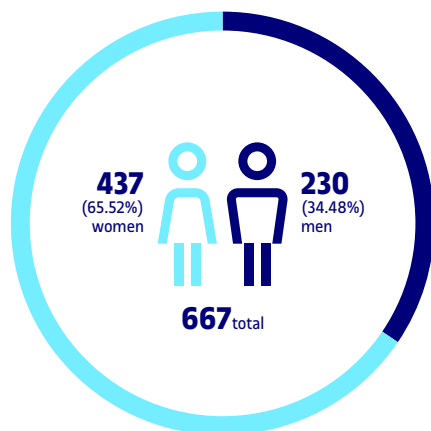
UOC teaching staff by gender

166
(51.08%)
women

159
(48.92%)
men

325 total
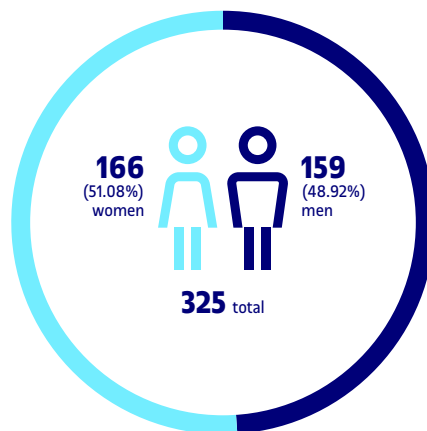
Research staff by gender

75
(49.02%)
women

78
(50.98%)
men

153
total

Progress with the Job Descriptions Map continues

The Job Descriptions Map model entered a second phase with the inclusion of job categories and position levels of staff in Colombia and Mexico. These changes came into force in March 2020. This new phase also involved a review of the administrative staff policy document, specifically updating the salary bands in line with market rates. This review forms part of the UOC's ongoing effort to ensure internal equality and external competitiveness.
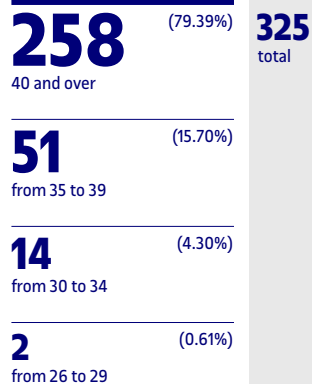
The first annual review of the model was carried out in October and November 2019 and led to changes to some of the job descriptions. The people affected by these changes were informed by their managers.

The plan is for the Job Descriptions Map and salary bands to be periodically reviewed to detect any new organizational needs in any area.
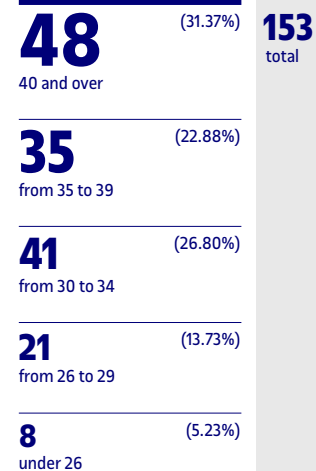
Administrative staff by age

435 (65.22%)
40 and over

667 total

116 (17.39%)
from 35 to 39

53 (7.94%)
from 30 to 34

36 (5.40%)
from 26 to 29

27 (4.05%)
under 26

UOC teaching staff by age

258 (79.39%)
40 and over

325 total

51 (15.70%)
from 35 to 39

14 (4.30%)
from 30 to 34

2 (0.61%)
from 26 to 29
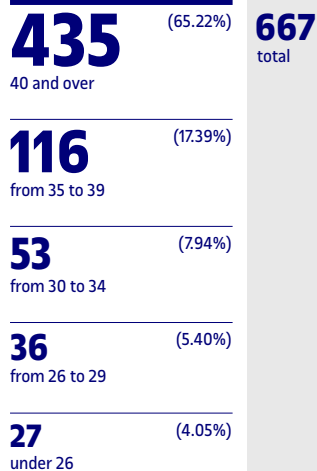
Research staff by age

48 (31.37%)
40 and over

153 total

35 (22.88%)
from 35 to 39

41 (26.80%)
from 30 to 34

21 (13.73%)
from 26 to 29

8 (5.23%)
under 26

A new welcome to the UOC, *Hola!*

We kicked off 2020 by updating our welcome pack, with a new approach to the corporate products' format and an updated explanation of who we are and what we do as an institution.

We started by making new bags. The new bags are made by Associació Estel Tàpia, an organization that works towards workplace and social inclusion. They bear the new welcome slogan, which also appears on the *Hola!* poster. This folds out and gives a very visual, friendly and informal summary of everything every newcomer should know: from our manifesto and a section on what we're all about to a basic survival handbook. We also make their lives easier by explaining why they will love telling people that they are part of the UOC. All this information comes together in a very visual poster, a game of levels to start becoming part of this new UOC world.

We decided to include *The UOC in brief* in the new welcome pack; this new brochure, telling our story, should be useful and of interest to them in this new stage of their careers. These new items will be added to the ones already included in the welcome pack, such as the brand book, stage 2 of the Strategic Plan, an information leaflet and a UOC mug, among other items.

All these materials are available in the welcome section of the University's intranet, which has also been updated in line with the new *Hola!* campaign. This continues to be an essential tool in the welcome process, and we therefore updated it with the idea of helping people start out at the University on a good footing, something that has become even more important during COVID-19 times.

Co-creating the programme for our 25th anniversary

New series: *Psst, treballem*
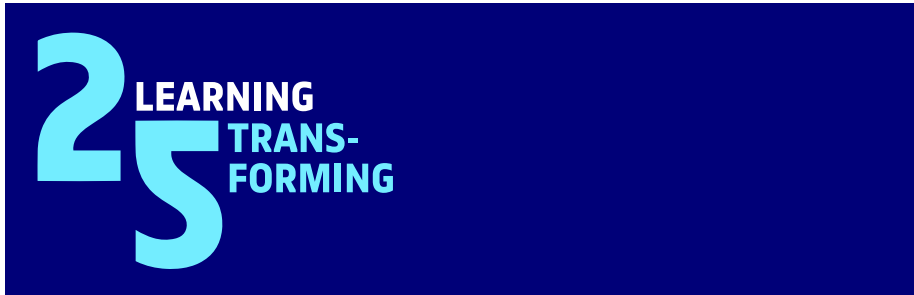
Academic year 2018/2019 saw the launch of a project for the collaborative design of the UOC's 25th anniversary programme. At the start of the year, this co-creation process, which had been in progress for half a year, turned into 10 projects conceived and led by 10 teams that generously shared their time, talent and passion to design part of the programme for the UOC's 25th anniversary celebrations.

The participants fully grasped the institutional aim to make the anniversary as people-centred as possible. In addition to obtaining such good results and encouraging contact with people from other fields that they don't usually work with, the experience proved very enjoyable for the participants.

The project combined collaborative face-to-face sessions with smaller self-managed sessions, and the more than 200 initial ideas were whittled down to 10 final projects as a result of the transdisciplinary teamwork carried out.

The 10 co-created projects had to be designed, and their production had to begin, a few months before the start of the anniversary celebrations. In parallel, events to celebrate its 25th anniversaries of the Faculty of Economics and Business, the Faculty of Psychology and Educational Sciences and the Faculty of Health Sciences are also being designed.

This year we also launched *Psst, treballem (la sèrie)*, an interactive parody series starring around forty people that shows how we work at the UOC today, focusing on the need to improve as an organization in order to be more efficient, sustainable and responsible with the environment.

The series has three episodes in total, each of them revolving around one of the three lines of action (digitization, working habits and well-being) identified by the working group for sub-plan 0104 (Culture and Organization) of the Strategic Plan 2017-2020.

Awards, recognitions and rankings

The UOC has the best Spanish-language online MBA in the world

For the second year in a row, the UOC's Executive MBA programme earned a place as the best Spanish-language online MBA in the world, according to the fifth edition of the FSO Ranking 2019 carried out by the market research consultancy firm Hamilton Global Intelligence.

Among the 200 best universities in Ibero-America for research, innovation and social impact

The UOC ranked 176th out of 1,748 in the Ibero-American Ranking of Higher Education Institutions, and 52nd in Spain. The aim of this ranking is to publicize institutions' performance as regards research, innovation and social impact.

The UOC, ranked number one online university for research

According to the 2020 CYD Ranking, which assesses Spanish universities with performance indicators, the UOC is the leading online university for research. The study also confirms that the UOC had moved up several places since the previous year and achieved the highest score in 13 of these indicators (compared to 10 in the previous ranking).

The UOC excels in knowledge transfer, regional engagement and international orientation

The seventh edition of U-Multirank assessed over 1,700 universities in 92 countries worldwide. In this ranking, the UOC received six top scores in knowledge transfer, regional engagement and international orientation.

The UOC, ranked second best university in Spain in the *Times Higher Education*'s Young University Rankings

The UOC was ranked Spain's second best university aged 50 years or younger, behind Pompeu Fabra University, in the Young University Rankings of the British *Times Higher Education* (THE) magazine. This was the third consecutive year that the UOC appeared in the ranking, where it has retained its position in the 101-150 bracket worldwide.

U-Ranking highlights the UOC's European research funds

By research and innovation indicators, the UOC obtained excellent results in the 2020 U-Ranking for European research funds for its research teaching staff with PhDs. Furthermore, if you look at the employment opportunity indicators for its graduates, the study reveals excellent results in the average salary base of its community of graduates and the affiliation rate.

The UOC, the only online university in Spain to appear in the *Times Higher Education* ranking

As in the 2019 edition, in the 2021 ranking of the British *Times Higher Education* (THE) magazine, the UOC was placed in the 601-800 bracket out of a total of 1,527 institutions. It is the only Spanish online university in the ranking, and the best one in Ibero-America.

Awards, recognitions and rankings

2020 Alares Foundation Awards

The UOC's work-life balance and well-being policies were among the winners of the 14th Alares Foundation Awards for work-life balance and the promotion of co-responsibility and social responsibility. The director of the Personnel department, **José Miguel de la Dehesa**, was awarded second prize in the executive category.

Special tribute at the 25th Nit de les Telecomunicacions i la Informàtica

The UOC received a special accolade at the 25th Nit de les Telecomunicacions i la Informàtica (Telecommunications and Computer Science Night), coinciding with the 25th anniversary of becoming the first exclusively online university in the world. The accolade is awarded by the Catalan Association of Telecommunications Engineers (Telecos.cat) and the Official College of Computer Engineering of Catalonia (COEINF).

Best health influencer

The prestigious *Forbes* magazine included the eHealth Center's Development Director on its list of "The Best Influencers 2019". The teacher and researcher appeared in the health category.

The UOC's Equality Coordinator, Maria Olivella, received an award at the 14th edition of the Joan Gomis Memorial. The jury of the Joan Gomis Memorial Solidarity Journalism Award rewarded her for her multimedia report #Sexsymbols.

Pilar Ficapal **and** Joan Torrent, **both from the** Faculty of Economics and Business, received the **2019 Outstanding Paper award** from Emerald Publishing's *Employee Relations: The International Journal*. The paper was written jointly with **Mila Sáinz**, the principal researcher of the GenTIC group.

Member of the Faculty of Law and Political Science **Xavier Pastor** received the 2019 AMMI award from the Madrid Association of Mediators' national mediation project for his Castell-Platja d'Aro nightlife mediation project.

Ana Bernal Triviño, from the Faculty of Information and Communication Sciences**, was** awarded the 2019 Caleta award by the regional government in Málaga, for "representing the higher values of the Spanish Constitution."

Eduard J. Alvarez, from the Faculty of Economics and Business, received the **Bonaplata Special Heritage Award** for the creation of websites, blogs and other digital media relating to industrial, scientific and technical heritage. The prize was awarded for his research project *"Patrimoni Industrial .cat. Catàleg del patrimoni industrial de Catalunya"*.

The SOM Research Lab researchers **Jordi Cabot**, **Steven Bucaille**, **Javier Cánovas** and **Hamza Ed-Douibi** received the award for the best poster/demo at the ICWE 2020 conference for their work "Gadolinium: Monitoring Non-Functional Properties of REST APIs."

The Cerro de la Cruz archaeological site museum project, supported by Cortes Town Council (Navarre) and coordinated by UOC faculty member **Glòria Munilla**, was recognized in the LEADER repository for its good practices.

The Spanish Progressives Association (APE) awarded **Ana I. Bernal-Triviño**, a member of the UOC's Faculty of Information and Communication Sciences, the Emilio Castelar Prize for the Defence of Liberties and Progress in recognition of her work for equality.

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

Cristina Mumbardó, from the Faculty of Psychology and Education Sciences, won the AMPANS Award for Research and Innovation with regard to Learning Disabilities and Developmental Disorders, in the research category.

Marina Garcés, a member of the Faculty of Arts and Humanities, won the 2020 Premi Talent d'Honor d'Humanisme award, as part of the Premis Talent Cambra awards given by the Welcome Talent Society and the Barcelona Chamber of Commerce.

Financial summary

Financial results for 2019

The total revenue in 2019 was €128,105,717. This was in line with the growth target set in the budget and was 7.7% higher than the 2018 figure. The growth from the previous year was mainly due to an increase in the number of official degrees.
It is worth noting that the subsidy from the programme agreement with the Government of Catalonia remained at the same level.

Fulfilment of revenue forecast

Enrolment	88,630
Programme agreement subsidy	25,070
Other revenue	7,428
Total revenue	**121,128**
Capital grants taken to revenue in the year	6,012
Transfer of Oberta Publishing	965
Total	**128,105**

In thousands of euros

- ■ Enrolment
- ■ Programme agreement subsidy
- ■ Other revenue

€7.4m

€25.1m

2019

€121.1m

Total revenue including enrolment + programme agreement + others

€88.6m
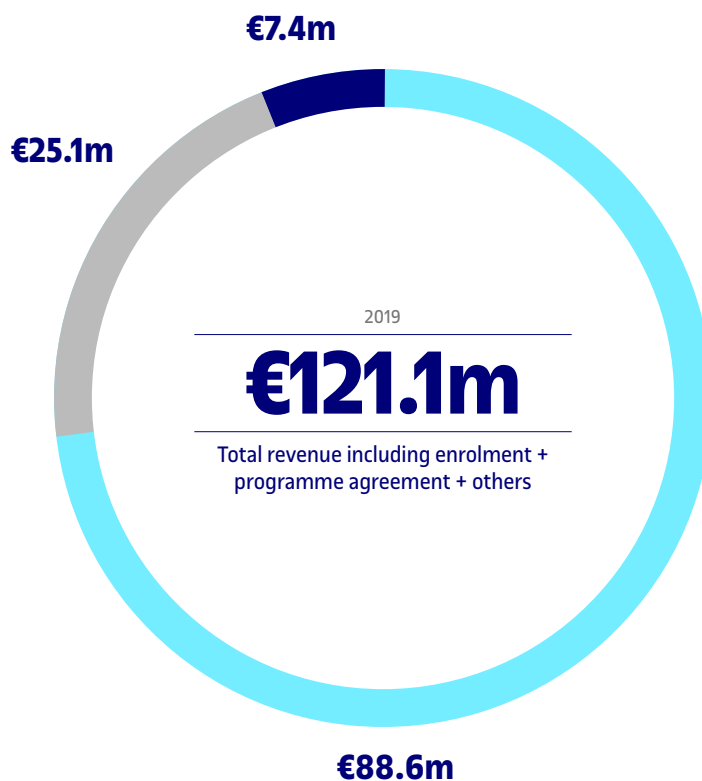
The FUOC group was restructured as part of the new learning resources policy and, towards the end of the year, the subsidiary Oberta UOC Publishing transferred all its assets to the FUOC, resulting in €1 million more revenue and €1.1 million more costs.

Fulfilment of expenditure budget

Variable costs	34,730
Structural and staff costs	44,545
Other costs	41,676
Total expenditure	**120,951**
Repayments funded	6,012
Transfer of Oberta Publishing	1,105
Total	**128,068**

In thousands of euros

- Variable costs
- Structural and staff costs
- Other costs

€41.7m

€34.7m

2019

€120.9m

Total expenditure

€44.5m
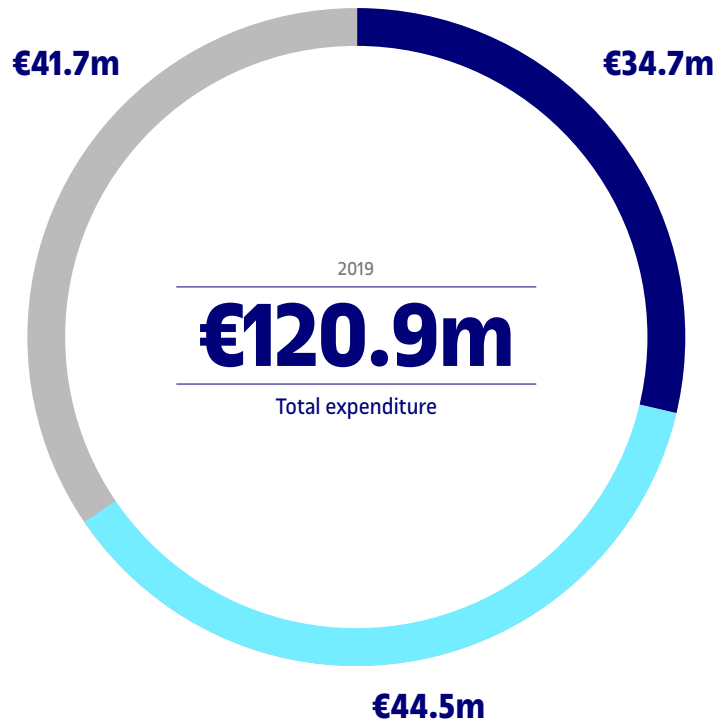
Financial Results for 2019

Investments

Funding of investments	
Programme agreement: capital subsidy	4,547
Other funding	21
Total funding of investments	**4,568**

Breakdown of investments	
Learning resources	2,367
Technology investments	3,793
Other investments	603
Total 1	**6,763**

In thousands of euros

€0.6m

€3.8m

€2.4m

2019

€6.8m

Total investments

- ■ Technology investments
- ■ Learning resources
- ■ Other investments
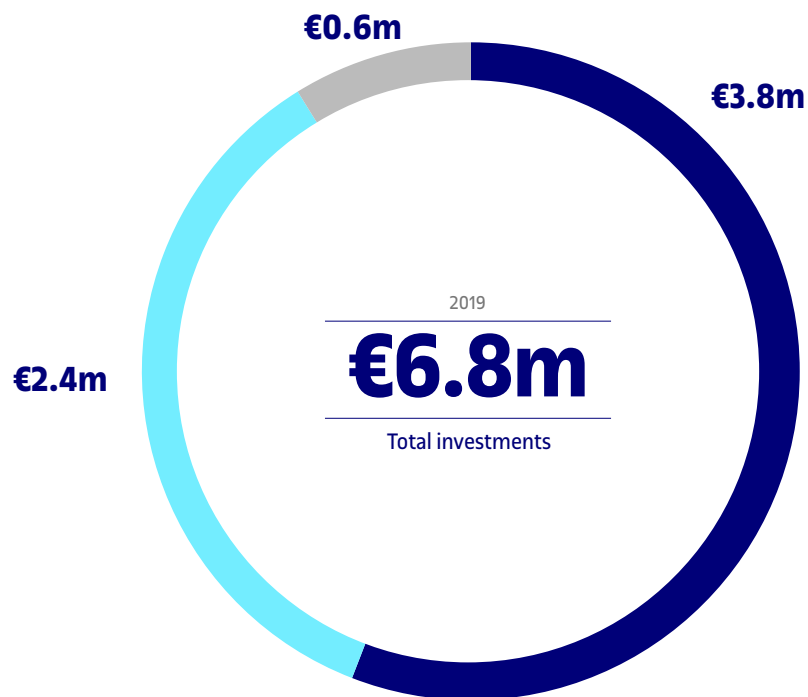
Budget for 2020

This page sets out the values of the main budget items in 2020 and their variation with respect to the 2019 budget.

Since 2014, the University has increased its budget by 50% to match the institution's steady growth. In 2020, the UOC had a budget of over €134 million.

According to the latest forecasts, and due to the COVID-19 situation, an increase in enrolment is expected representing around 4% of the budget. This is also reflected in higher variable costs. As to structural costs, although certain items relating to face-to-face activities have seen savings, some costs relating to technology or security have increased.

The investment budget for 2020 was €7.1 million. Of this, €2 million was allocated to renewing learning resources, and €4.3 million was invested in technology. These investments have allowed the UOC to continue with its course transformation process and roll out the Information Systems Master Plan.

> "In spite of the current peak, if the economic downturn and drop in GDP continue in 2021 and beyond, we could see a drop in demand because people will be out of work and unable to afford to enrol at university."
>
> **Antoni Cahner**
> General Manager

FUOC forecast for 2020

−	**134,276**	**2020 expenditure**	(4.8% variation with respect to 2019)
↓↑	**7,147**	**2020 investment**	(5.7% variation with respect to 2019)
+	**134,276**	**2020 revenue**	(4.8% variation with respect to 2019)

In thousands of euros

Reflections on the future role of the university

Josep A. Planell
President

"Playing our part"

"The lockdown has highlighted a number of issues that directly affect us. Clearly, there has been a reassessment of science and knowledge in general. This public esteem for knowledge from science and the humanities means we need to strengthen universities' role as a hub for creation, connection and dissemination, and do so with renewed critical and self-critical awareness."

Marta Aymerich
Vice President for Strategic Planning and Research

"Towards a new research culture"

"As well as generating relevant knowledge responsibly and publishing it openly, we also need to be able to connect it to other areas beyond the disciplinary borders. Tackling complexity requires interdisciplinarity, as many present and future challenges are found in these borderlands."

Carles Sigalés
Vice President for Teaching and Learning

"The evolution of higher education cannot be halted"

"The difference is not in the type of delivery but in the intention. Is the motive profit or service? [...] It is true that online education permits greater scalability and that this can be particularly attractive for businesses looking to make a quick profit. At the same time, however, online education offers greater coverage."

Pastora Martínez Samper, Vice President for Globalization and Cooperation

"Sharing knowledge and leaving no one behind"

"If there is one thing universities work with, it is knowledge [...]. For this reason, now is an excellent time for universities to reposition themselves in terms of a new social contract based on the 2030 Agenda. Now, due to COVID-19, we cannot put it off any longer, and radical change is required."

Àngels Fitó Vice President for Competitiveness and Employability

"Empowering critical, responsible and employed citizens"

"Unlike industrial society's more instrumental vision, a new conception grounded in the knowledge society sees employment as a lifelong process that is continuous and fluid – a process whose success will depend on its speed, alignment with education, stability, and the quality of conditions."

Antoni Cahner General Manager and CEO

"Towards new and improved university management models"

"In this context, we must ask ourselves what we can do to reshape and upgrade universities' management models, while at the same time upholding their mission and ensuring their sustainability."