UOC

Annual report 2018/2019

Growing through research, sharing knowledge

Universitat Oberta
de Catalunya

Annual report 2018/2019

Growing through research,
sharing knowledge

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Highlights from the 2018/2019 academic year

September 2018

A new academic year with...

58,000+
students

40,908
bachelor's degree students

17,954
university master's degree students

8.5%
rise on the 2017/2018 academic year

The UOC is ranked as a **top university for the first time ever by Times Higher Education (THE)**, a British journal specializing in education. It is the only online university in all of Spain to make the list. #researchuoc

We're in the Shanghai Ranking!

The UOC makes its début on ShanghaiRanking's Global Ranking of Academic Subjects 2018 thanks to the **Faculty of Information and Communication Sciences and the Faculty of Psychology and Education Sciences.** The UOC thus earns its spot among the best higher education centres worldwide.

Vigo, the first Galician city to welcome a #UOC point

Galicia is one of the regions seeing the steepest growth in terms of number of UOC students.

Human Resources Excellence in Research

As part of its Human Resources Strategy for Researchers (HRS4R), the European Commission awards the UOC its **Human Resources Excellence in Research quality** seal, which recognizes institutions' ability to attract talent, nurture a favourable working environment, foster research and strengthen **researchers'** careers. **#research**

October 2018

The UOC begins the process to renew accreditation for three of its doctoral programmes with AQU Catalunya: Information and Knowledge Society, Education and ICT (E-learning), and Network and Information Technologies.

The Faculty of Health Sciences offers two new university master's degrees:

Food for Physical Exercise and Sport

to hone in on the study of sport-related nutrition.

E-health

which focuses on harnessing technology to promote health education, provide diagnoses and monitor patients with chronic or acute conditions.

The UOC launches a plan to open access to all the knowledge generated at the UOC.

New UOC point in Alicante

A new UOC point opens up in Alicante. The services offered to students include **library loan returns, documentation** attesting and participation in the University's **activities.**

The eHealth Center networks at HEALTHIO

UOC professionals showcase the University's e-health projects to attendees at this innovative healthcare conference held in Barcelona.
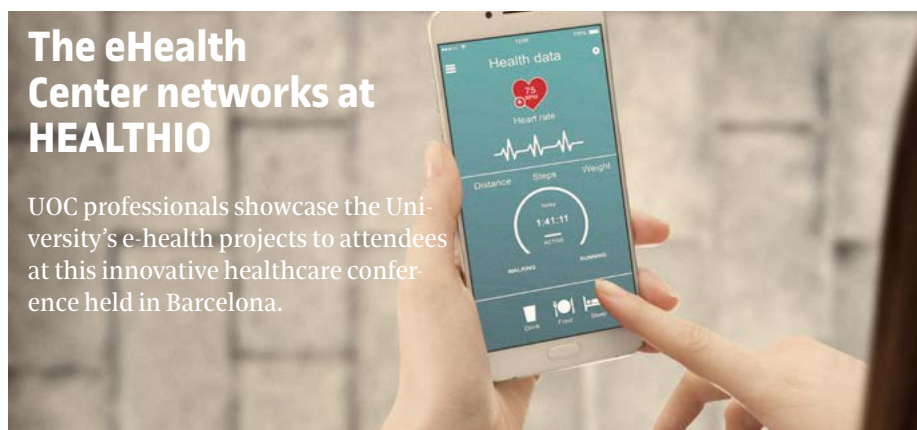
November 2018

Mayo Fuster, from the IN3 research group Digital Commons (Dimmons), is at the helm of Sharing Cities, an international project organizing a summit at which 48 global cities, such as Amsterdam, Barcelona, Lisbon, Madrid, Montreal, New York, Paris, São Paulo, Seoul, Singapore, Stockholm and Vienna, champion a new regulatory framework for governing digital platforms. #expertaUOC

Highlights from the 2018/2019 academic year

November 2018

Maria Olivella, the Equality Unit's new coordinator, receives a larger budget, publishes the latest gender analysis and gets to work on a new Equality Plan. #genderUOC

Times Higher Education (THE) ranks the UOC among the world's top 400 universities for computer science.

The UOC purchases two buildings on Barcelona's Rambla del Poblenou, one of which it had already been leasing. This move underscores the University's strategy of having its nerve centre in the city's 22@ tech hub.

December 2018

The TeSLA project

The TeSLA project comes to an end following the creation of a high-standard European framework for e-assessment. Thanks to funding from the European Commission, the UOC has been able to head up the project's research since 2016:

#researchUOC

23,000
university students

500
teachers from seven different European universities

Endocrinologist, playwright and writer Ramon Gomis takes over as dean of the Faculty of Health Sciences. #ExpertUOC

Global Literary Studies (GlobaLS), becomes the IN3's newest research group

MapModern

With **Diana Roig Sanz** as director. This **Ramón y Cajal** researcher and member of the UOC's Faculty of Arts and Humanities obtained a European Research Council Starting Grant for the group. **#ExpertaUOC**

Appointments are made within the Faculty of Law and Computer Science

Raquel Xalabarder is named the new dean of the Faculty of Law and Political Science. #ExpertsUOC

Daniel Riera is appointed as the new dean of the Faculty of Computer Science, Multimedia and Telecommunications. #ExpertsUOC

The new Office of the Vice President for Competitiveness and Employability is created

With **Àngels Fitó,** PhD in Economic Sciences, the new vice president at its helm. It is charged with leading the University's strategy for **networking with the economic and industrial sectors.**

City and Science Biennial

Pau Alsina, from the Faculty of Arts and Humanities, and **Irma Vilà**, from the Faculty of Computer Science, Multimedia and Telecommunications, are appointed as curators for Barcelona City Council's City and Science Biennial. **Maria Antonia Huertas**, **Helena Rifà**, **Diana Roig** and **Raquel Viejo** take part in the *100tífiques* initiative, which aims to do away with gender stereotypes.

The University Council begins a new chapter. The advisory body takes on a greater role within the UOC governance scheme.

Highlights from the 2018/2019 academic year

February 2019

The Bachelor's Degree in Applied Data Science makes its debut at the UOC

Formará científicos de datos, profesionales capaces de utilizar grandes conjuntos de datos para abordar problemas complejos con soluciones innovadoras.

The UOC features an updated version of its Virtual Campus home page

On which the response capabilities, scalability and security have all been upgraded and the main tools have been better integrated.

March 2019

Internal quality assurance system audit

The Internal Quality Assurance System undergoes its **first internal audit**, a preliminary step before **requesting certification from the Catalan University Quality Assurance Agency (AQU Catalunya)** in 2020, which will consolidate the UOC as a **leader in online training.**

Chair in Disability, Employability and Social Innovation

The Faculty of Psychology and Education Sciences creates the Randstad Foundation - UOC Chair in Disability, Employability and Social Innovation, which aims to boost the employability of people with disabilities and generate knowledge about the topic of disability itself.

April 2019

La UOC, in Bogotá and Mexico City

The international offices in Bogotá and Mexico City provide all-round academic services to effectively meet the needs of the UOC's **Latin American students, who have doubled in number since 2017.**

Better information on UOC courses

The UOC provides better information on its programmes and courses: Technology initiates phase one of the Student Information System (SIS) project. This **new comprehensive academic management system** contains the entire range of programmes and courses offered by the UOC for the first semester of the 2019/2020 academic year. The course bank is updated to reflect the UOC X catalogue.

Learning resources upgraded

The UOC revamps its learning resources to ensure full-fledged digitization. It has also invested in **multimedia and audiovisual resources and materials that are available in multiple formats and languages.** The UOC sees an upsurge in the number of courses using Niu, an aggregator model that allows students to oversee course activity and access relevant learning resources.

The UOC appoints six new full professors in its most recent call, which brings the total number of full professors at the UOC to twenty.

May 2019

María Jesús Martínez-Argüelles is named dean of the Faculty of Economics and Business. #ExpertsUOC

What impact will artificial intelligence have on education?

The UOC teams up with the DXtera Institute, a global consortium, to organize an international symposium on future trends in educational technology: **Next Generation Student Success By Design**.

New UOC point in Zaragoza

The UOC's network of centres expands: a new UOC point opens its doors in Zaragoza, thanks to help from Impact Hub Zaragoza.

Highlights from the 2018/2019 academic year

The Spanish Foundation for Science and Technology (FECYT) awards its seal of quality to *IDP, Artnodes and Digithum,* meaning that a total of five of the UOC's scientific journals now brandish the seal.

A visit from AQU Catalunya's External Assessment Committee

AQU Catalunya's External Assessment Committee pays a visit to the UOC's **Faculty of Law and Political Science to** accredit the Master's Degree in Taxation and the Master's Degree in Political Analysis. Open hearings are held with students, graduates, faculty members, academic directors and employers.

Faculties' emerging programmes

The UOC instates a new office of the deputy dean of emerging programmes in each faculty with a view to enhancing engagement in knowledge exchange activities with other organizations. The new deputy deans are **Teresa Iribarren, Sílvia Sivera, Enric Serradell, Carles Garrigues, Adrián Montesano, Marta Massip and Francesc Xavier Seuba.**

June 2019

The *International Journal of Educational Technology in Higher Education* (ETHE) earns a top spot among journals on research on online higher education learning, obtaining our first journal impact factor (JIF), at 1,922.

Initiatives selected for the seventh #SpinUOC

The brains behind the eight projects selected by a panel of experts to be showcased at the 7th #SpinUOC event – all members of the UOC community – come up with a creative way to explain their initiatives.

spin.uoc.edu

SPIN UOC

***Dictatorships & Democracies* is placed on the CARHUS Plus+ 2018 list of scientific journals drawn up by the Catalan University Quality Assurance Agency (AQU Catalunya).**

July 2019

UOC at UN High-level Political Forum

The Vice President for Globalization and Cooperation, **Pastora Martínez Samper,** returns for a second year to the UN headquarters in New York City to take part in the United Nations'

High-level Political Forum on Sustainable Development, in order to discuss the role of education in attaining the Sustainable Development Goals (SDGs).

New UOC point in Donostia

The University expands its network of UOC centres within Spain, opening a new UOC point in Donostia with help from Impact Hub Donostia.

Peru recognizes UOC-certified degrees. Peru's National Department for Higher Education (Superintendencia Nacional de Educación Superior Universitaria, SUNEDU) adds the UOC to its latest list of universities accredited for the recognition of their university-certified courses and programmes.

Video report: academic year 2018/19

La consolidació de la UOC

The UOC puts out a video to take a look back at the 2018/2019 academic year. The video gives a 10-minute preview of the most important figures and milestones reached over the academic year, a step prior to publishing this annual report.

Growing through research, sharing knowledge

Contemporary societies, and the university institutions that stand by their side, are engaged in a daily struggle to overcome the complex challenges brought on by globalization. As is often the case, newly emerging contexts raise doubts about the present. However, they also hold many answers and provide us with the tools we need to take to the future in stride. It is thanks to the internationalization of the knowledge society and our network of partners, which we believe has the potential to boost research exponentially, that we are able to play a leading role in shaping the world of tomorrow.

This is the stance the UOC has taken over the course of the last academic year, during which we have made a firm commitment to **positioning the University as a leader in research and knowledge transfer**. Our Open Knowledge Plan is proof of the UOC's conviction to align itself with the United Nation's game-changing 2030 Agenda for Sustainable Development. In the words of Cristina Gallach, who is leading the roll-

out in Spain, the 17 Sustainable Development Goals are a "massive lever" with the strength to **push the world towards sustainability, equality, justice, well-being and responsibility**. By aligning ourselves with this new charter of the rights of all the world's peoples, we can now join discussions on pressing issues that are likely to affect us all in the near future. However, it does not come down to simply making our voice heard, but to our right to help outline and agree upon the actions to be taken. We are here to participate, to make an impact and to continue showing everyone what the UOC is all about.

Although based in Barcelona, we are open and committed to the world. Today's challenges and the devices we come up with to overcome them must be viewed from a global perspective. Only then can solutions be appropriately tailored to specific realities on a smaller scale. Remaining consistent with such an outlook, we have doubled the number of UOC students in

Latin America since 2017. Likewise, we have strengthened our presence in these regions thanks to our offices in Bogotá and Mexico City. To match our global expansion, we have increased and improved our programmes, projects and areas of work, which has earned the University numerous accolades, including its appearance on the *Times Higher Education ranking*.

Albert Camus wrote that honesty, understood as performing one's own trade with generous professionalism, is our main weapon in the defence of civilization against inhumanity. With this in mind, this annual report summarizes a year of honest, exciting and serious work that we have undertaken to **play our part in shaping the world of the future into one of shared knowledge and training**. Because – and I turn to a simile used by researcher Anant Agarwal to make my final point – online education, networked research and open knowledge are like "a rising tide that will lift all boats".

"We have made a firm commitment to positioning the University as a leader in research and knowledge transfer."

Josep A. Planell
President of the Universitat Oberta de Catalunya

03

A unique educational
model that sets
the UOC apart

Nearly 25 years' experience in the knowledge society

The UOC is a global university with social impact. Its key activities – research, teaching, knowledge dissemination and transfer, etc – are possible thanks to the University's expertise in the knowledge society and its focus on the interaction between the human and social sciences and technology. Every action the UOC takes is rooted in its conviction that education is not only capable of transforming individual lives, but of reshaping the relationships that we share with our communities and the ecosystems in which we live.

1995
The year the UOC was founded as the world's first online university

78,233
graduates

73,081
students

4,721
teaching staff

306
faculty

777
programmes

8,757
virtual classrooms

Lifelong learning

The UOC's hallmark is its commitment to continuous higher education that meets society's ever-changing needs and which stays relevant in new, emerging contexts. Its ICT-based online learning model allows people to take up new studies or pick up where they left off. This includes those who never had a chance at higher education or who were forced to cut their studies short. The flexibility afforded by this model allows students to dovetail their bachelor's or master's degree studies with their job; in fact, the majority of UOC students (80%) both work and study. The range of programmes and courses is wide enough to meet people's needs regardless of their age or the stage they are at in their professional career.

The UOC's exclusive learning methodology is held up by three main pillars: continuous, tailored mentoring, classroom collaborations, and learning resources. What's more, the UOC's educational model places students and their hands-on learning at the very centre of its focus.

Student support

Constant guidance from the teachers. These interdisciplinary experts work together online as a team. The faculty members, course instructors and tutors have backgrounds and roles that complement each other.

Learning activities to develop professional skills

Shared knowledge building in the classrooms on the Virtual Campus.

Resources and materials to facilitate learning

Produced or selected by expert teachers in the field.

The inaugural lecture

> "Education is a starting point. It's a door in a maze where you learn more about yourself. It's helped me not only to learn the technical side and all the theory bound up in a discipline, but also to be critical of myself."

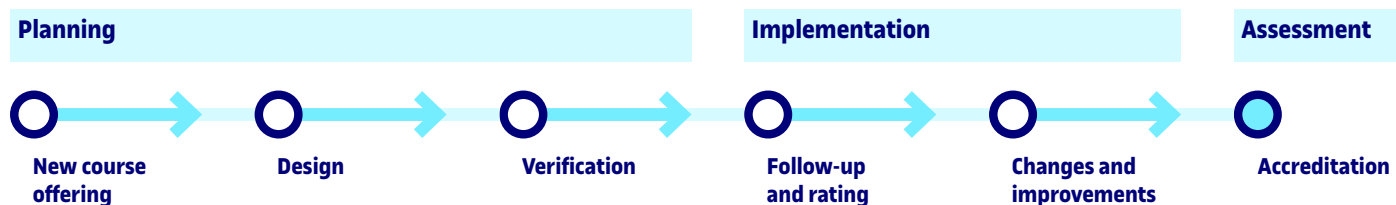**Cristina de Middel**
Artist and documentary photographer

The UOC stepped into a new academic year on 13 September 2018 with the **inaugural lecture "The Image as a Form of Knowledge"**, given by artist and documentary photographer **Cristina de Middel**, winner of the Premio Nacional de Fotografia 2017 (Spain's highest official accolade for photography).

In an interview led by **Jordi Sánchez Navarro**, dean of the Faculty of Information and Communication Sciences, **De Middel** discussed the role of images in today's society, the dividing lines between reality and representation, and the need to maintain a critical stance.

The classrooms opened on 19 September to kick off the first semester and on 20 February to initiate the second. **More than 58,000 students enrolled on official degrees over the course of the 2018/2019 academic year: 40,908 on bachelor's degrees and 17,954 on university master's degrees.** The Bachelor's Degree in Psychology, the Bachelor's Degree in Business Administration and Management, the Bachelor's Degree in Law and the Bachelor's Degree in Social Education were the most sought-after programmes. As far as the official master's degrees were concerned, Learning Difficulties and Language Disorders, Educational Psychology, Legal Practice, Education and ICT (E-learning) and Data Science saw the highest enrolment figures.

Accrediting quality

Procedure the University follows when designing and rolling out new official training programmes:

Planning			Implementation		Assessment
New course offering	Design	Verification	Follow-up and rating	Changes and improvements	Accreditation

Review and continuous improvement of our degrees

The UOC's programmes and courses have been accredited by national (AQU Catalunya, AQU-AUDIT, Consejo de Universidades) and international (UNWTO.TedQual and Euro-Inf) quality seals. In addition, the British journal Times Higher Education, as of 2019, ranked the UOC among the top seven universities in all of Spain.

In 2009, the UOC drafted and approved its Internal Quality Assurance System Manual (SGIQ Manual), which was designed within the framework of the AUDIT programme, following international quality standards. The SGIQ Manual was certified by the Catalan University Quality Assurance Agency (AQU Catalunya) and served as a stepping stone to roll out a systematic procedure for reviewing and continuously improving the programmes offered by the UOC. In December 2017, the UOC approved a new draft of the SGIQ Manual.

Setting our sights on the future

In March 2019, 105 people participated in the Internal Quality Assurance System's first internal audit, a preliminary step before requesting certification from AQU Catalunya in 2020, which will consolidate the UOC as an accredited university and a leader in online training. Although AQU Catalunya accreditation is voluntary, it is an essential step towards upholding the University's reputation and ensuring its future continuous improvement.

> "The universities of CINDA are thrilled by the founding of SIACES, as it will allow us to make headway in mutually recognizing our educational systems and establishing shared quality parameters."

Josep A. Planell
President of the Universitat Oberta de Catalunya

An example of online education for the world to follow

The UOC's e-learning model helps provide access to higher education to more people, including those who, for varying reasons, have never had the chance to study at on-site universities. This year the UOC lent a helping hand to university systems in Ecuador and Mexico that were looking to incorporate their own quality online higher education models. On top of that, Peru joined the list of countries which recognize both our official and university-certified degrees.

Moreover, the UOC worked alongside the Ibero-American General Secretariat (SEGIB) to guarantee quality higher education in all Ibero-American territories. In February 2019, the President of the UOC, Josep A. Planell, visited Madrid to attend a ceremony celebrating the foundation of the Ibero-American System for Quality Assurance in Higher Education (SIACES). The new organization will promote academic mobility programmes, advocate for degree recognition and do what it can to stomp out inequalities in the member countries.

International professional development

The UOC's quality e-learning model represents a great learning opportunity for working professionals who are committed to lifelong continuous improvement of their skills and abilities. Over the course of the 2018/2019 academic year, the UOC trained professionals from the Ministry of Economic and Social Inclusion (MIES) and the Council for Quality Assurance in Higher Education (CACES) in Ecuador; the Andean Development Corporation (CAF) in Venezuela; INACAP in Chile, and the Universidad Cooperativa de Colombia (UCC).

The official 2018/2019 catalogue of university programmes and courses

University master's degrees

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

Information and Communication Sciences
- Corporate Communication, Protocol and Events
- Advertising Strategy and Creativity
- Strategic Management of Information and Knowledge in Organizations
- 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
- Cities and Urbanism
- Criminology and Criminal Justice (joint degree: UPF, UAB, UdG, UOC)
- Human Rights, Democracy and Globalization

Economics and Business
- Economic Environment Analysis
- Organization Management in the Knowledge Economy
- Human Resources Management
- Logistics Management
- Online MBA (UOC, EADA)
- Digital Marketing
- Occupational Health and Safety
- Corporate Social Responsibility
- Sustainable Tourism and ICTs

Computer Science, Multimedia and Telecommunications
- Multimedia Applications
- Bioinformatics and Biostatistics (joint degree: UOC, UB)
- Data Science
- Application Design for Mobile Devices
- Development of Websites and Applications
- Telecommunications Engineering
- Computer Engineering
- Computational and Mathematical Engineering (joint degree: URV, UOC)
- Information and Communication Technology Security (joint degree: UOC, UAB, URV)
- Computer Vision (joint degree: UAB, UOC, UPC; UPF)

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

Bachelor's degrees

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

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

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

Law and Political Science
- Criminology
- Law
- Public Administration and Management
  (joint degree: 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
- Multimedia
- 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 programme: UAB, UPC, UdG, UdL, UOC, UVic-UCC)

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

25	Bachelor's degrees	**51**	University master's degrees
265	UOC-certified postgraduate courses	227	open courses
4	doctoral programmes	155	seminars and language courses

2018/2019 | *This does not include joint university bachelor's degrees (1) and master's degrees (7) that are not managed by the UOC.*

The official 2018/2019 catalogue of university programmes and courses

Open activities organized by the faculties

The UOC's seven faculties also play their part in society outreach by organizing activities that are open to the public. This is one of the many ways in which the UOC is able to share the knowledge that it generates. As a university open to society, beyond its dealings with students, the UOC is committed to setting up lines of communication and co-creation with other social stakeholders.

These activities are compiled in the UOC's Open Knowledge Plan, originally launched in 2018. Here is a list of some of the open activities from the 2018/2019 academic year.

1st Conference of the UOC's Faculty of Arts and Humanities
Languages that make reality: Language and sexism

10th Conference on Teaching Law and Information and Communication Technologies

7th Social Education Conference: "I'm not a racist, but…"
Feminisms' stance on institutional racism, control and governance in the social professions

UOC-Con: Mobile Devices and Security

Conference: What type of tourism do we want?
Shaping the narratives and alternatives in light of the impact of tourism on Barcelona

Experiences with transition
Opportunities and challenges for social media in the field of design

2nd Conference of the UOC's Faculty of Health Sciences

Digital students and hands-on learning

UOC students set their own pace and can study from anywhere at any time. They learn by doing activities and projects, both individually and in collaboration with their fellow online classmates.

Ultimately, **UOC students** achieve expert digital and organizational skills and become proficient in working as part of a team. In fact, UOC alumni are the most satisfied graduates of any Catalan university: 93% would choose to study there again.

Nearly 60,000 students enrolled on official UOC degree programmes during the 2018/2019 academic year, and a total of 6,097 graduated.

> "We have to challenge preconceived ideas and stop making distinctions between degree subjects for men or women: we all have the capacity to do anything"

Patricia Andolz
Computer Engineering student
and WONNOW Award winner
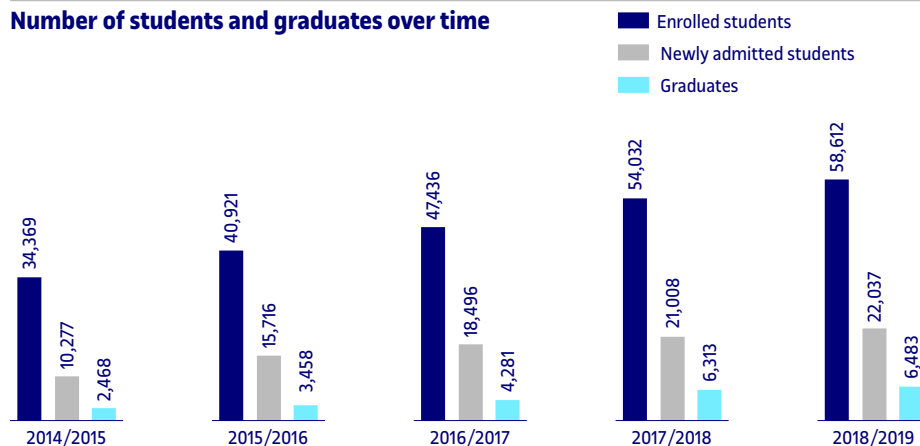
6,097
students graduated
in the 2018/19 acadenic year

93%
of graduates would choose to study
at the UOC again

Digital students and hands-on learning

Number of students and graduates over time

- **Enrolled students**
- **Newly admitted students**
- **Graduates**

Year	Enrolled students	Newly admitted students	Graduates
2014/2015	34,369	10,277	2,468
2015/2016	40,921	15,716	3,458
2016/2017	47,436	18,496	4,281
2017/2018	54,032	21,008	6,313
2018/2019	58,612	22,037	6,483

Breakdown of students by officially recognized programmes

Faculty	Bachelor's degree	University master's degree	
Arts and Humanities	3,803	1,167	
Information and Communication Sciences	3,642	982	
Health Sciences	–	2,128	
Law and Political Science	6,742	2,856	
Economics and Business	9,254	2,710	
Computer Science, Multimedia and Telecommunications	6,199	3,424	
Psychology and Education Sciences	11,100	4,605	
Total	**40,740**	**17,872**	

58,612
students on official programmes

40,740
bachelor's degree students

17,872
university master's degree students

Student
characteristics

56.7% are women

55% are from Catalonia

40% are aged between 25 and 34

82.4% are studying and in work

67.8% work in the private sector

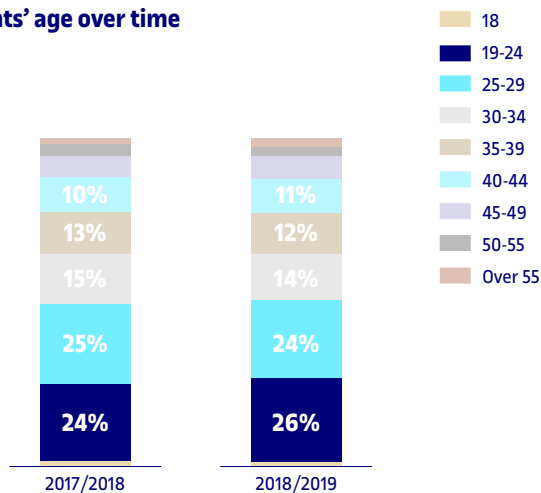**59.9%** want to study and improve their knowledge

50.4% chose the UOC to allow them to balance work and studies

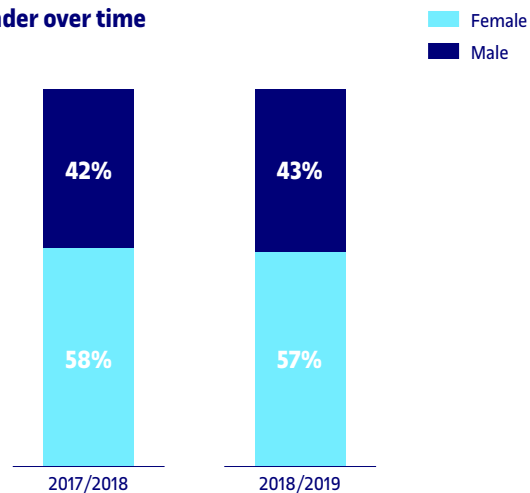**1,437** are certified as at least 33% disabled

Report on new admissions in the 2018/2019 academic year and the Annual report 2017/2018.

Digital students and hands-on learning
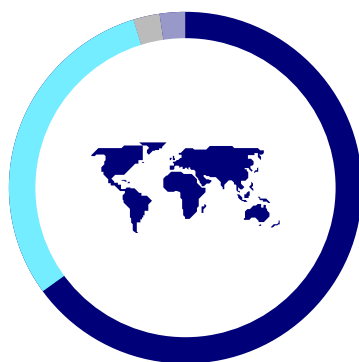
Students' age over time

	18
	19-24
	25-29
	30-34
	35-39
	40-44
	45-49
	50-55
	Over 55

2017/2018
- 10%
- 13%
- 15%
- 25%
- 24%

2018/2019
- 11%
- 12%
- 14%
- 24%
- 26%

Students' gender over time

Female
Male

2017/2018
- 42%
- 58%

2018/2019
- 43%
- 57%

Breakdown of students by place of origin*

- ■ Catalonia
- ■ Spain (excluding Catalonia)
- ■ Europe (excluding Spain)
- ■ Rest of the world

41,000+
in Catalonia

19,000+
in Spain

1,500+
in Europe

1,500+
in the rest of the world

* Students following bachelor's degrees, university master's degrees and postgraduate courses. Figures from the 2017/2018 academic year.

Global and social competencies

All of the UOC's training programmes aim to foster global and social competencies; this helps to give students a well-rounded understanding of the world they live in and its constant state of flux.

Thanks to its e-learning model, the UOC is able to diversify its classrooms by welcoming students and faculty members from across the globe. To encourage this, the UOC drives scholarship programmes with international organizations such as the Organization of American States (OAS), the Colombian Institute for Education Credit and Technical Studies Abroad (ICETEX, Colombia) and the Secretariat for Higher Education, Science, Technology and Innovation (SENESCTY, Ecuador). Moreover, in keeping with its commitment to global justice, the UOC's Refugee Welcome Programme is working to increase the number of students from under-represented groups in its classrooms, as well as opening them up to individuals from more vulnerable groups.

The UOC encourages students to join its classrooms through **online mobility programmes. These international exchanges allow many people to study abroad – and therefore acquire global, social and digital competencies and enhance their CV – without ever having to leave their country of residence.** Students from Duoc UC (Chile) took part in this initiative this year.

An accessible university

Ensuring access to education for people with disabilities

The UOC's educational model allows for a high degree of equality in terms of access to education. Over the 2018/2019 academic year, 1,495 students with a recognized disability studied on an official bachelor's degree or master's degree programme at the UOC. To make this possible, the UOC adapts its materials and tests to the needs of students with disabilities.

Among the options for adapting final assessment tests, the UOC offers texts with larger fonts and allows students to use a personal computer and, if necessary, specific software such as Jaws or Zoom-Text.

At the beginning of each semester, students are given time to request teaching or learning resource adaptations. This could mean adjusting the work pace, substituting an oral task for a written one in language courses or making a certain learning resource more accessible in one way or another.

The UOC Library creates resources using the markup language XML, which makes them available in multiple formats. Accessible formats include DAISY audiobooks, which help people with visual impairments study because they can work with audio files instead of written texts, and PDFs, which can be easily run through text-to-speech converters.

In January 2019, the ONCE Foundation and the UOC extended their agreement to lay the foundation for a long-lasting collaboration which will satisfy the demands being made of the educational community by people with visual impairments. The hope is that this will lead to training initiatives and the adaptation of academic content for people with serious visual impairment or blindness.

Infopoint, disability and work: a career guidance service

Thanks to this service, students can turn to specialists from the Randstad Foundation and labour market and disability experts to receive guidance on improving their employability, boosting their professional career and enhancing their job opportunities.

Alumni reshaping the world

The UOC has seen over 78,000 students graduate from one of its programmes. They all now form part of **UOC Alumni**, a networking group that provides continued access to the University and its services.

UOC graduates are making huge contributions to society. This has been made clear at official UOC Alumni events, where graduates have spoken about the fights for justice, human rights and gender equality they are engaged in.

UOC Alumni 2019 in Barcelona and Madrid. Meet the alumni that are reshaping the world.

Breakdown of graduates

2,058 with bachelor's degrees

4,250 with university master's degrees

13 with doctoral degrees

2018/2019

Alumni reshaping the world

"5G technology will revolutionize surgical procedures, industry and road traffic."

Eduard Martín
Alumni. Bachelor's Degree in Technical Computer Systems Engineering
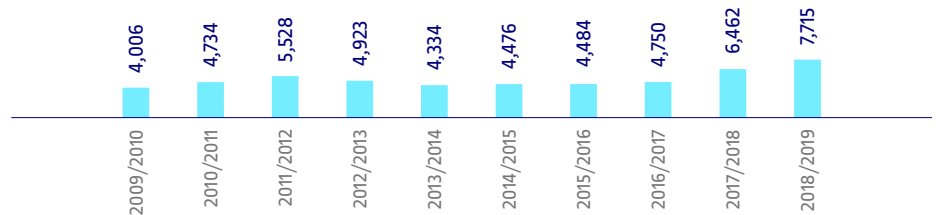

Number of graduates over time (bachelor's degrees, master's degrees and doctoral programmes)
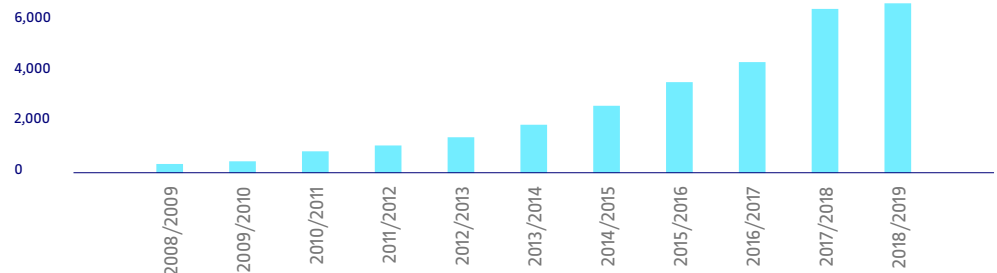
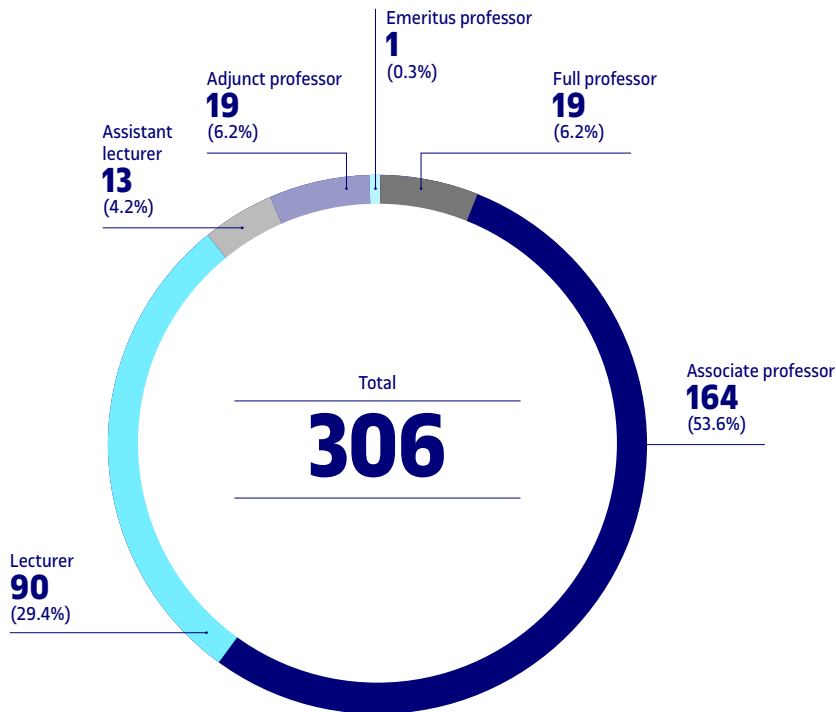**78,233** Graduates (official bachelor's degrees, master's degrees and doctoral programmes)

1999/2019

Year	Graduates
2009/2010	4,006
2010/2011	4,734
2011/2012	5,528
2012/2013	4,923
2013/2014	4,334
2014/2015	4,476
2015/2016	4,484
2016/2017	4,750
2017/2018	6,462
2018/2019	7,715

Number of EHEA (European Higher Education Area) graduates over time

Years: 2008/2009, 2009/2010, 2010/2011, 2011/2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019

(Y-axis: 0, 2,000, 4,000, 6,000)

Collaborative, student-centred teaching

UOC faculty members by category

Emeritus professor
1
(0.3%)

Adjunct professor
19
(6.2%)

Assistant lecturer
13
(4.2%)

Full professor
19
(6.2%)

Total
306

Associate professor
164
(53.6%)

Lecturer
90
(29.4%)

2018 | UNEIX figures for the calendar year.
Active faculty members as of 31 December.

The UOC's teaching staff comprises three types of professionals, each with their own roles: coordinating professors are responsible for designing and supervising courses; course instructors devise online classroom activities, guide and advise students, including finding ways to motivate them and clearing up any doubts they may have, and take care of student assessment; and tutors provide guidance to students for the duration of their programme.

Collaborative, student-centred teaching

Accredited faculty

	Women	Men	Total
Faculty with PhDs	89%	90%	90%
Faculty with PhDs and a favourable assessment by an external body	69%	82%	75%

2018 | Figures for the calendar year. Active faculty members as of 31 December

Permanent faculty with accredited six-year research periods

|	Women	Men	Total
Faculty with PhDs and accredited six-year research periods	47%	57%	52%
Faculty with accredited six-year research periods	43%	53%	49%

2018 | Figures for the calendar year. Active faculty members as of 31 December

Permanent faculty with accredited six-year teaching periods

	Women	Men	Total
Faculty with accredited six-year teaching periods	67%	79%	73%

2018 | Figures for the calendar year. Active faculty members as of 31 December

Course instructors and tutors by gender and role

4,240	course instructors
2,052	women
2,188	men
657	**tutors**
369	women
288	men
4,721	**total (course instructors, tutors and those who are both)**

Figures for the 2018/2019 academic year

4,240
course instructors

657
tutors
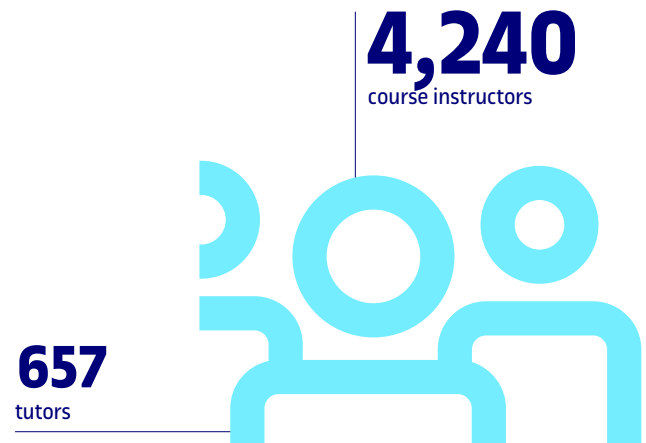
Continuous mentoring

At the UOC, students are mentored on an ongoing basis by teaching staff whose role is to design, guide, promote and assess their entire educational process.

Mentoring goes above and beyond teaching, however, with information and help services that meet each student's individual needs and ensure a continuous flow of back-and-forth communication and uninterrupted mentoring over the course of the academic year.

243,480
queries*

* 10,815 from Latin American countries.

1.5 days
response time
for queries

4/5
Degree of satisfaction with
responses to queries

15.7%
degree of
satisfaction with
response rate

4.5/5
Degree of satisfaction with the services
received through Twitter

47.4%
Twitter
response rate

1,827
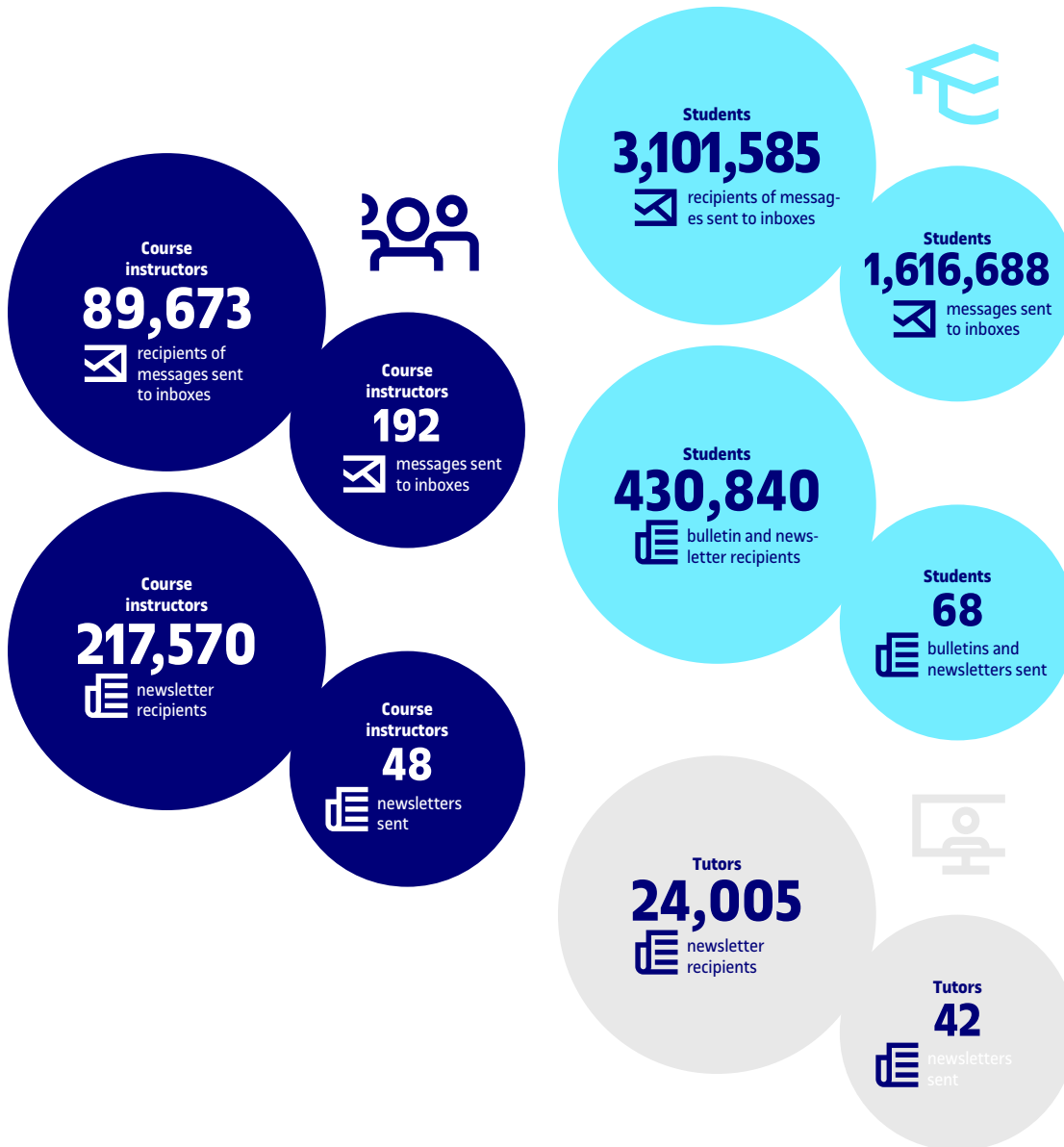complaints

18,696
Tweets
received

17,950
Twitter followers @UOCrespon

Key indicators for email messages

2018/2019 | Note: The first newsletter for tutors was sent in November 2018.

Course instructors
89,673
recipients of messages sent to inboxes

Course instructors
192
messages sent to inboxes

Course instructors
217,570
newsletter recipients

Course instructors
48
newsletters sent

Students
3,101,585
recipients of messages sent to inboxes

Students
1,616,688
messages sent to inboxes

Students
430,840
bulletin and newsletter recipients

Students
68
bulletins and newsletters sent

Tutors
24,005
newsletter recipients

Tutors
42
newsletters sent

Studying on the Virtual Campus

26.7%

Percentage
of sessions using
mobile devices

Main usage indicators for Campus information sections

2,129,009	users
79,874,925	pages viewed
00:05:30	average time spent
39,217	pages that form part of the Campus information sections

2018/2019

577,513 sessions using mobile devices (tablet or mobile phone)

22,756,655 sessions

The Virtual Campus is centre of activities for the UOC community. Once online on the Campus, students can gain access to their classrooms, which is where learning happens. There they find their professors and fellow students, as well as course activities, resources and tools to help them learn.

The UOC's Virtual Campus undergoes constant improvements. This academic year the home page unveiled new features and performed at higher capacity. Furthermore, work is being done to make the Campus more simple and user-friendly for new students, with a view to facilitating their transition to online studies at the UOC.

The Library,
an essential service

The UOC Library is a centre for digital resources, with a team of over 50 experts who lend their services to students, faculty, researchers and administrative staff. Regardless of the task at hand, the Library remains steady in its commitment to high-quality learning and research.

With teaching staff overseeing the process, the Library staff has managed to stock students' classrooms with more than 18,500 learning resources. That's

not all: thanks to the Library collection, the university community has access to loads of databases, books and e-journals which, altogether, amassed a whopping 3 million downloads in 2018 alone. The Library Help Service is rated 9 out of 10.

The Library team is also firmly committed to open access and open science, which is where O2 comes in; this open access institutional repository contains over 10,000 documents.

9/10

Help Service satisfaction score

The collection

59,958	titles in the catalogue
24,838	titles in e-book format
35,120	titles in paper format
41.43%	of books in electronic format
65,114	volumes
81,254	electronic journals
111	databases

2018/2019
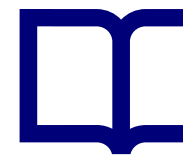
81,254

electronic journals

30,551

electronic resources
available in classrooms

In 2019, the Library and Learning Resources department won the best design award for its poster "Impacto y visibilidad de las revistas científicas de acceso abierto de la UOC" (Impact and visibility of open access scientific journals at the UOC), which it showcased at CRECS (International Conference on Scientific Journals).

Use of the Library, assistance to users

2,022,678	visits to the Library website
1,227,693	queries submitted to the catalogue
1,364,554	searches in the Library database (cumulative)
3,071,541	downloads of electronic articles and documents (including books and chapters from books)
22,442	loans and renewals
1,726	documents requested from the Electronic Document Supply Service
7,246	queries received by *The Library Replies*
374	bibliographic queries
72	student complaints received by *The Library Replies*

2018/2019

Training

68	training items (learning guides, presentations, question banks, questionnaires, exercises, videos, etc)
120	hours of student training
711	participants
7	training sessions addressed to students
6	training sessions targeting course instructors

2018/2019

The Library in the classrooms

30,551	electronic resources available in classrooms
623	requests for new teaching materials
4,422	queries/requests received from faculty members by the Library for Learning

2018/2019

Increased territorial presence

> **"We strive to be a university that understands and covers the specific needs of students in Latin America."**
>
> **Esther Gonzalvo**
> Director of Academic Services

During the 2018/2019 academic year, the University heightened its presence across Spain by opening new UOC locations in Vigo, Alicante, Donostia and Zaragoza. In addition, the UOC's international offices widened and refocused their scope of action: to meet the needs of our Latin American student body, which has doubled in number since 2017, the international offices in Mexico City and Bogotá now provide comprehensive academic services.

Services provided at the UOC centres in Spain

94,795	number of queries handled

2018/2019

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

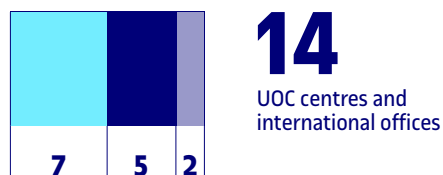|	
112	information sessions
90	activities
32	welcome days

2018/2019

A tight-knit relationship with Latin America

From 2017 to 2018 the UOC increased its academic services in Latin America by 26%. The offices in Bogotá (Colombia) and Mexico City offer a hands-on response to the growing community of students in Latin America, helping them with the procedures they require.

In 2018 more than 7,000 students worldwide chose the UOC to study on offi-cial and UOC-certified degrees, language courses and seminars. Colombia is home to a significant number of UOC students and graduates, second only to Spain itself. Interest in studying at the UOC has spread to Ecuador and, in 2017, the UOC was added to the list of universities backed by Ecuador's Secretariat for Higher Education, Science, Technology and Innovation (SENESCYT).

UOC centres, international offices and UOC points (14 + 43 = 57)

14
UOC centres and international offices

7 5 2

43
UOC points

30 12 1

Catalonia   Rest of Spain   Rest of the world
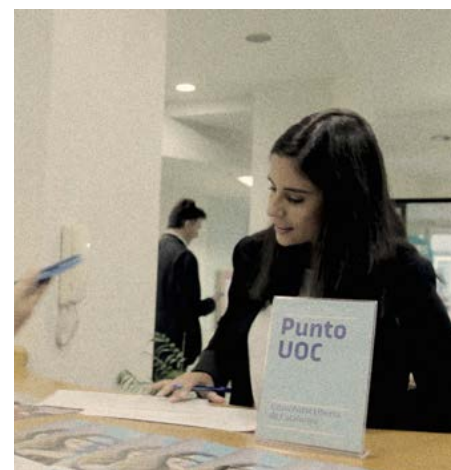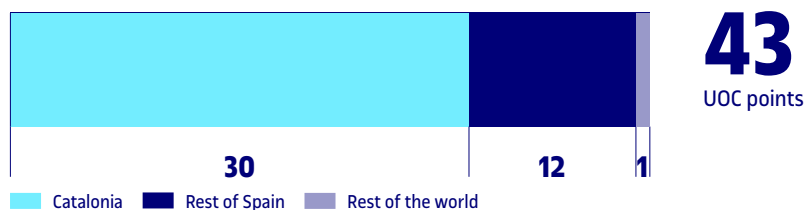
Beyond university training

The UOC offers more than just university courses. Training that transcends the university setting is managed by UOC X. During the 2018/2019 academic year UOC X expanded its catalogue, offering new advanced-level vocational training courses (in social integration and early childhood education), double and triple degrees, and new computer science pathways. The Centre for Modern Languages had a total of 959 students in its classrooms throughout the academic year, thanks in part to new courses it has been introducing over the past few years such as the Catalan C2 course. Regarding short-term training, the number of seminars rose by 12 and there are now more open courses than ever before. UOC X also manages the UOC's 44 university-certified degrees and postgraduate courses. In all, UOC X offers 468 training items.

UOC X students in figures

UOc X
Xtended Studies

92 seminars

54 language courses at the Centre for Modern Languages

290 open courses

80 ontinuing development programmes

9 MOOCs

8 advanced-level vocational training courses and 4 double degrees

60% women

75% from Catalonia

40% between 25 and 35

28% between 35 and 45

13% between 46 and 50

49% study or have studied at the UOC

55% study language courses at CML

74% are happy with the course

Web UOCX

Driving change in businesses

When UOC Corporate was founded in 2015, it envisaged itself becoming the go-to partner for organizations willing to give innovative learning solutions a try. Over the last three years, UOC Corporate has provided bespoke training to over 7,000 professionals, using resources created by leading business experts. UOC Corporate's methodology is a blend of online training, collaborative learning initiatives and on-site activities.

Over the 2018/2019 academic year, it began to work with a new teaching model based on performance learning experiences, which involves holding face-to-face sessions and workshops and affording students immersive virtual reality experiences. It also worked on virtualization projects and provided other types of services; for example, employee experience projects and consultancy services for outlining training and development plans.

It also collaborated with some 80 organizations from a wide array of sectors (namely banking, insurance, health, pharmacy and retail) to help them attract and retain talent and overcome their business challenges.

In the field of health, for instance, since September 2018 Vall d'Hebron University Hospital has been working with the UOC to provide training for 150 of its residents. This multi-disciplinary online training course covers everything from how to communicate with patients to bioethics and the scientific method. While the course materials were written by the hospital's medical experts, UOC Corporate was charged with adapting them for use in an online environment.

Furthermore, UOC Corporate further proved it is committed to research, exploring the potential of virtual reality as a tool for improving corporate professionals' soft skills. In this regard, it had 40 businesses undergo a pilot experience that was intended to improve intra-organizational feedback.
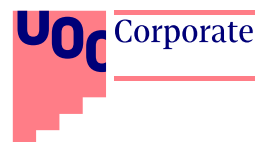
UOC Corporate

7,000+ professionals trained on our programmes

80+ clients have trusted in us

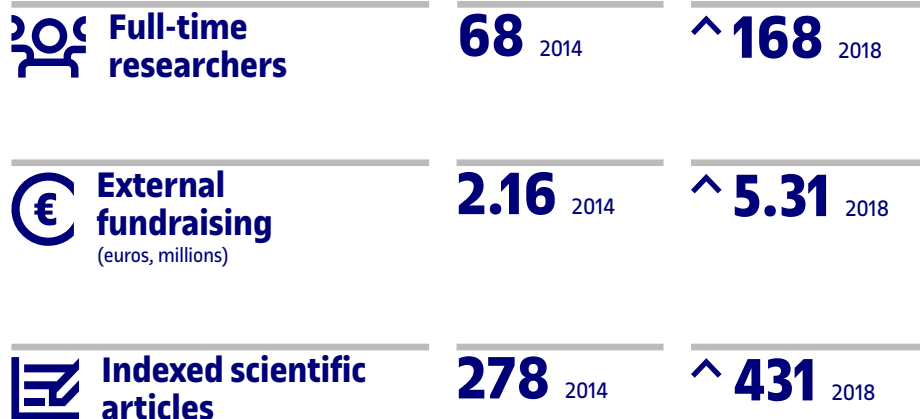| Banking and insurance	Pharmaceuticals and heath	Retail
CaixaBank	ESTEVE	Pascual
Santander	VHIO Vall d'Hebron Institute of Oncology	Auchan RETAIL ESPAÑA
Public sector	**Industry**	**Other sectors**
Ajuntament de Barcelona	gasNatural fenosa	CATALONIA HOTELS & RESORTS
SOC Servei d'Ocupació de Catalunya	REPSOL	

Web UOC Corporate

Positioning the UOC as a research university

Research at the UOC is on the rise

The year 2014 marked a turning point in the UOC's mission, with research becoming a crucial focus. The Strategic Plan 2014-2020 places excellence in research as one of the University's five strategic pursuits. And in just four years the UOC has already yielded results:

	2014	2018
Full-time researchers	**68** 2014	^ **168** 2018
External fundraising (euros, millions)	**2.16** 2014	^ **5.31** 2018
Indexed scientific articles	**278** 2014	^ **431** 2018

The Strategic Plan 2014-2020 outlines four main challenges: (i) transfer all the knowledge generated by UOC activity; (ii) boost scientific production; (iii) offer doctoral programmes based on top-notch research, and (iv) raise the UOC's international profile thanks to its cutting-edge research on the knowledge society and e-learning.

By 2018, the UOC had already positioned itself as a research university. More importantly, the University's research hones in on the interaction between technology, the human & social sciences, and e-health, and thus gives rise to knowledge that will help society to overcome 21st-century challenges.

A diverse 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 with a digital approach. One of the University's hallmarks is the all-encompassing nature of its fields of study. UOC research is, by definition, interdisciplinary and applicable to a range of fields. It is a diverse ecosystem.
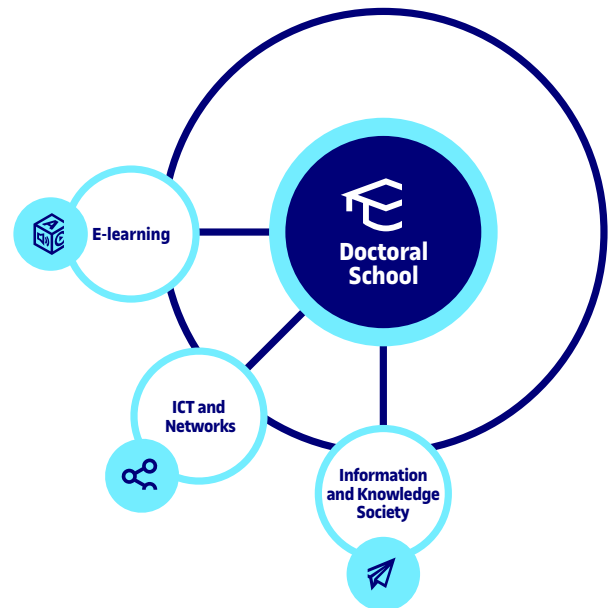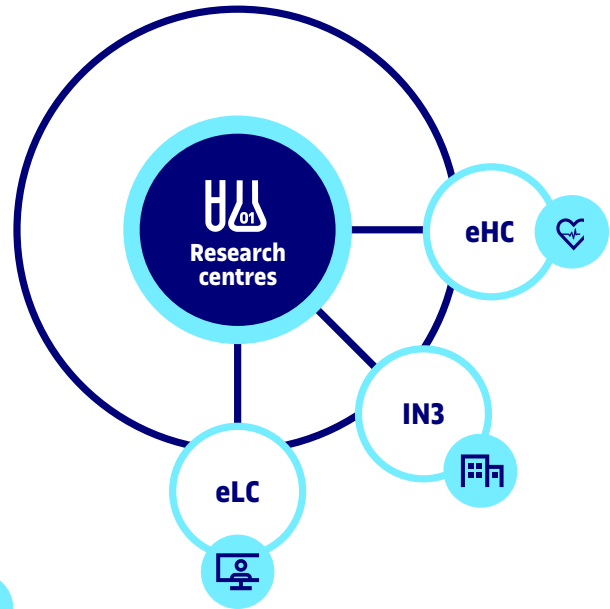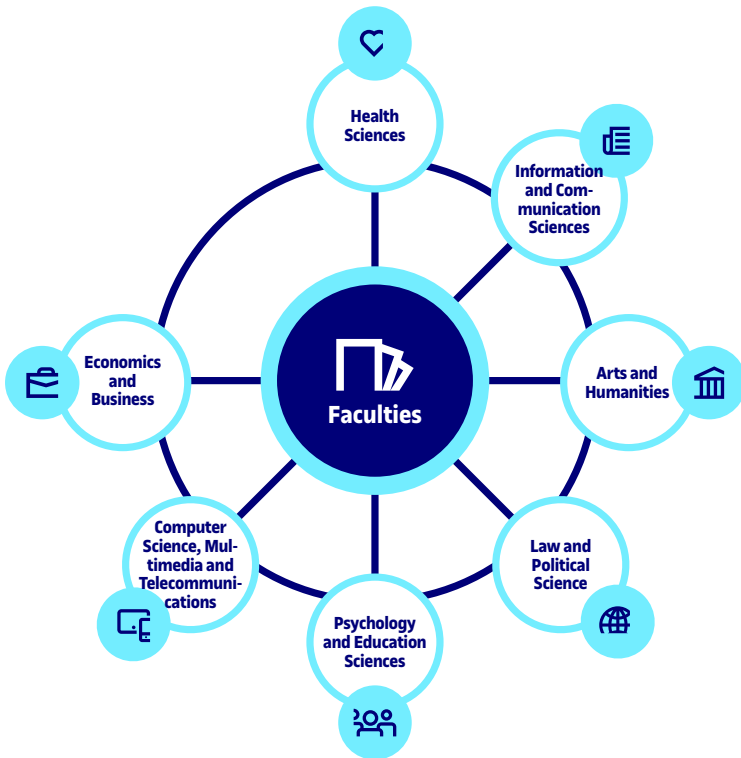
46
research groups

More than
400
researchers

Faculties

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

Research centres

- eHC
- IN3
- eLC

Doctoral School

- E-learning
- ICT and Networks
- Information and Knowledge Society

UOC research, quantified

External funding per year for projects obtained by the UOC by geographical area

2,184,700 (41%)

25,740 (0.48%)

709,549 (13.32%)

2,408,397 (45.20%)
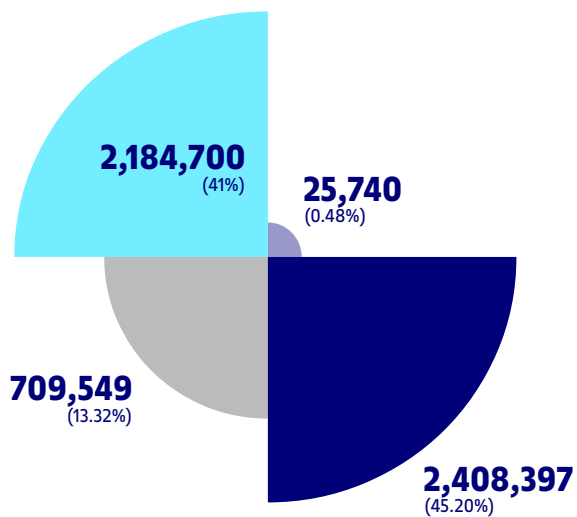
Total
5,328,388

Figures in euros. 2018 data

Number of projects per year obtained by the UOC by geographical area

6 (4.08%)

18 (12.24%)

93 (63.27%)

30 (20.41%)

Total
147

2018 data
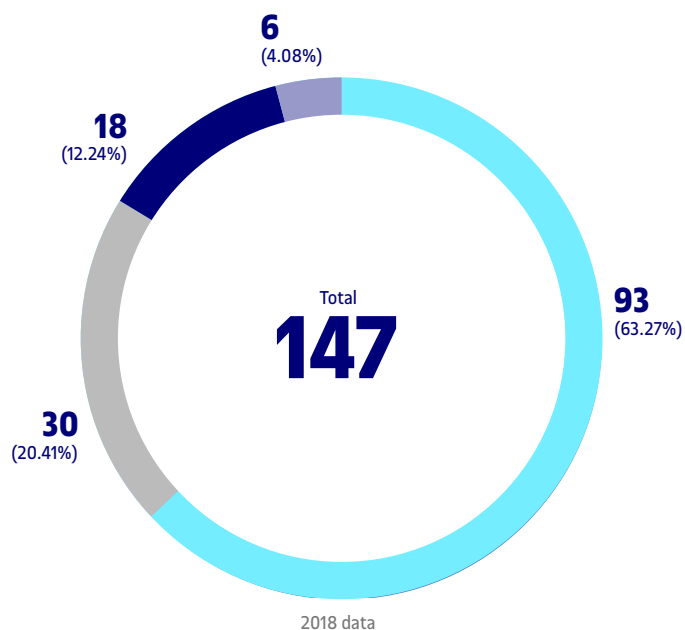
■ Autonomous region   ■ National   ■ European   ■ International (excluding EU)

382
teaching and
research staff

Staff with PhDs
350
(91.62%)
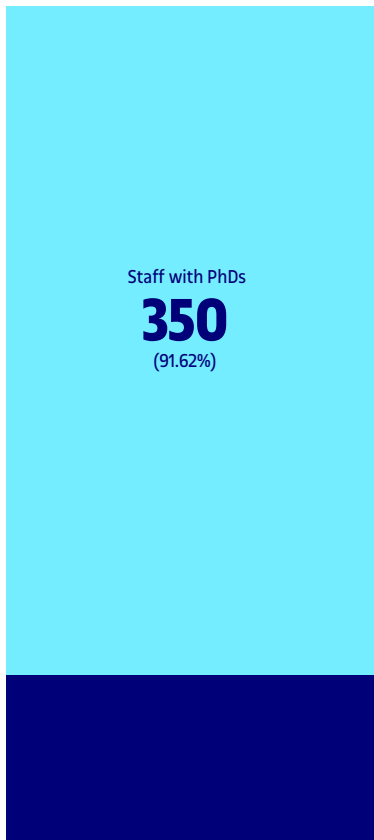
2019 data
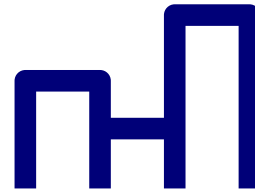
427 scientific articles

203 book chapters

346 WoS articles

31 books

148 proceedings papers

281 conference presentations

7 scientific and technical documents

Scientific output impact indicators
2018/2019

Contributing to society

The research conducted at the UOC contributes to society, as it helps us to understand the complex world we live in, puts knowledge in the hands of students and sparks social change.

The Internet Interdisciplinary Institute (IN3) has carried out an analysis of the contributions that UOC research has made towards the UN's 2030 Agenda. Through one-on-one interviews with UOC researchers, the IN3 has gauged the extent to which their research addresses the Sustainable Development Goals (SDGs) and the Agenda's 169 individual targets. IN3 research is geared towards meeting society's technology and internet-related needs. It analyses social challenges and contributes to building a fairer and more equal, participatory and sustainable society.

To ensure that UOC-generated knowledge is put in the hands of the maximum number of people and that the University is able to establish itself as a veritable knowledge hub and connect with people and communities, a new Open Knowledge Plan 2019 was drafted. Open innovation, FAIR data, and open access publications and learning are a few of the central focuses of the Plan.

Subject areas in which the research groups work

Subject area	Number of groups	
Arts and Humanities	10	
Health Sciences	4	
Social Sciences	24	
Information and Communication Technologies	8	

2019

The UOC currently has **7 chairs** in different domains, all of which promote research and interdisciplinary knowledge transfer:

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, Employability and Social Innovation (created in 2018)

Research centres and institutes

Internet Interdisciplinary Institute (IN3)

in3.uoc.edu
Director: Dr David Megías

The IN3, as a UOC research centre, focuses its activity on the **interdisciplinary area of the information and knowledge society. I**ts research groups focus their efforts on studying the internet and the effects of the use of digital technologies.

Over the course of the 2018/2019 academic year, the IN3 led a number of international projects. One such project is the **Sharing Cities Summit,** led by **Mayo Fuster** at Digital Commons (**Dimmons**), which took place in Barcelona in November 2018. At the event, global cities like Lisbon, Amsterdam, Madrid, Montreal, New York, Paris, São Paulo, Seoul, Singapore, Milan, Stockholm and Vienna signed the Declaration of Principles and Commitments for a Sharing City. The aim is to deal with the disruptive impact of emerging digital platforms and, at the same time, seize the opportunities for economic growth and innovation made possible by the most responsible platform economy models.

Research centres and institutes

Literary studies and big data

A new research group was created to focus on global literary studies. The Global Literary Studies Research Group, or **GlobaLS**, is led by **Diana Roig** and funded by a European Research Council Starting Grant worth 1.5 million euros. GlobaLS works to gauge the impact of Ibero-American literary networks and their cultural mediators on 20th-century society and culture. It does so by combining computational methods and the quantitative and qualitative analysis of big data using perspectives of cultural and literary history, studies on translation, sociology, gender issues and communication.

Open international standards and data transmission

For its part, the **Wireless Networks Research Lab (WINE)**, led by full professor **Xavier Vilajosana**, developed an international standard that was then published by the Internet Engineering Task Force (IETF). Its RFC 8578 document standardizes control plans for low-energy-consumption wireless industrial networks. IETF standards are open, meaning that knowledge and governance of them is not biased by the interests of any one industry or consortium of companies.

WINE has obtained funding from the **Cisco University Research Program Fund**, a donor-advised fund overseen by the Silicon Valley Community Foundation. Thanks to the financial resources provided by the Fund, the research group is able to work on a proposal for maximizing performance in **network-to-network data transmissions**.

Citizen participation and alternative economics

The research group **Communication Networks & Social Change** (CNSC) teamed up with Barcelona City Council to make their **Decidim project** a reality (see decidim.org). The project created an open source digital platform for citizen participation. The IN3 also worked alongside Barcelona City Council on **DECODE**, a European project which aims to equip citizens with a tool that will give them control over their internet privacy and allow them to test out potential economic alternatives offered by platform cooperatives. **Dimmons** and **CNSC** are the research groups involved in DECODE.

With funding from BiodivERsA - Belmont Forum, the **ENVISION project** kicked off in January 2019. Led by **Isabel-Ruiz Mallen**, the project takes an inclusive approach to assessing integrative scenarios and visions for protected area management. The IN3 is involved in the project through its research group **Urban Transformation and Global Change Laboratory (TURBA Lab)**.

These are the IN3's eleven research groups:

CareNet
Care and Preparedness in the Network Society
Leader: Dr Israel Rodríguez
(associate professor)
Area: psychology.

CNSC
Communication Networks & Social Change
Leader: Professor Manuel Castells
(professor of sociology)
Area: sociology.

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).

Dimmons
Digital Commons
Leader: Dr Mayo Fuster
(Ramón y Cajal researcher)
Area: multidisciplinary (political science, anthropology, economics, philosophy, computer science and art).

GenTIC
Gender and ICT
Leader: Dr Milagros Sáinz
(senior researcher)
Area: multidisciplinary (psychology, sociology, economics, geography, anthropology).

GlobaLS
Global Literary Studies
Leader: Dr Diana Roig Sanz (Ramón y Cajal researcher; ERC Starting Grant)
Area: multidisciplinary
(humanities, social sciences).

ICSO
Internet Computing & Systems Optimization
Leader: Dr Ángel A. Juan
(associate professor)
Area: computer engineering.

KISON
K-ryptography and Information Security for Open Networks
Leader: Dr David Megías
(associate professor, director of the IN3)
Area: computer engineering and telecommunications.

SOM Research Lab
Systems, Software and Models
Leader: Dr Jordi Cabot
(senior ICREA researcher)
Area: computer engineering.

TURBA Lab
Urban Transformation and Global Change Laboratory
Leader: Dr Ramon Ribera (associate professor)
Area: multidisciplinary (economics, political science, geography, urban planning, environmental studies).

WiNe
Wireless Networks
Leader: Dr Xavier Vilajosana
(associate professor)
Area: computer engineering and telecommunications.

Research centres and institutes

eLearn Center

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

Over the course of the academic year, the **eLearn Center** was engaged in two Xtrem projects and one New Goals project, all three of which are devoted to translational e-learning research. The first of the two Xtrem projects is called **iLearn** and is seeking new ways for students, faculty members and the university as an institution to relate to one another. The second, called **PROxA:** Programar x Aprendre, is looking for ways to circumvent different time and structural restrictions that make it difficult for people to complete official courses. Meanwhile, the New Goals project, called **LIS**, is developing a smart chatbot for use as a tutor in online classrooms.

The eLearn Center's research director is also responsible for representing the UOC at the DXtera Institute. The UOC serves as a European hub for the US-based consortium and is charged with organizing the Next Generation By Design symposium. Moreover, the University has been a member of the Institute's Board of Directors since 2017 and has had voting power since 2019.

Course transformation

The UOC has initiated stage one of its course transformation plan, the effects of which will be felt by 35,000 students. Following the most innovative e-learning trends to date, the UOC is set to redesign roughly 700 courses from a total of 14 bachelor's degrees and 14 master's degrees, and thus revamp and modernize its portfolio. The transformation will take place between 2019 and 2023 and will include specific faculty training.

Assessing interdisciplinary competencies

The UOC is also working on the Graf project, which aims to establish an assessment system for interdisciplinary competencies that will allow students to demonstrate the extent to which they have developed this type of competence over the course of their academic life. This will help to tackle a growing need in the world of work and address one of universities' pending challenges.

La Reina Roja: where is education headed?

La Reina Roja (The Red Queen), a project under development by the UOC's eLearn Center, has been analysing the most innovative trends in education worldwide since April 2018. Every month, the audiovisual project pays a visit to educational institutions (universities, schools, training centres, etc) that are doing something to tear down methodological, conceptual, geographical or language barriers. One of the conclusions drawn by the series is that education is adapting more and more to students and not the other way around.

Research centres and institutes

eHealth Center

ehealth-center.uoc.edu
Director: Dr Albert Barberà

The **eHealth Center** is the UOC's transdisciplinary academic centre specializing in e-health. The centre generates knowledge on e-health and transfers it to society, empowering citizens and professionals alike to drive forward the paradigm shift in health.
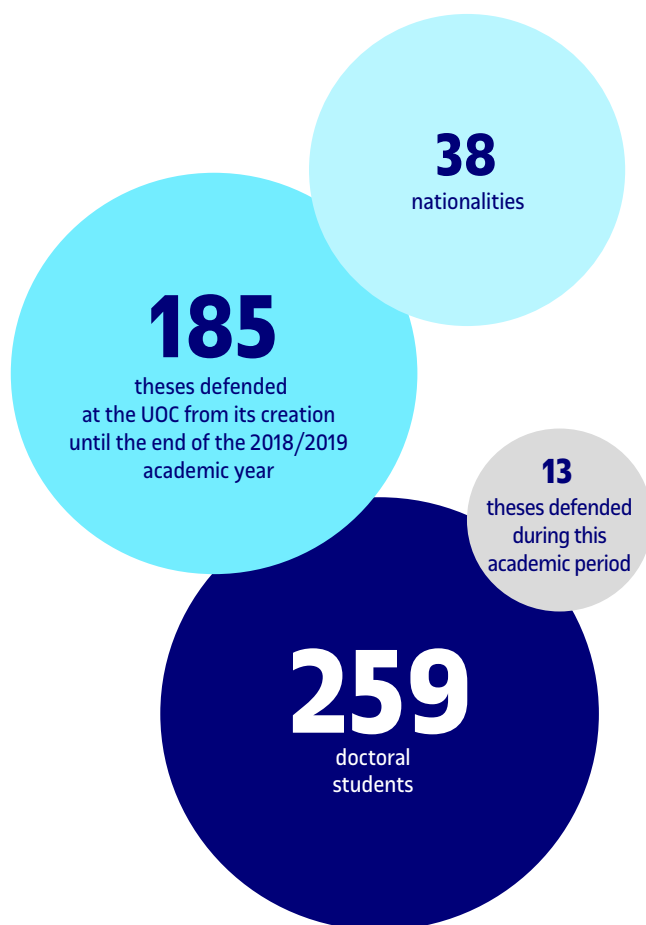
Since 2018, it has been leading the working group related to Sustainable Development Goal 3, which centres on good health and well-being, at the International Association of Universities (IAU).

As part of its work with WHO in the field of e-health, over the course of the year the **eHealth Center** also initiated collaborations with the University of Tromsø and the University of Toronto.

In 2019 the **eHealth Center** appointed a new director, Albert Barberà. He holds an official llicenciatura degree in Chemistry and Pharmacy Sciences, and a doctoral degree in Biochemistry and Molecular Biology. Barberà is a well-rounded professional, bringing together experience in research and in managing knowledge and innovation in the field of biomedical research and health.

The Doctoral School

For the 2018/2019 academic year, the most salient data concerning these programmes are the following:

38
nationalities

185
theses defended
at the UOC from its creation
until the end of the 2018/2019
academic year

13
theses defended
during this
academic period

259
doctoral
students

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

The Doctoral School offers four online doctoral programmes: Information and Knowledge Society, Education and ICT (E-learning), Network and Information Technologies, and Bioinformatics, which is a joint doctoral degree offered by the UAB, UPC, UdG, UdL, UOC and UVic-UCC.

By the end of the 2018/2019 academic year, the Doctoral School had a total of 185 theses defended and 259 active doctoral students from 38 different countries. The School has also added 15 industrial doctorates to its offering.

Entrepreneurship and open innovation

SpinUOC, the UOC's annual entrepreneurship event
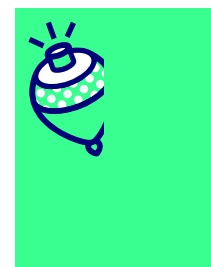

Video report

Full recording

The **Hubbik** platform supports entrepreneurship, open innovation, knowledge transfer and collaboration among the entire UOC community via programmes like EduTECH Emprèn and SpinUOC, as well as through funding from its investment company, **Invergy**, which gives a fighting chance to start-ups and spin-offs engaged in education or the ICT-related sectors with ties to the UOC's areas of knowledge.

Through Invergy, the UOC has invested in Immersium Studio (a spin-off) and MINUSHU and BCN Resol (start-ups),

purchasing 175,000 euros of their share capital. The three companies are creating tech solutions for education: **Immersium Studio** is developing a learning platform based around virtual, augmented and mixed reality; **MINUSHU** invites young children to critically analyse international current events through narrations that combine augmented and virtual reality; and **BCN Resol** devises ICT-based solutions for detecting, denouncing and managing school and workplace conflicts.

The UOC has promoted 60 entrepreneurial projects through SpinUOC to date. At the 7th **SpinUOC** event, held on 13 June 2019, eight finalists presented their innovative projects and initiatives, all of which had stemmed from UOC activity. This means that they were developed by UOC students, alumni, professors, course instructors, researchers or administrative staff members.

The UOC's annual entrepreneurship and knowledge transfer event aims to bridge the gap between the University, society and business.

These are the eight projects that stole the stage at the 7th SpinUOC event:

Alblin:
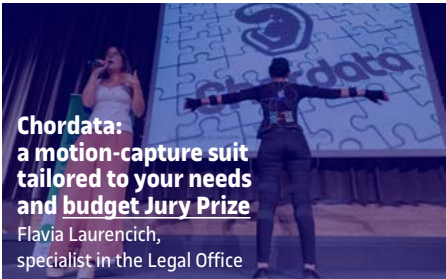**accessible online shopping**
for all
Felipe de Abajo Aragón,
University Master's Degree in Education and ICT
(E-learning) student

ApplicAid:
providing educational opportunities
to the most disadvantaged people
Pelumi Fadare,
University Master's Degree in Social Media:
Management and Strategy student

Chordata:
a motion-capture suit
tailored to your needs
and budget Jury Prize
Flavia Laurencich,
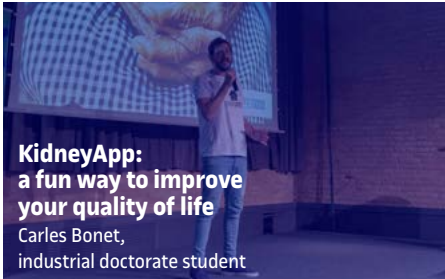specialist in the Legal Office

Dicus:
WhatsApp for the
medical community
Lorena Jané,
University Master's Degree
in Legal Practice student

Go Zero Waste:
for a world without plastic or waste
Martí Morató,
Bachelor's Degree in Multimedia graduate

KidneyApp:
a fun way to improve
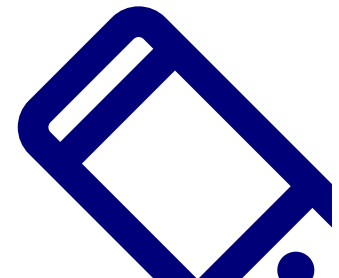**your quality of life**
Carles Bonet,
industrial doctorate student

SeniorDomo: growing old at home is
possible: Audience Award and Ramon
Molinas Prize for best project with
social impact
Ángel Puertas,
estudiante del máster universitario de Dirección
Ejecutiva de Empresas (MBA)

Woman's Back:
a bespoke rucksack to make breast
cancer a thing of the past
Eulàlia Costa,
Bachelor's Degree in Law student

Initiatives at the Mobile World Congress

In 2019, the UOC took part in 4 Years From Now (4YFN), MWC's international trade fair for technology-based start-ups, for the fifth consecutive year. The University showcased eight entrepreneurial initiatives originating from within its community, covering such topics as augmented and virtual reality, the fight against fake news, ways to help those with difficulties in learning to read, conflict resolution, challenge-based learning and technology monitoring for companies.
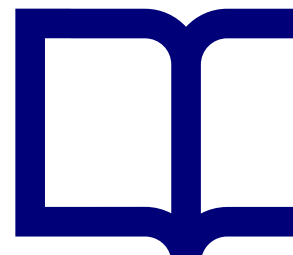
The Library for Research

The Library provides services and resources to help streamline each stage of research: **information searches, information management** (citing sources, handling bibliographic references and research data), **publishing** (information about publishing research, copyright laws, publisher policies), **dissemination** and **assessment** (bibliometric indicators, social impact, etc). Likewise, when it comes to managing, coming up with strategies for, indexing and disseminating the UOC's seven **scientific journals** and three **general-interest academic journals**, the Library is there to lend a hand.

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.

Library Services for Research

55	bibliographic services
82	bibliometric services
591	documents requested from the document search and inter-university loan service by teaching and research staff
11	open access doctoral theses
645	records reviewed in the Researchers' Website (GIR)
108	support in accreditation calls
17	bespoke training*

2018/2019 | * Bespoke training service introduced: 2015.

Sharpening our competitive edge

The new Office of the Vice President for Competitiveness and Employability

> **"** "The new Office of the Vice President for Competitiveness and Employability is looking to forge synergies with organizations and individuals, so that the former can become more competitive, the latter, more employable, and both of them together, more committed to society."
>
> **Àngels Fitó**
> Vice President for Competitiveness and Employability

The year 2019 saw the UOC open the Office of the Vice President for Competitiveness and Employability, which will lead its strategy for building ties with the economic and industrial sectors and will produce plans to support knowledge transfer and entrepreneurship.

This new office has been created to overcome the challenge of tailoring the UOC's governance scheme to today's climate, thus covering the University's need to establish new, stable collaboration mechanisms with other key stakeholders within the community.

As an institution focused on lifelong learning, the UOC is in an ideal position to help people and organizations adapt to the changes that are redefining production relationships and the labour market. Academia is a well of opportunities, enabling us to explore and encourage companies', and thus society's, transformation. Pinpointing these opportunities and leveraging them to ensure maximum impact is the challenge that the new vice president, Àngels Fitó, is taking on. Fitó, who had served as dean of the UOC's Faculty of Economics and Business since 2010, is an expert in financial analysis, business management systems, online management and e-learning.

Over 76.5%

of the UOC's master's degree
students study to increase
their chances of finding work
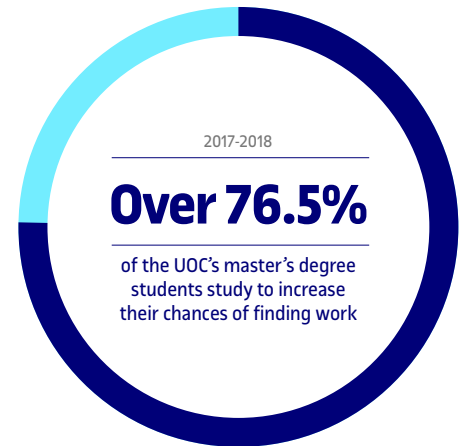
The UOC, a connected community that fosters the employability of its members

Following the creation of the new office of the vice president, the UOC is setting new challenges for itself; namely, expanding the role that universities have traditionally played in the sphere of employability. The answer is clear: we must strive to become a connected community that enhances every member's employment opportunities.

Taking employability to mean the set of knowledge, skills and abilities that graduates must be equipped with in order to pursue a given career, we have a growing duty to build structures and define strategies that get students where

they need to be able to manage their careers and tackle the challenges of lifelong learning.

Universities are expected to prepare graduates to manage and decide upon their own professional career in one, or more than one, of these three focuses:
• Correctly handling transitions between jobs.
• Showing self-reliance in their work.
• Driving entrepreneurial initiatives.

The task of a university does not lie simply in generating and transferring knowledge to society. Rather, it involves

making profitable use of knowledge to boost professional talent and streamline graduates' entry into the world of work.

Through the new Office of the Vice President for Competitiveness and Employability, the UOC is establishing a strategic service to enhance students' employment prospects throughout their academic stay at the University. This means both tightening alliances with the production sector and amassing relational capital with alumni, their companies and any other company they may do business with.

The UOC, an agent
of social change

A global university model with social impact

The UOC is committed to becoming a global university, a veritable knowledge hub open to all and striving to help the world overcome the global and local challenges identified in the 2030 Agenda for Sustainable Development.

The 2030 Agenda: making an impact on politics and society

As a world player aiming to improve the global population's well-being over the coming decades, the UOC keeps the United Nations' 2030 Agenda for Sustainable Development at the heart of its decision-making.

Building alliances to meet the Sustainable Development Goals (SDGs)

To overcome the challenges laid out in the 2030 Agenda and achieve the SDGs, we must strengthen the partnerships we share with other social stakeholders. This is the underlying message of SDG 17. In keeping with this goal, we have been appointed as a collaborating centre in the field of e-health by the World Health Organization (WHO) and the Massachusetts Institute of Technology (MIT).

The International Association of Universities (IAU) chose the UOC as the host of the very first global institutional vis-

it organized by the network. In March, 25 people from 17 countries around the world visited the UOC to get an inside look at its educational, technological and management model and to discuss technology and higher education.

We have also maintained close ties with the European Association of Distance Teaching Universities (EADTU), a network comprising all of the online and distance-learning universities in Europe. The UOC is a member of the working group on virtual mobility, which published a report titled Innova-

tive models for collaboration and student mobility in Europe earlier this year. Moreover, the UOC set up a working group on artificial intelligence, hosting a meeting between experts from across Europe.

To top things off, the UOC currently presides over the Inter-university Development Centre (CINDA), occupies the office of the vice president for research of the European Distance and E-learning Network (EDEN) and manages the University Development Cooperation Observatory (OCUD).

The 2030 Agenda: making an impact on politics and society

With international networks

Working within international networks has enabled the UOC to stand up for the role of universities in fulfilling the 2030 Agenda. For the second year running, the University took part in the High-level Political Forum, an international event held each year at the UN headquarters. This year, Vice President for Globalization and Cooperation, Pastora M. Samper, presented the UOC's engagement with the 2030 Agenda.

Additionally, the Vice President for Competitiveness and Employability, Àngels Fitó, took part in the 7th Asia-Europe Foundation (ASEF) Rectors' Conference, held in Romania. The meeting served as a platform for participants to agree upon political recommendations regarding the importance of addressing the SDGs within higher education institutions in the 51 countries making up Europe and Asia.

With the faculties and the University

UOC students studying at the Faculty of Economics and Business are required to address the SDGs in their final bachelor's degree and master's degree projects. This approach ensures their understanding of and commitment to the international agenda.

What's more, the UOC is a member of two committees that have been set up to work on the 2030 Agenda: Crue Universidades Españolas within the Spanish university system and the Inter-University Council of Catalonia (CIC) in Catalonia.

With society

One of the UOC's strategic objectives is to place its knowledge in the hands of citizens. Since 2017, the UOC has been part of Barcelona City Council's Municipal Advisory Council on Universities (CAMU) and has aided in implementing the following decisions: "infrastructures and facilities: from the city to the university", "education, research and employment: from the university to the city" and "social transformation: university and city".

With research

The University has carried out an analysis in order to align any research conducted at the Internet Interdisciplinary Institute (IN3) with the 2030 Agenda, taking a transdisciplinary approach. The results show that almost half of the research is committed to stomping out some form of inequality:

41.7%
of the research contributes to SDG 5: achieve gender equality and empower all women and girls.

41.7%
contributes to SDG 10: reduce inequality within and among countries.

30.6%
of its research is helping the world to meet SDG 9: build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

27.8%
contributes to SDG 11: make cities and human settlements inclusive, safe, resilient and sustainable.

Promoting equality, SDG 5

The Equality Plan for Women and Men at the UOC 2015-2019 is the third plan of its kind to have been implemented by our University since the creation of the Equality Unit. With this document, the UOC is backing the struggle to bridge the gender gap between women and men in university settings. The new Equality Plan 2020-2025 is now in the works.

The Equality Unit strengthened its impact this academic year thanks to the gender diagnosis 2018, which it presented at the #GenderUOC conference at Sala Apolo in Barcelona. The diagnosis confirmed that the UOC has improved since 2014, although there is still a ways to go to fully overcome the remaining gender-related issues.

The UOC's promotion of equality is contributing to SDG 5, which looks to achieve gender equality and empower all women and girls. Such equality is not only a fundamental human right, but also the necessary foundation of a peaceful, prosperous and sustainable world for all.

GenderUOC event, March 2019

Open knowledge

The UOC drafted an Open Knowledge Action Plan, which is structured into nine central focuses. On top of that, the Open knowledge section of the UOC website revamped its structure and added new resources.

6 specific areas

- Open access publications
- Open FAIR data
- Openlearning
- Open innovation
- Open to society
- Research evaluation models

3 universal themes

| Training, communications, and awareness raising | Open infrastructure | Participation in areas of influence |

Open publishing

One of the UOC's intentions is to open up all of its scientific publications by 2030. The UOC's institutional repository, O2 gathers, disseminates and preserves the open access digital publications authored by members of the UOC. During this academic year the percentage of O2 content that is open rose to 25%.

Open knowledge

7	open access scholarly journals
3	open access general interest journals
12,404*	open access documents published in O2, the UOC's institutional repository*
948	scientific articles by the UOC in O2*
128	doctoral theses in O2
1,614	open access learning resources
7,484	final degree projects in O2
20	blogs
4	knowledge dissemination platforms

2018/2019 | *Source: O2, the UOC's institutional repository. Cumulative data. Data extracted on: 13 September 2019

Open knowledge

Open access scholarly journals: connecting knowledge

The UOC was the first Spanish university to contribute to the Directory of Open Access Journals (DOAJ), which indexes nearly 13,000 expert-reviewed open access journals. All of the UOC's scientific journals are now indexed in the DOAJ, which means that the UOC is adding momentum to the push towards open access around the world.

UOC scholarly journals: connecting knowledge openly
Data for the period: 1999-2018

Scholarly journals

7 peer-reviewed journals

- Artnodes: Journal on Art, Science and Technology
- BiD: Library and Documentation Papers
- Dictatorships & Democracies
- Digithum. A Relational Perspective on Culture and Society
- International Journal of Educational Technology in Higher Education (ETHE)
- IDP: Journal of Internet, Law and Politics
- Internet Policy Review

3 dissemination journals

- COMeIN
- Mosaic
- Oikonomics

International collaboration

7 international institutions

- Alexander von Humboldt Institute for Internet and Society (Germany)
- Carles Pi i Sunyer Foundation (Spain)
- Dublin City University (Ireland)
- University of Antioquia (Colombia)
- University of Barcelona (Spain)
- University of Los Andes (Colombia)
- Vytautas Magnus University (Lithuania)

Academic impact

4,273 WoS citations

2,465 Scopus citations

14,106 Google Scholar citations
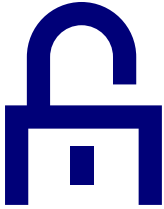
Engagement

5,000,000+ users

7,000,000+ web sessions

+ 12,000 followers

Indexing (peer-reviewed journals only)

6 in **DOAJ**

5 in **ESCI**

1 in **Wo5 - JCR SSCI**

6 in **CARHUS Plus**

6 in **Scopus**

5 with **FECYT** quality seal

Topics

• Art, science and technology
• Communication and information sciences
• Economy, business and society
• E-learning and computer science
• History, culture and society
• Internet, law and politics
• Multimedia design

FAIR data

The UOC aspires to ensure that all of its data complies with the FAIR principles of findability, accessibility, interoperability and resusability by 2030. Accordingly, it set up an interdisciplinary working group which supports research staff in making sure the research data generated by their projects follow the FAIR principles.

Open to society

For another year running, the UOC ventured beyond its virtual walls to participate in activities such as the **Open City Biennial of Thought** and the **City and Science Biennial** organized by Barcelona City Council. The University even coordinated certain central components of these events.

For a second consecutive year, the UOC and the Sala Beckett theatre teamed up to put on two theatre and knowledge dissemination series. The first, titled "City terrors: Scenes of conflict and fear", was coordinated by the Faculty of Arts and Humanities.

The UOC is also looking to tighten its ties with society through initiatives like the participatory final projects. Seventeen students from four faculties have stood up to take on the challenge with their final projects, which aim to meet the needs of organizations such as Grup Esplai Blanquerna and Radio ECCA.

New research assessment models

In January 2019 the UOC signed the San Francisco Declaration on Research Assessment (DORA), an initiative which urges the academic community to assess research based on its own inherent quality. This is a clear sign of the University's commitment to open knowledge, especially considering that it is the only Spanish university to have joined the international declaration. In this regard, the UOC and the European University Association (EUA) co-organized a workshop in Brussels in order to reflect on how to go about reforming research assessment to continue along the path towards open science.

Responsible communication

Knowledge transfer to society is getting a helping hand from the UOC's external communication, which is focused on disseminating all of the knowledge generated at the UOC. Thus, UOC experts make regular appearances in the media – on the internet, in the written press, on the radio and on television – during which they convey the results of their research at the UOC.

2,748,507,274
audience impact
up by 34% (with respect to 2017)

Impact in the media by type

| Type of media	Number of items	Audience impact
Online	6,979 (+15%)	2,033,527,348
Press	2,461 (+12%)	531,303,376
Radio	750 (+25%)	56,440,000
Television	709 (+130%)	127,236,550
Total	**10,899 (+19%)**	**2,748,507,274**

2018

+33% /+27%
items in the
Basque Country and in Andalusia

Responsible communication

The University's website

The UOC's website is evolving into a global model of online presence, highlighting the social impact of the University while also situating it as a leader in quality online higher education within the Spanish and Latin American markets.

The latest updates are aimed at enhancing the user experience by making it easier to browse the University's programmes and courses, learn about the knowledge it is generating and check out its research activity.

668,565
visits via
mobile devices

4' 46"
Average time
spent on website on
mobile devices
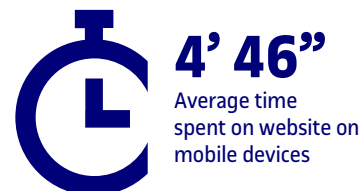
2018/2019 | The data show the monthly averages.

Main internet positioning indicators

2,516,209	visits
501,215	single users
6,738,089	pages visited
6 minutes and 20 seconds	average time spent on website

2018/2019 | The data show the monthly averages.

Social media: getting behind the UOC community

The social media strategy is aimed at achieving maximum dissemination of the talent within the UOC community. The UOC also prioritizes the dissemination of research and the activities which lead to social transformation. With over 1,800 new followers since the previous academic year, the UOC's Instagram account has experienced the sharpest growth (27%), followed by its LinkedIn profile (23.3% growth).

Indicadores de las redes sociales

Medium	Indicator	2018/2019
Facebook facebook.com/UOC.universitat/	Number of pages opened on Facebook	13
	Followers	117,920
	Participation. Monthly interactions (average)	47,949
Twitter twitter.com/UOCuniversitat	Number of active Twitter accounts	37
	Followers of all accounts	174,285
	Followers of institutional accounts	68,675
	Participation. Monthly interactions (average)	30,221*
	Monthly impressions (average)	2,708,484
LinkedIn www.linkedin.com/school/uoc/	Members of the Alumni group	5,795
	Members of the Research & Innovation group	338
	Members of the Faculty of Computer Science, Multimedia and Telecommunications group	477
	Members of the Faculty of Economics and Business group	458
	Followers of the UOC University page on LinkedIn	141,600
Instagram www.instagram.com/uocuniversitat/	Followers	8,785

* growth with respect to the previous year: 3.26%

174,285
Followers on Twitter

141,600
Followers on LinkedIn

Responsible communication

#UOC
#expertaUOC
#researchUOC
#expertoUOC
#laUOCenlosmedios
#expertUOC
#genderUOC
#expertosUOC
#bibliotecaUOC
#spinUOC
#hubbikUOC
#mastercomUOC
#laUOCalsmitjans
#adnUOC
#graduacióUOC

Educafestival finalists

In May 2019, the UOC earned itself a top spot at the international educational advertising festival, Educafestival, for its video "El futur és obert" (The Future is Open), an advert in which multiple people imagine how their studies at the UOC might shape their future selves. Nine real-life UOC graduates participated in the individual parts. The project was undertaken alongside the advertising firm **SCPF** and the video, which was originally intended for the 2016/2017 graduation ceremonies, was later included in a marketing campaign carried out during the 2018/2019 academic year.

More videos with more views than ever

The UOC community is carrying out increasingly more audiovisual projects and has turned to YouTube as its preferred channel for sharing. In 2018, the UOC's YouTube channel received **113% more views** and attracted **17,534 new subscribers**. As of September 2019, the total number of views the channel had amassed since its creation in 2006 came to 29,168,958. A whopping **880 videos** where made in 2018 alone, providing coverage of activities, conferences and other important events, and serving as up-to-date guides, institutional videos and outreach initiatives.

113%
more views

17,534
new subscribers

The UOC's YouTube channel in figures   ■ 2016   ■ 2017   ■ 2018

Number of videos			Views			Subscribers		
845	805	880	1,080,713	4,957,965	20,945,300	1,891	4,104	17,534
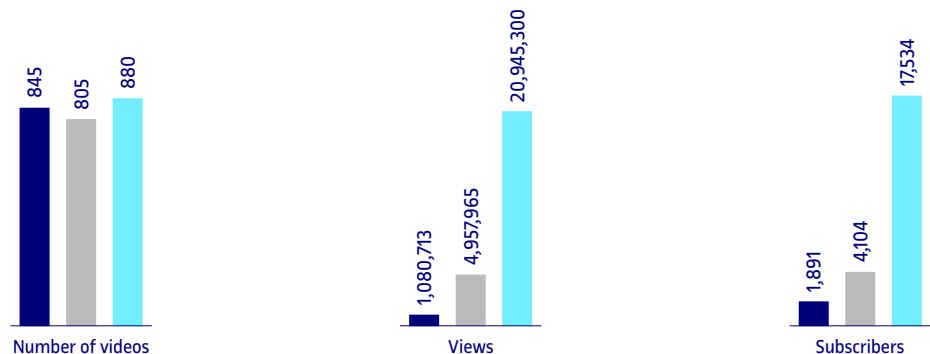
At the cutting edge of technology

ICT expertise and knowledge dissemination

As part of its drive to ensure quality online training, the UOC's Technology Department is paving the way. Its technological model strives to add value to the University's teaching, research and management activities. But that's not all: given the UOC's commitment to giving back to society and transferring the knowledge it generates, it regularly shares its experiences and successes with other universities, businesses and organizations.

The UOC became a pioneering university when it implemented Salesforce's Education Data Architecture (EDA) unit, a CRM vertical devoted exclusively to education, enabling improvements in knowledge, service and student relations. The roll-out was presented in Washington at the annual Salesforce conference for universities. This sales enhancement is part of phase one of the Student Information System (SIS) project, an initiative aiming to implement a comprehensive academic management system. The system has been applied to the UOC's full catalogue of programmes and courses since the first semester of the 2019/2020 academic year.

The UOC is also harnessing new cloud-based opportunities for its data storage needs, making the switch from traditional on-premise options. Although working on shared devices and using only the space required at any given time brings about new security challenges, it also translates into ecological gain.
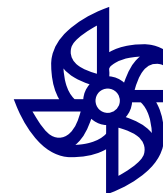
The Virtual Campus, matching student growth

In February 2019 the UOC unveiled the revamped version of its Campus home page, which has undergone various updates since its first day on the World Wide Web back in 1995. The latest update was intended to create a more scalable home page capable of offering students proper services, even during peak traffic times like the beginning of a new academic year. Concurrent logins increased by 60% in the three-year period from 2015 to 2018 and, currently, as many as 8,000 to 10,000 requests can be made at once.

The Virtual Campus' new home page features enhanced response capabilities (pages load more quickly), scalability and security, and the main tools are also better integrated.

Technology also began the roll-out of a new classroom aggregator model called Niu. Pilot tests were carried out as a first step before full implementation of the model, which is set to take place during the 2019/2020 academic year. Niu allows students to see what is going on in each of their courses and browse the associated learning resources. The resources themselves happen to be undergoing a transformation process as well, with a view to becoming fully digitized.

99% Amount of time the Campus was operational

8,941 Maximum number of concurrent Campus logins

75 Number of electronic devices donated to non-profit organizations and social projects

The UOC Campus in 1995

Talent in favour of people

Personnel has been working to establish a far-reaching, flexible and simple organizational model. They have defined all professional profiles at the UOC, creating a professional classification system intended to meet current organizational needs, which is framed within the Strategic Plan's Be UOC measure to attract and foster talent.

Recruiting and promoting talent

The UOC has also promoted the **Employer Branding** project, which includes an action plan for positioning the UOC as an attractive university to collaborate and work with. A **talent management** model has also been devised to identify talent and fill critical and executive positions within the University. The model helps UOC professionals by promoting their career development, sharpening their competitive edge and enabling them to improve.

What's more, as part of the UOC's commitment to globalization, effort has been made to attract international affiliated teaching staff.

Disease prevention and health promotion

A **new online psychological support** service has been put into place. Confidential, free of charge, and offered in Catalan, Spanish and English, it is available to any UOC employee looking for help with emotionally complex issues or situations. The service is the fruit of a collaboration between the Faculty of Psychology and Education Sciences, the Faculty of Health Sciences, the eHealth Center and Personnel.

The UOC also held the 4th **Brain Health Week** from 6 to 10 May. The Week saw **1,222 participants, 179 on-site and 136 online conferences and workshops, 954 in-office exercise sessions, 90 participants in the UOC Family Day Out event and a full tonne of fruit passed out.**

Furthermore, 480 people participated in the second instalment of the **psychosocial risk survey**. The results of the survey will be used as the grounds for an action plan for the 2020-2022 period.

In June 2019 the UOC obtained ISO 45001 certification, which accredits that the UOC and its group undertakings in Spain meet international occupational health and safety standards. This certification is voluntarily and remains valid for three years. The auditing firm AENOR will conduct an annual audit to ensure continued compliance. The UOC is the first Spanish university to receive ISO certification for occupational health and safety.

The UOC is a member of the Spanish Network of Healthy Universities (REUS) and remains steady in its strategic advancement towards implementing a university model that promotes health.

The UOC is part of the European Commission's **Human Resources Strategy for Researchers** (HRS4R), which is fostering the development of European scientists' careers and facilitating their participation in mobility programmes. In 2018, the UOC received the **Human Resources Excellence in Research** distinction.

UOC administrative, teaching and research staff
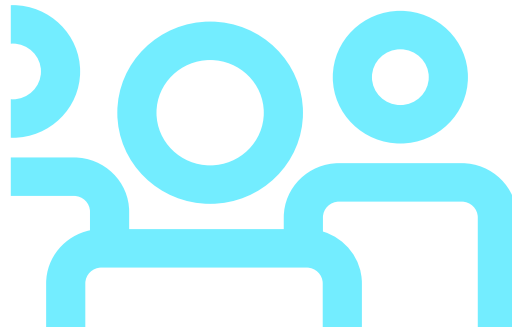
General data for the UOC-employed staff within the UOC community: administrative staff, teaching staff and research staff.

620 (56.67%)
administrative staff

306 (27.97%)
teaching staff
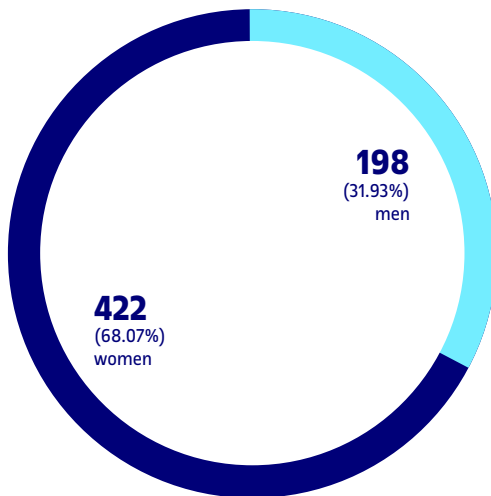
168 (15.36%)
research staff
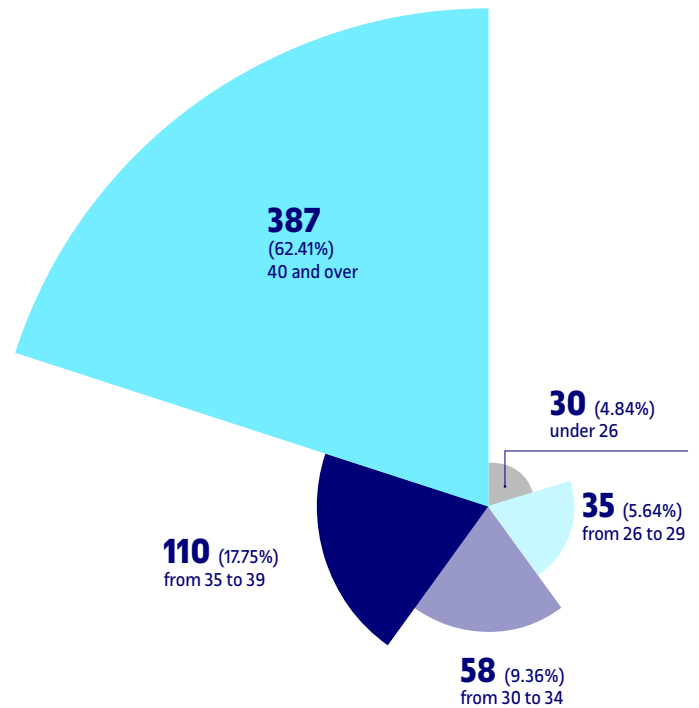
Total
1,094

2018 | Figures for the calendar year.

UOC administrative, teaching and research staff

620
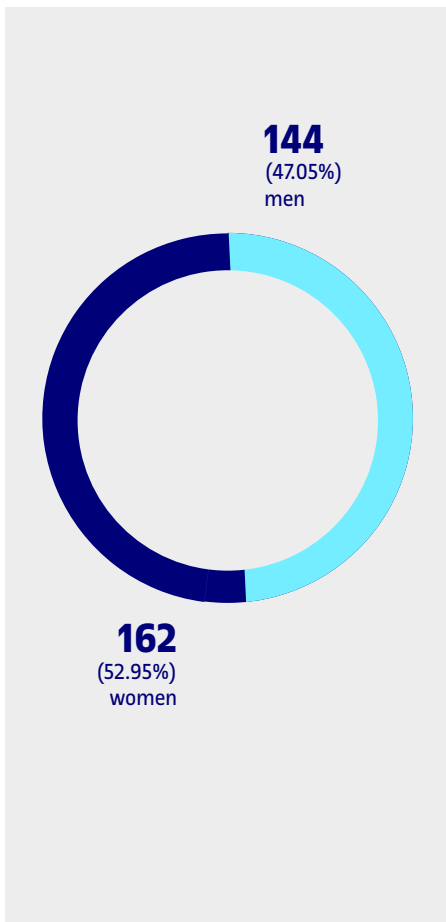administrative staff
in total

Administrative staff by sex

198
(31.93%)
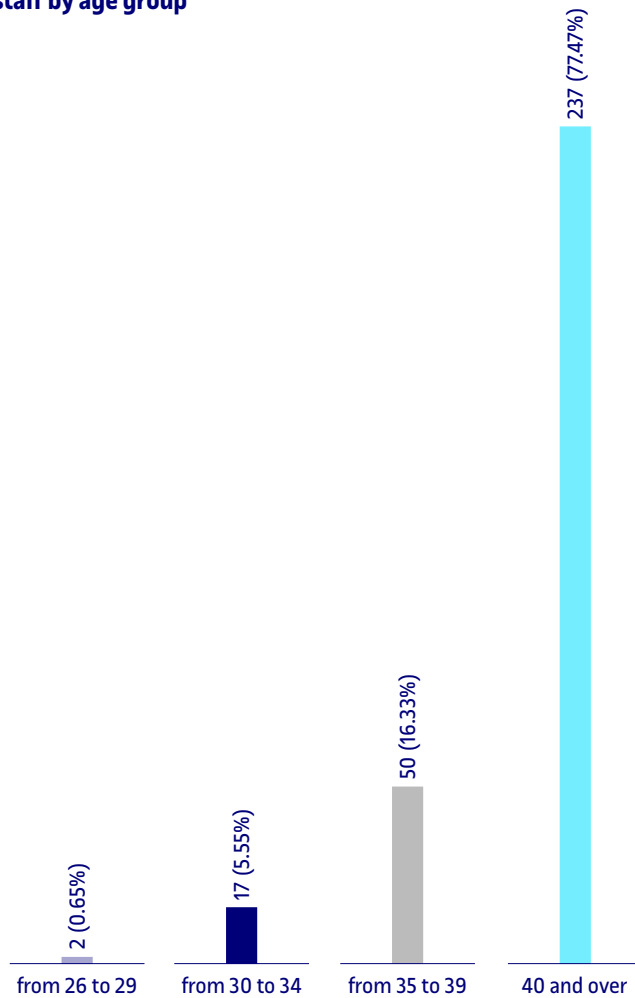men

422
(68.07%)
women

Administrative staff by age

387
(62.41%)
40 and over

30 (4.84%)
under 26

35 (5.64%)
from 26 to 29

58 (9.36%)
from 30 to 34

110 (17.75%)
from 35 to 39

306
teaching staff
in total

UOC teaching staff by sex

144
(47.05%)
men

162
(52.95%)
women

UOC teaching staff by age group

237 (77.47%)

50 (16.33%)

17 (5.55%)

2 (0.65%)

from 26 to 29 · from 30 to 34 · from 35 to 39 · 40 and over

Web series with added value

In 2017 the UOC premiered *A series of values*. The idea for the web series was put forth by Internal Communications as part of the "Let's share UOC values!" campaign to highlight the University's values to teaching, research and administrative staff. Roughly 40 employees were featured in the series, volunteering to serve as actors and extras under the direction of actor Roger Coma.

The web series smashed the viewing records held by previous videos for internal use, exceeding 700 views for each of the five episodes. The series was also selected as the best audiovisual project for internal communication in Spain, an accolade awarded by the European Association for Internal Communication (FEIEA). *A series of values* was also a finalist at the 2018 FEIEA Grand Prix Awards, in the category for best audiovisual project, again awarded by FEIEA.

The series was not a simple one-off experience, though. During the 2018/2019 academic year, the UOC put together an interactive series that makes a parody out of our typical ways of working, thereby highlighting the aspects that we as an organization want to improve upon in order to become more efficient, sustainable and responsible towards the environment. The three-episode series is titled *Psst, treballem (la sèrie)* (Psst, we're working: the series).
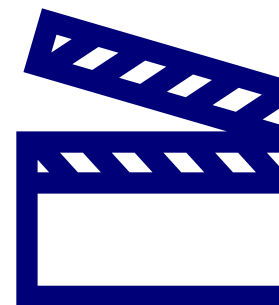
Psst, we're working (the series)

08

Awards
and accolades

Awards and accolades

Trifermed Award

Marta Aymerich, UOC Vice President for Strategic Planning and Research, was one of the winners at the Trifermed Awards 2019, coming out on top in the promotion category for her career-long contribution to improving people's quality of life.

Association of Social Workers' Gold Medal

The scientific director of the UOC's University Master's Degree in Medical Social Work, **Dolors Colom**, was awarded the Gold Medal in the category "Relevant social work at the current time" by Catalonia's Association of Social Workers (TSCAT).

Ramon Molinas Prize for best project with social impact

Maria Rodó, a researcher from Gender and ICT: Researching Gender in the Network Society (GenTIC), was awarded the Ramon Molinas Prize for best project with social impact for her project Relief Maps.

Best Critical Paper Award

Faculty of Psychology and Education Sciences professor **Ana Gálvez** received the Best Critical Paper Award at the Annual Meeting of the Academy of Management.

Awards and accolades

Best Speech Award at the MODELS Conference

Researcher at the IN3's Systems, Software and Models (SOM RESEARCH LAB) group, **Loli Burgueño**, received the Best Speech Award at the MODELS Conference in 2018.

Best app for patients at the eHealth Awards

COMjunts, the app from the UPF and the UOC for families with children suffering from rare diseases, was chosen as best app for patients at the eHealth Awards 2018. At the helm of the Junts project (which gave birth to the app) are **Rosa Estopà**, professor at the UPF's Department of Translation and Language Sciences, and **Manuel Armayones**, professor at the UOC's Faculty of Psychology and Education Sciences and development director at the eHealth Center.
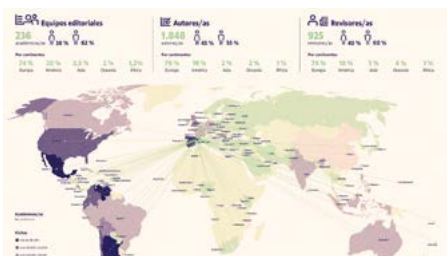
Best poster design at CRECS

Library and Learning Resources won the award for best poster design at the International Conference on Scientific Journals (CRECS) in 2019.

Second place at the Sharing & Reuse Awards

The research group Communication Networks & Social Change (CNSC) teamed up with Barcelona City Council to create the Decidim platform, which took second place in the "Most innovative open source software" category at the Sharing & Reuse Awards 2019.

Budget reports

Financial results 2018

Total revenues in 2018 amounted to 118,931,933 euros, an increase of 4.1% with respect to the budget initially approved and 7.6% above revenues in 2017.

This growth is due in large part to the increase in enrolment on official programmes (bachelor's degrees and university master's degrees).

Final budget revenue

Enrolment	80,463
Programme agreement: current grant	25,316
Other revenues	7,120
Total revenue	**112,899**

Commitments charged to 2014 budget	206
Total revenue + undertakings	**113,105**

Capital grants taken to income in the year	5,827

Total	**118,932**

In thousands of euros

- Enrolment
- Programme agreement: current grant
- Other revenues

€7.1 M

€25.3 M

2018

€112.9 M

Total revenue with enrolment + programme agreement + other

€80.5 M
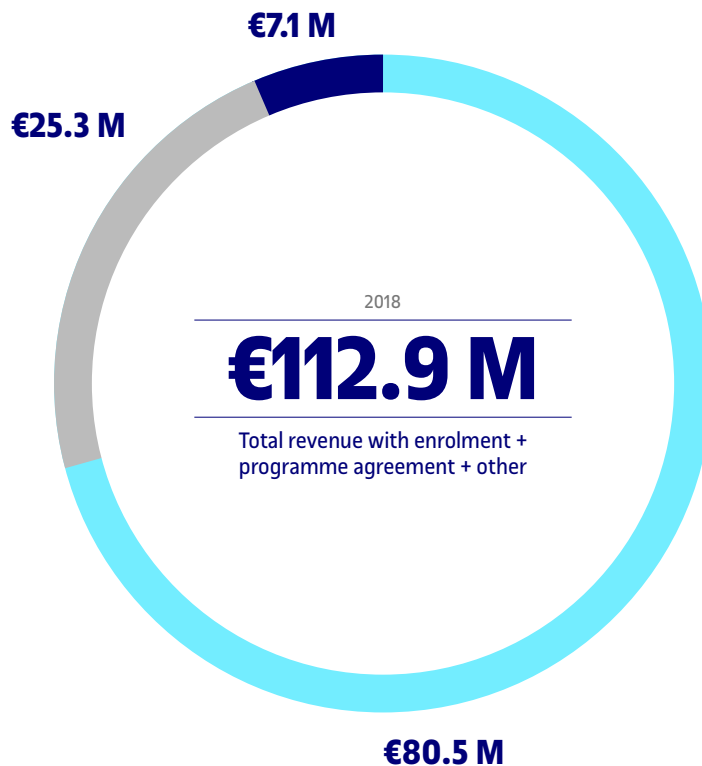
Final expense budget

Variable expenses	32,380
Structural staff costs	40,642
Other expenses	40,308
Total expenses	**113,330**

Loan repayments	5,827
Repayments GEC, SA	61
Total expenses + depreciation + repayments + divestments	**5,888**

Total	**119,218**

In thousands of euros

€40.3 M

€32.4 M

2018

€113.3 M

Total expenses

€40.6 M

■ Variable expenses
■ Structural staff costs
■ Other expenses
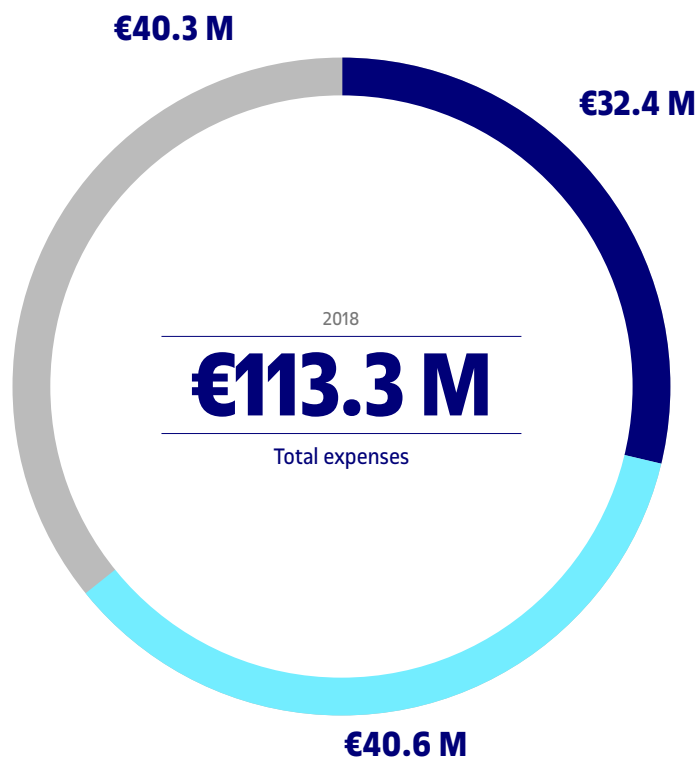
Financial results 2018

Investments

Investments	
Programme agreement: Capital subsidy	4,547
Other funding	26
Total funding of investments	**4,591**

Investment breakdown	
Learning resources	2,155
Technology investments	3,733
Other investments	668
Total 1	**6,556**
Special circumstance investment in the Can Jaumandreu buildings	30,600
Total 2	**37,156**

In thousands of euros

■ Special circumstance investment in the Can Jaumandreu buildings
■ Technology investments
■ Learning resources
■ Other investments

€2.1 M **€0.6 M**

€3.7 M

2018
€37.1 M
Investment total

€30.6 M
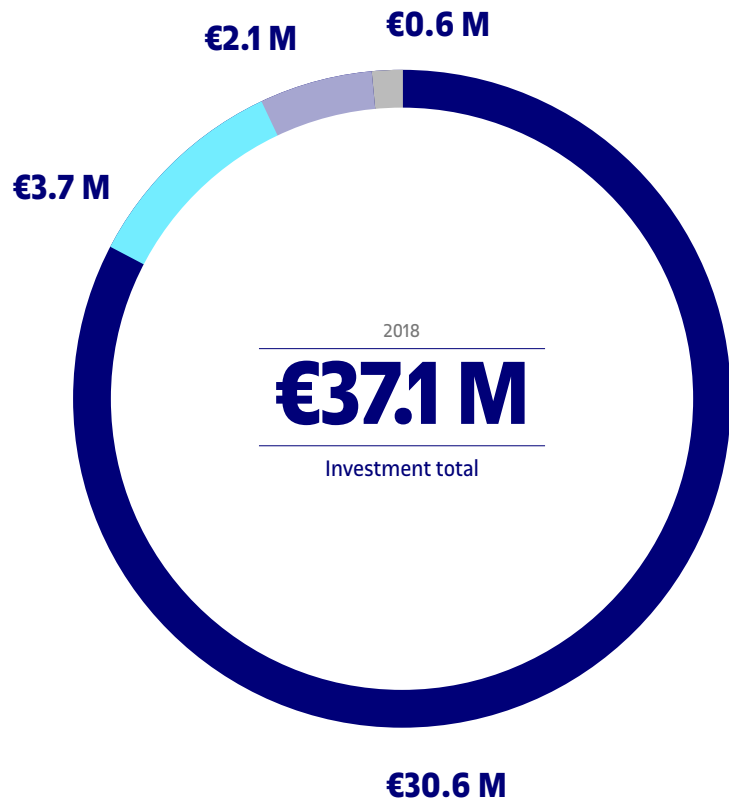
Budget for 2019

This page gives the value of the main budget items in 2019 and their variation with respect to the 2018 budget.

Since 2014, the University has increased its budget by 50% to match the institution's steady growth. In 2019, the UOC's budget exceeded 127 million euros.

The investment budget for 2019 was 6.9 million euros. From this total, 1.76 million euros were allocated to learning resources and 4.1 million euros invested in technology. These investments have allowed the UOC to push the course transformation process forward and roll out the Information Systems Master Plan.

FUOC budget for 2019

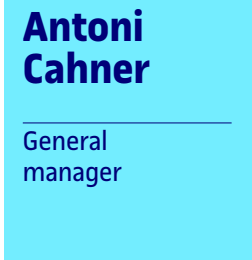|		
—	**127,498**	**2019 expenditure** (7% variation with respect to 2018)
↓↑	**6,972**	**2019 investment** (6% variation with respect to 2018)
+	**127,498**	**2019 revenue** (7% variation with respect to 2018)

In thousands of euros

10

Executive Board

As at 31 August 2019, the members of the UOC's Executive Board were the following:

Josep A. Planell

President

Antoni Cahner

General manager

Marta Aymerich

Vice President for Strategic Planning and Research

Àngels Fitó

Vice President for Competitiveness and Employability

Pere Fabra

General secretary

Pastora Martínez

Vice President for Globalization and Cooperation

Carles Sigalés

Vice President for Teaching and Learning