UOC

Annual report 2017/2018

Real success is shared success

Universitat Oberta
de Catalunya

Annual report 2017/2018

Real success is shared success

Contents

Real success is shared success

Faced with the certainty or the sensation of danger or weakness, the instinctive reaction is to withdraw into ourselves. This need to protect ourselves is common to all living things, from the small hedgehog to the most highly developed society. The former seeks shelter behind its spines; the latter, behind physical or mental barriers. Even universities can feel paralysed by distrust and doubt and may resort to the reflex action of isolating themselves from the world, of seeking certainty in what is known, of rejecting risk. But that would be a mistake. As Professor Castells highlighted in his inaugural lecture, organized by the UOC to mark the start of the Catalan university system's 2017/2018 academic year, only when we open ourselves to the world do we achieve a real social impact in terms of transcendence and service to society.

Because knowledge knows no bounds – nor can the Web be bound by geographical limits – we have given added weight to our internationalization strategy through a firm commitment to Latin American societies and institutions. During this year, we have opened a centre in Bogotá, Colombia, our courses have gained official recognition in Ecuador and we have deepened our historical ties with Mexico, taking on the role of quality consultants for their educational system and receiving accreditation as a recognized higher education centre.

However, the pursuit of a global UOC necessarily requires maintaining and, insofar as it is possible, improving our educational model, the range of courses we offer, our management capacity and our research and knowledge transfer. In other words, we must understand that our role is not to be an impenetrable frontier but rather a porous perimeter, capable of generating, multiplying and responding to all manner of stimuli, collaborations, needs and demands. I believe that we have succeeded in maintaining this difficult balance, as shown by the recognitions we have received during the year. For instance, our University was included in a number of important rankings (CYD, U-Ranking and European Ranking 2018), and 42 of our research groups received Government of Catalonia recognition, just to name a few.

In this report, you will find these and many other milestones achieved thanks to everyone's effort. However, such achievements only become meaningful when they are placed at the service of the community in general and our students in particular. Putting the student at the centre of learning is the essence of what we are, the very core of our conviction. Precisely because we are, and wish to continue being, an accessible, motivating, different, innovative, useful university, we have launched the Espria programme to help new students joining us. A triumph behind closed doors is a camouflaged failure; success can only be considered true success when it is shared.

To close, the writer Josep Pla said that the skin is the deepest part of the human body. When he said this, he was not making some paradoxical play on words. Our skin is not our armour; it is our main interface between us and the rest of the world. That is why we have changed our skin, with a new Virtual Campus that is more accessible, more adapted, more applied, evolving to continue overcoming barriers, to continue being the UOC.

Josep A. Planell
President of the Universitat Oberta de Catalunya

O2

Review
of the year

Review
of the year

Sep. 2017

Courses now officially recognized in Ecuador

Ecuador officially recognizes the UOC's range of courses. The validation procedure was carried out by the Secretariat for Higher Education, Science, Technology and Innovation (SENESCYT). With this step, SENESCYT also includes the UOC in its list of top-level, world-class foreign universities.

New Virtual Campus

On Wednesday 6 September, the new Virtual Campus was launched. It offers a more accessible environment, adapted to mobile devices and with the new UOC brand.

www.youtube.com watch?v=Q3sqS-cbqPc

Sep. 2017

New range of courses

Art, International Relations and Speech and Language Therapy are the three new bachelor's degrees. The University has also introduced a new doctoral degree, fourteen master's degrees, four postgraduate courses and four online vocational training cycles.

Opening of the 2017/2018 academic year

The UOC was responsible for organizing the opening ceremony of the Catalan university system's 2017/2018 academic year. The inaugural lecture was given by the Sociology professor Manuel Castells. With the title "The University in the Information Age", Castells defended universities' quality and independence.

Sep. 2017

A university's excellence is guaranteed by its teaching and scientific quality, he concluded.

w.uoc.edu/inaugural17

The political situation in Catalonia

Given the situation in Catalonia, the presidents of the public universities have made various statements advocating dialogue as the only possible path toward understanding in democracy, in the conviction that freedom of speech and respect for others and the law are the essential, inalienable pillars of democracy.

Knowledge dissemination

The UOC co-organized the *Les condicions del cervell* (Conditions of the Brain) knowledge dissemination cycle with the Sala Beckett in Barcelona, using a multidisciplinary approach to bring science closer to society. The goal was to foster a critical reflection on some of the unanswered questions of science related with neurological diseases.

Sep. 2017

Leadership
The UOC positioned itself as the first university in the CINDA international network to integrate the United Nations 2030 Agenda within its Strategic Plan.

Social engagement
The UOC awarded scholarships to about 40 refugees to help them study languages and specializations, funded for the second year running by the UOC's scholarship programme for refugees and asylum-seekers.

Oct. 2017

The political situation in Catalonia
The UOC signed the statement issued by the Catalan Public University Association (ACUP), which declared that democracy's legitimacy arises necessarily from the will of the people as expressed in their votes. It also stated its support for the general strike called for 3 October, after the events of 1 October.

Oct. 2017

Quality
Six programmes offered by the Faculty of Economics and Business received the Catalan University Quality Assurance Agency's (AQU Catalunya) certificate of accreditation. They are the following: the Bachelor's Degree in Business Administration and Management, the Bachelor's Degree in Marketing and Market Research, the Bachelor's Degree in Labour Relations and Employment, the Bachelor's Degree in Tourism, the University Master's Degree in Economic Environment Analysis, and the University Master's Degree in Organization Management in the Knowledge Economy.

Award for the commitment to accessibility

Oct. 2017

The UOC received an award for its commitment to accessibility from ILUNION Tecnologia i Accessibilitat. This member of the ONCE group of companies and its Foundation is specialised in assessing the accessibility of information and communication technology, architectural, urban, transport and tourism infrastructures.

Strategy
Marta Aymerich, the Vice President for Strategic Planning and Research, convened a session to continue building the UOC's future together. The aim was to forecast what society will be like in 2030, what its needs will be and how the University can continue to respond to these needs from its position as a leader in its educational model and transdisciplinary knowledge. The University's impact on society and role as a promoter of talent were also analysed. More than 200 people with management responsibilities were invited to the meeting.

Review
of the year

The eHealth Center builds alliances

The eHealth Center signed an agreement with two of Canada's leading e-health research centres: eHealth Innovation (the former Centre for Global eHealth Innovation) and the Dalla Lana School of Public Health's Institute for Global Health Equity and Innovation (EGHEI) at the University of Toronto.

Research in smart cities

Open Evidence, a UOC spin-off, and the Latin American Centre for Telecommunications Studies started developing a smart city project assessment model. This is a useful tool for local councils and other organizations that are intending to carry out public interest initiatives through the use of ICT.

Knowledge dissemination

The UOC, Phenomena and Biocat organized the "Cinema, Science and Future" film series at the Sala Phenomena in Barcelona as part of Science Week. The film series included five fantasy film sessions followed by a discussion between expert scientists in each subject and film critics.

More than 45,000 students

In the first semester of the 2017/2018 academic year, almost 47,000 students enrolled, 14.4% more than the previous year.

A centre is opened in Palma

The new centre boosted the University's presence in the Balearic Islands, where it already has UOC points in Manacor,

Ciutadella and Ibiza. With this additional centre, the University will be able to increase and improve the services offered to its university community. youtu.be/SuP41J5Uqz8

Giving back to society

Josep A. Planell, vice president of the Catalan Public University Association (ACUP) and president of the UOC, presented the ions of the "Report on the socio-economic impacts of Catalonia's universities and its public research system", sponsored by the ACUP. During 2015, for every 100 euros of public expenditure on the Catalan public university system, the return to society amounted to 226 euros in salary income, 618 euros in invoicing and a contribution of 402 euros to the Catalan GDP.

Quality

Six programmes offered by different faculties have received the Catalan University Quality Assurance Agency's (AQU Catalunya) certificate of accreditation. They are the following: The Universi-

ty Master's Degree in Medical Social Work, the University Master's Degree in Electronic Administration and Governance, the University Master's Degree in Telecommunications Engineering, the University Master's Degree in Information and Communication Technology Security, the Bachelor's Degree in Social Education, and the University Master's Degree in Learning Difficulties and Language Disorders.

Research
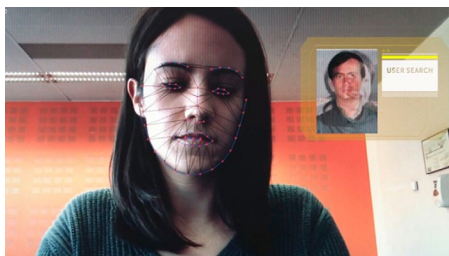
At least 17,000 students on bachelor's and master's degree courses at seven European universities, including the UOC, took part in the latest pilot trial in the TeSLA European project. The aim of this project is to develop a system that validates the students' identity and

authorship in their activities, which will allow online exams to be taken and fight against plagiarism.

Social engagement

The ONCE Foundation and the UOC agreed to join forces to foster the social and occupational integration of disabled people. In addition, the Randstad Foundation donated €20,000 to the UOC to fund a grant programme for students who are disabled and at risk of social exclusion.

Citizen participation

The UOC signed an agreement with Barcelona City Council to foster research, training and dissemination in the field of citizen participation through digital platforms such as Decidim.

Dec. 2017

Historical memory in Latin America

The UOC decided to take part in a new project sponsored by the Democratic

Memorial and the Catalan Agency for Development Cooperation based on the recovery of historical memory in three Latin American countries: Colombia, El Salvador and Guatemala.

Leadership

The UOC became the first European hub of the DXtera Institute, a prestigious North American non-profit educational consortium, with the mission to promote the digitization of universities.

Research in social protection and non-standard jobs

Open Evidence, a UOC spin-off, promoted a new project on social protection and non-standard jobs in collaboration with the London School of Economics (LSE) and the Universitat de València (UV), on behalf of the European Commission (Directorate-General for Employment, Social Affairs and Inclusion).

Research in democratic quality

The Catalan Government funded UOC research on democratic quality to analyse citizens' online deliberation.

Review
of the year

Jan. 2018

Honorary doctorate awarded

The UOC awarded an honorary doctorate to Dr Alejandro Jadad, a global leader in health innovation, director of the Institute for Global Health Equity and Innovation and founder of the Centre for Global eHealth Innovation, now known as eHealth Innovation.
w.uoc.edu/hc/jadad

E-health

The UOC eHealth Center organized the 1st International Research Conference on eHealth and eWell-being. The objective was to share scientific and applied research based on international experts' indicators on the use of technologies and digital data to support health-related measures.

Jan. 2018

Leadership

The new management board of the Catalan Public University Association (ACUP) appointed the UOC's president, Josep A. Planell, as its new president. This office is held for a period of one year.

The UOC obtains recognition in Mexico

The Mexican Public Education Secretariat's Directorate-General for Accreditation, Admission and Revalidation (SEP-DGAIR) published the list of recognized Spanish higher education institutions. The UOC was included in this list, which recognized and accredited 76 of the 83 universities currently existing in Spain.

Transfer

UOC took part in 4 Years From Now (4YFN), the Mobile World Congress's international start-ups event. The University had a stand, coordinated by Hubbik (the UOC platform to promote entrepreneurship), and showcased eight spin-offs set up by members of the University community.

Jan. 2018

Consultancy in Chile

The UOC started advising the DUOC UC (Chile) vocational training institute on the development and roll-out of an e-learning model.

Cancer research

The UOC signed a cooperation agreement with the Catalan Institute of Oncology to use big data in cancer research. With this project, it will be possible to analyse tumour stages in greater detail, using different scales specific to each tumour type, and develop automatic classification models for addressing treatments and public policies.

Feb. 2018

Social engagement

One of the UOC's fundamental objectives is to become a hub for promoting healthy lifestyles. With the goal of pursuing a shared objective, the University joined the Spanish Network of Healthy Universities (REUS). The UOC also

signed a cooperation agreement with the insurance company DKV to work together on activities that use ICTs to promote and follow healthy life habits.

Improved mentoring
The UOC launched a raft of measures to improve support for first-year students (ESPRIA: "EStudiants de PRImer Any" in Catalan). They are aimed at creating a motivating early experience and helping them adapt to the UOC environment and methodology.

Responsible research
Within the framework of the focus group on "Universities & Public Engagement", organized by the European University Association (EUA), experts from this network of European universities and the UOC met at the UOC's headquarters to discuss the meaning of *public engagement.* The goal was to look at this dimension of responsible research and innovation (RRI) and identify common problems and propose ideas to increase the positive impact of science, research and innovation on society.
youtu.be.com/xT27ahVlrxc

Research
Open Evidence, a UOC spin-off, received two commissions from the European Commission, in collaboration with Ernst & Young, from two different directorates-general.

Erasmus+ grant programme
Three teaching grants and two training grants were awarded in the Erasmus+ programme's call for mobility grants.

RecerCaixa grants
A researcher from the Gender and ICT research group received a grant from the RecerCaixa programme to analyse and prevent gender-based violence in secondary schools.

Recognized research groups
The Government of Catalonia recognized 42 UOC research groups, 28 more than in 2009. Of these, 23 were recognized as consolidated, 5 as pre-consolidated and 14 as emergent.

Transfer
A US patent was granted for an audio watermarking technology developed by the UOC.
youtu.be/hlrFaaRyDrA

Mar. 2018

Gender equality
As part of the activities planned for International Women's Day, the Equality Unit organized a round table and the Art+Feminisme BCN 2018 Edit-a-thon in collaboration with the Office of the Vice President for Globalization and Cooperation.

New office in Colombia

Review of the year

A new international office was opened in Bogotá, the second opened by the University after the office in Mexico. Its goal is to improve the service given to the thousands of UOC students and graduates living in Colombia. youtu.be/tzuDrtkJWgM

Graduate employability
92.8% of UOC graduates are currently employed and 7 out of every 10 perform tasks related to their course. The UOC's graduates have higher employment, job stability and salary levels than the other Catalan universities, according to data from the job market integration survey coordinated by the Catalan University Quality Assurance Agency in July 2017.

Leadership
Manuel Armayones, Development Director at the eHealth Center and professor at the Faculty of Psychology and Education Sciences, was named by HIMSS Europe as one of the fifty leading European figures in health and new technologies (HIMSS Future50). Armay

ones was the only Spanish specialist in eHealth from a university to be selected.

Transfer
The UOC signed an agreement with the company Medialab Grupp SL to market four language e-learning SpeakApps tools.

The political situation in Catalonia
The UOC signed the statement issued by the Catalan Public University Association (ACUP) in which the presidents of the Catalan public universities wished to make public their profound distress at the imprisonment of a number of political leaders and office holders.

Recognition
Transform Awards Europe recognized the UOC for brand excellence and innovation. The UOC won four awards: Gold for the Best Internal Communication, Silver for the Best Use of Audio Branding, Bronze for the Best Brand Architecture, and Highly Commended for the Best Visual Identity in the Education Sector.

Increased enrolment on official programmes
The enrolment campaign for the second semester of the 2017/2018 academic year ended with a 10.4% increase in enrolment on official programmes compared with the previous year.

Official certification in video game programming
The UOC signed an agreement with UNITY, one of the top companies in today's video game market. With this collaboration, starting in the 2018/2019 academic year, the University will offer training and official examinations to certify professional knowledge related with video game development and programming.

Community
The Network of Former Employees formed its Advisory Board. With 16 members, it plans to meet at least once a year to give its view on the institution and the Network itself.

Apr. 2018

Transfer

The Government of Catalonia approved a UOC project to promote knowledge transfer with a budget exceeding 1.5 million euros. This will enable the UOC to substantially increase its valorization and transfer projects, and also boost the number of patent applications and spin-off companies created.

WHO collaborating centre for eHealth

The World Health Organization (WHO) appointed the Faculty of Health Sciences as a collaborating centre for eHealth. The Faculty will promote the use of e-health in South America to combat social inequality in health, carry out research on the implementation and use of m-health in Latin America and the Caribbean, and develop training courses in telemedicine, coordinated by the Pan American Health Organization (PAHO), which acts as the WHO's Regional Office for the Americas.

UOC values campaign

The internal campaign for sharing the UOC's values ended with high participa-

Apr. 2018

tion levels, having attained all the targets set. It included three actions: a web series, a corporate calendar and paper table mats.

Research

Seven new UOC research projects were approved and allocated funding amounting to just under 250,000 euros.

May 2018

Social engagement

The UOC welcomed seventeen refugee students based in Lebanon as part of a Government of Catalonia programme. Preselected by ACNUR, they will study Spanish online from Lebanon before coming to Catalonia.

Research

The UOC coordinated ACT (communities of practice for promoting gender equality and institutional change in European innovation and research). This project was funded by the Euro-

Maig 2018

pean Union's Horizon 2020 research and innovation programme with a total budget of three million euros.

Scientific publishing

The number of articles published with UOC affiliation in 2017 grew by 6%, while the number of citations increased by 60% compared with the previous year. Similarly, over half the articles were published in prestigious journals.

Rankings

The UOC leads the university ranking in online knowledge transfer according to the CYD Ranking, which uses performance indicators to evaluate Spanish universities.

Globalization

The UOC became a member of "The Role of Technology in Higher Education" Working Group, supported by the International Association of Universities (IAU).

Review of the year

We advise Mexico on educational system quality

Mexico began studying the development of an online training accreditation model with assistance from the UOC. The UOC advised 25 quality specialists from the Mexican educational system and various quality assurance agencies.

The political situation in Catalonia

The UOC signed the statement issued by the Catalan Public University Association (ACUP) advocating civic and democratic values.

Alliance with the OAS

The UOC formed a new alliance, in this case with the Organization of American States (OAS), to offer new learning opportunities in Latin America and the Caribbean through a study grant programme.

Social engagement

Through the Occupational Training and Innovation Centre (CIFO) in L'Hospitalet de Llobregat, the Catalan Employ

ment Service (SOC) awarded the UOC a vocational training project for employment in the field of mobile technologies.

Rankings

The UOC was included in the U-Ranking with a higher index rating for research than for teaching. The U-Ranking, published by the BBVA Foundation and the Valencian Institute of Economic Research (IVIE), analyses the results obtained by 61 Spanish universities in teaching, research and technological innovation and development.

Research

The UOC, the DXtera Institute, the German Alliance for Education and the Strada Education Network organized the international Next Generation Student Success Symposium, which specifically targeted decision-makers and researchers in higher education organizations.

youtu.be/reU6SZHMGnQ

Leadership

Professor Josep Maria Duart Montoliu from the Faculty of Psychology and Education Science was appointed research vice president of the European Distance and E-Learning Network (EDEN). EDEN is Europe's largest network of institutions and professionals specialized in distance, online and open education.

More than 10,000 publications in the O2

The number of publications deposited in O2, the UOC's institutional repository, passed the 10,000 mark.

Training in decentralized cooperation

Cooperation officials from public administrations around the world began following courses at the UOC to enhance the international projection of their respective governments. The programme's objective is to foster decentralized cooperation, that is, that sponsored by local and regional governments.

Jul. 2018

Honorary doctorate awarded

The UOC awarded an honorary doctorate to Manuel Borja-Villel, director of the Reina Sofia Museum, for his contribution to the art world and his commitment to closing the gap between the museum and society.

w.uoc.edu/hc/borja-villel

Leaders of the IAU's health and well-being SDG (2030 Agenda)

The UOC was chosen to lead the health and well-being Sustainable Development Goal (SDG) at the International Association of Universities (IAU). The goal is to foster universities' recognition in the global agenda as vital players for achieving sustainable development.

Community

With the close of the Student Council and University Council elections, the members of the university community – students, faculty and administrative staff – received their new representatives.

Rankings

The UOC was included in the Times Higher Education (THE) rankings for the first time, specifically in the first edition of the European Teaching Ranking 2018, with outstanding results in two aspects: commitment to students, and teacher and student gender ratios.

The 2030 Agenda at the United Nations High-Level Forum

As president of the Conference of Rectors of Spanish Universities' (CRUE) Cooperation Working Group, Pastora Martínez, Vice President for Globalization and Cooperation, was also a member of the Spanish delegation at the United Nations High-Level Forum for the 2030 Agenda.

New UOC mail services

The UOC mail started rolling out new services with the advantages of Gmail. Personal mailboxes will be included in the UOC's corporate domain on Google and the email address will have all the advantages of the Gmail service, which also includes the Hangouts and Google Groups applications.
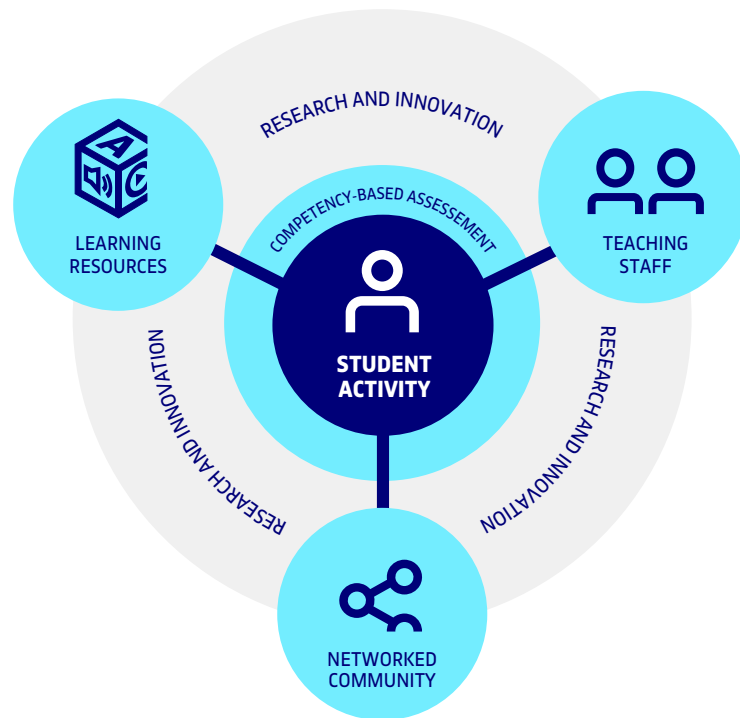
U3

Education
and educational
model

The UOC takes its distinctive identity from how the learning takes place. Students learn by working individually and in cooperation with the other students on their courses.

The UOC has implemented a proprietary educational model ever since it was created in 1995 as the first university to offer online university education. In contrast to the lecture-based system, this student-centred model is based on support provided by teaching staff and the use of teaching materials, using continuous assessment to rate with the attainment of learning milestones.

The formative programmes' design seeks to meet students' employability require-ments and their aspiration to become citizens educated for a global world. Students learn by working individually and in cooperation with the other students on their courses. In addition, intensive use is made of information and communication technologies (ICT), enabling students to acquire the skills they need for today's constantly changing social and work environment.

RESEARCH AND INNOVATION

COMPETENCY-BASED ASSESSEMENT

LEARNING RESOURCES

TEACHING STAFF

STUDENT ACTIVITY

RESEARCH AND INNOVATION

RESEARCH AND INNOVATION

NETWORKED COMMUNITY

Quality and course offering

The UOC's mission is to offer lifelong education, committed to making sure everyone who wants to improve their skills and abilities has access to a university education. Everyone who meets the legal requirements is eligible for admission, and admission criteria are only applied for certain university master's degrees and the doctoral programmes.

The UOC's list of courses is reviewed and improved every year to adapt it to the interests of society and potential students.

During the 2017/2018 academic year, the UOC offered three new bachelor's degrees – the Bachelor's Degree in International Relations, the Bachelor's Degree in Art and the Bachelor's Degree

in Speech and Language Therapy, coordinated by the University of Vic - Central University of Catalonia (UVic-UCC), and nine university master's degrees, one of which is the University Master's Degree in Quality Management and Evaluation in Higher Education, in collaboration with the Catalan University Quality Assurance Agency (AQU Catalunya).

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

24	bachelor's degrees	**44**	university master's degrees
290	UOC-certified postgraduate courses	74	open programmes (summer/winter)
4	doctoral degrees	362	open courses
		55	language courses

2017/2018 | *This includes joint university bachelor's degrees (1) and master's degrees (7) that are not managed by the UOC.*

Students

At the heart of everything that the UOC does is its commitment to its students, helping them in their personal and professional development through access to knowledge. Thanks to the UOC's commitment to service, students are able to attain their learning objectives not only through the classroom and the teaching activity but also by creating spaces that facilitate collective enrichment, free exercise of critical analysis and the creation of affinity networks for personal, professional and academic development.
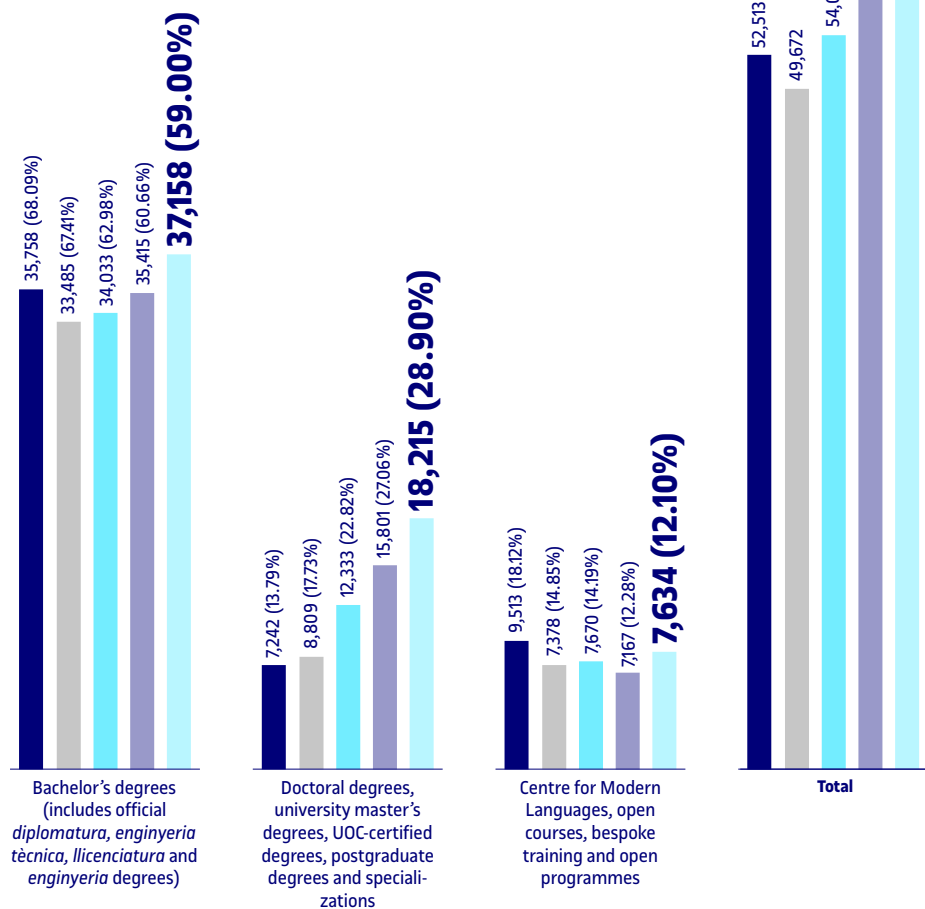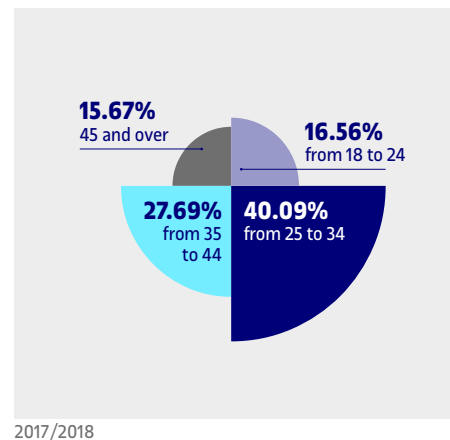
Students

Breakdown and number of students by type of course
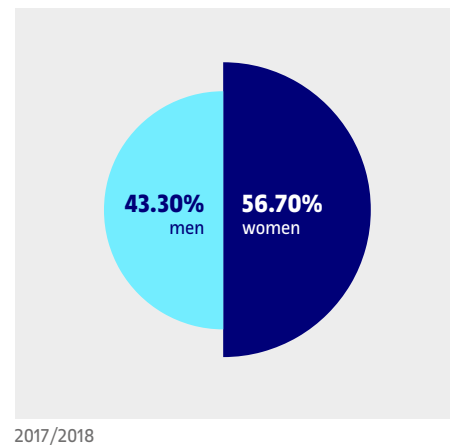
- 2013/2014
- 2014/2015
- 2015/2016
- 2016/2017
- 2017/2018

Bachelor's degrees (includes official *diplomatura, enginyeria tècnica, llicenciatura* and *enginyeria* degrees)
- 35,758 (68.09%)
- 33,485 (67.41%)
- 34,033 (62.98%)
- 35,415 (60.66%)
- **37,158 (59.00%)**

Doctoral degrees, university master's degrees, UOC-certified degrees, postgraduate degrees and specializations
- 7,242 (13.79%)
- 8,809 (17.73%)
- 12,333 (22.82%)
- 15,801 (27.06%)
- **18,215 (28.90%)**

Centre for Modern Languages, open courses, bespoke training and open programmes
- 9,513 (18.12%)
- 7,378 (14.85%)
- 7,670 (14.19%)
- 7,167 (12.28%)
- **7,634 (12.10%)**

Total
- 52,513
- 49,672
- 54,036
- 58,383
- **63,007**

Breakdown of students by age

- 15.67% 45 and over
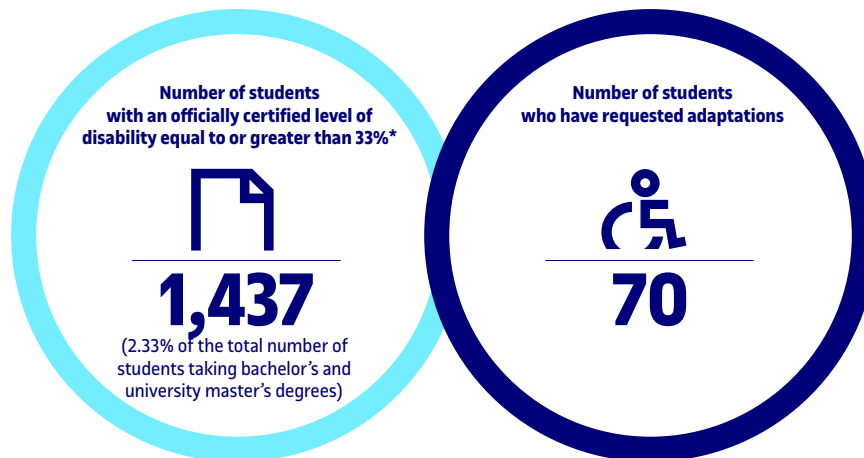- 16.56% from 18 to 24
- 27.69% from 35 to 44
- 40.09% from 25 to 34

2017/2018

Breakdown of students by sex

- 43.30% men
- 56.70% women

2017/2018

The UOC is Catalonia's leading university in number of enrolled disabled students, and the second in Spain, behind the UNED.

Number of students with an officially certified level of disability equal to or greater than 33%*

1,437

(2.33% of the total number of students taking bachelor's and university master's degrees)

Number of students who have requested adaptations

70

* Includes only official programmes.

2017/2018 | Source: Fundación Universia (2018).

Students

Breakdown of students by officially recognized programmes

Faculty	Bachelor's degree	University master's degree	
Arts and Humanities	2,597	1,017	
Information and Communication Sciences	3,323	887	
Health Sciences	–	1.,898	
Law and Political Science	6,225	2,532	
Economics and Business	9,147	1,809	
Computer Science, Multimedia and Telecommunications	5,797	2,737	
Psychology and Education Sciences	10,069	5,284	
Total	**37,158**	**16,164**	
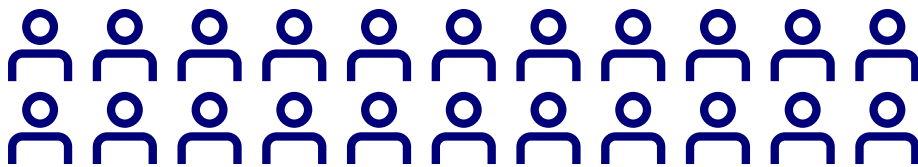
53.322
official programmes

37.158
bachelor's degree

16.164
university master's degree

Catalonia: Over 41,000

Spain (excluding Catalonia): Over 19,000

Europe (excluding Spain): Over 1,500

Rest of the world: Over 1,500

Breakdown
of students by
place of origin*
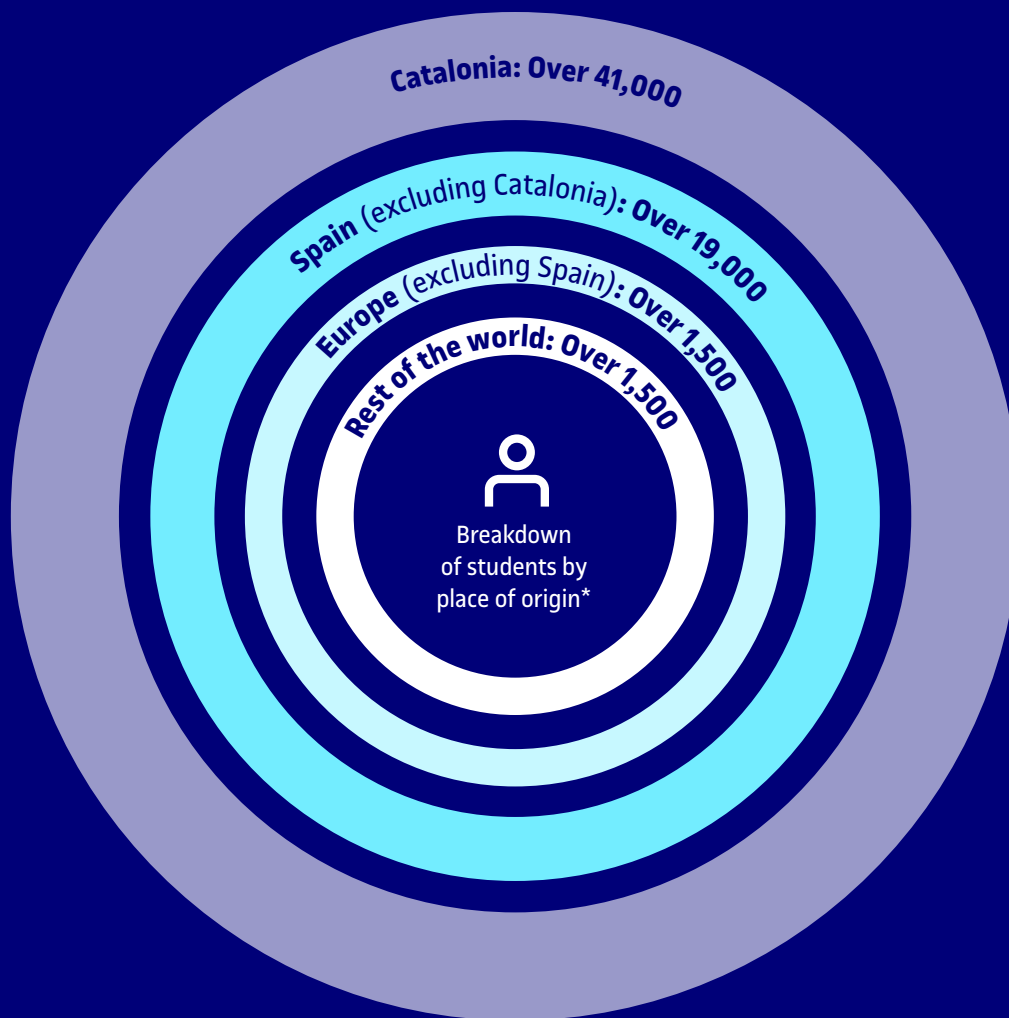
2017/2018
* Students following bachelor's degrees, university master's degrees and postgraduate courses.

Graduates

Since the UOC started operating, 60,063 students have graduated, 6,462 of them at the end of the 2017/2018 academic year. After graduating, students can join the UOC Alumni community. This contact and networking platform provides continual access to the University and its services, making its main added value graduates' professional growth and the networking actions proposed.

UOC Alumni supports the University's graduates in their lifelong learning and professional development.
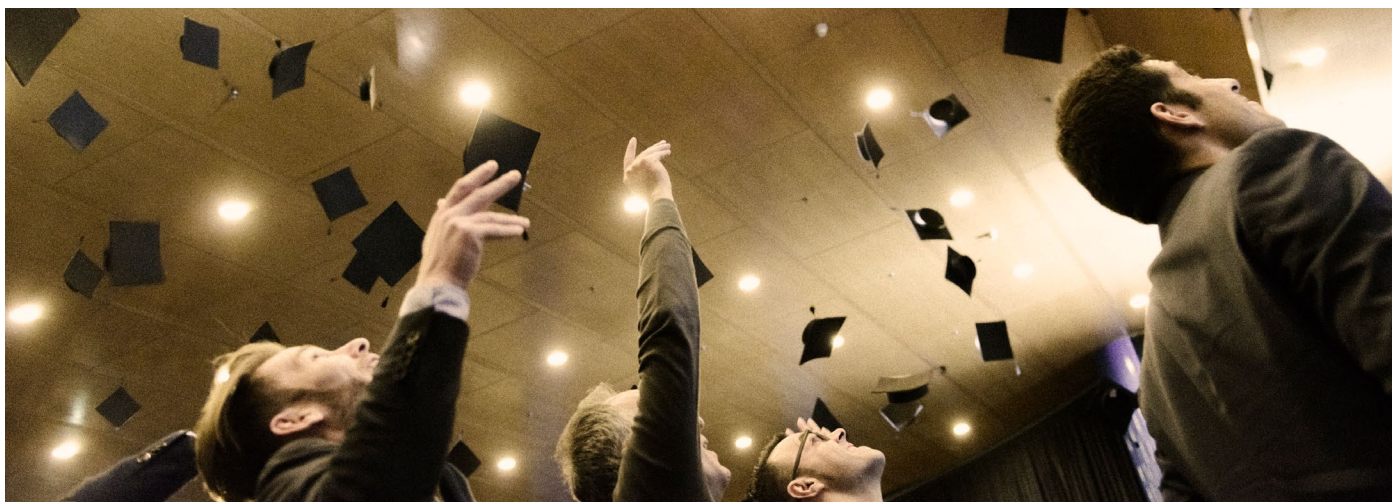
Graduates by type of course

1,967 bachelor's degree (includes official *diplomatura, enginyeria tècnica, llicenciatura* and *enginyeria* degrees)

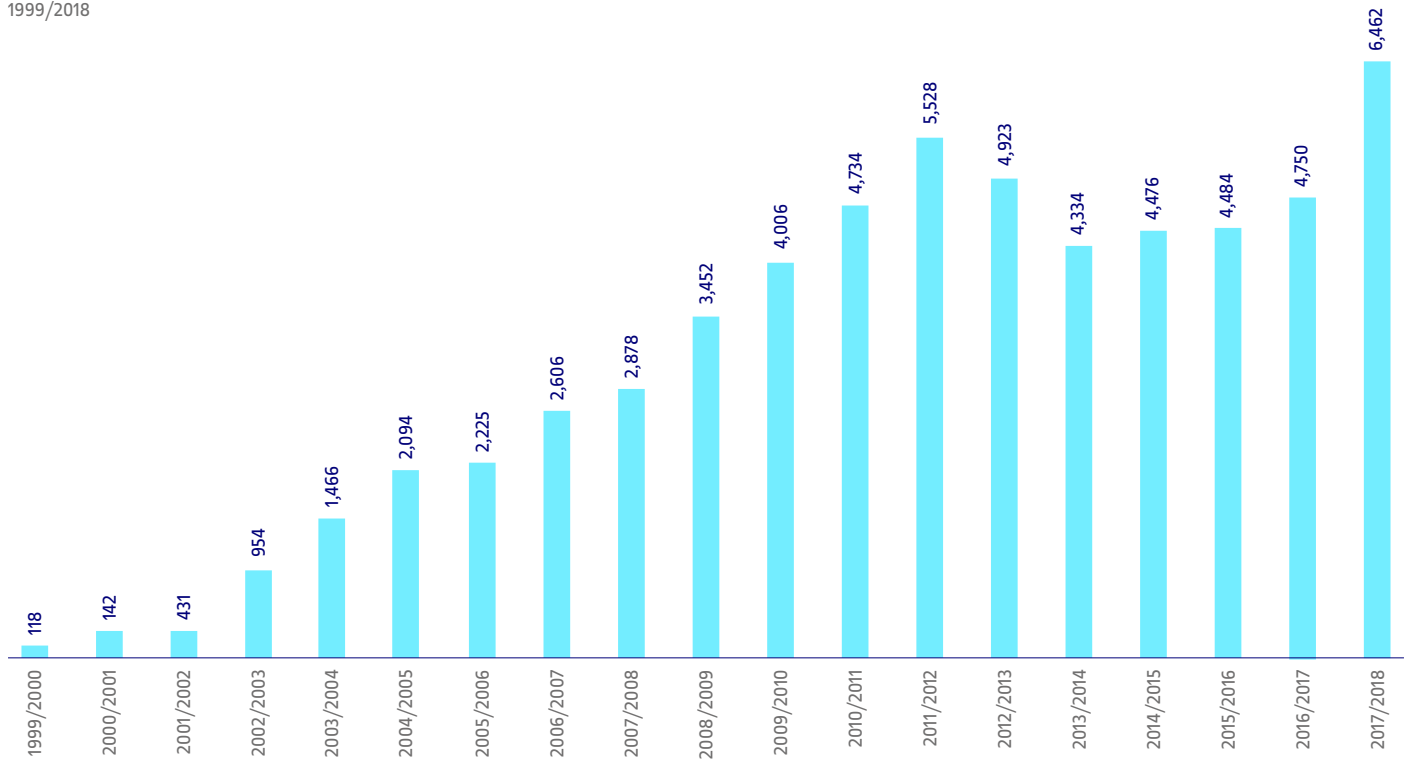**4,479** university master's degree

16 doctoral degrees

2017/2018

Evolution of the number of graduates by type of course offered (official, UOC-certified)

60,063
Number of graduates (official programmes: bachelor's, master's, doctoral degrees)

1999/2018

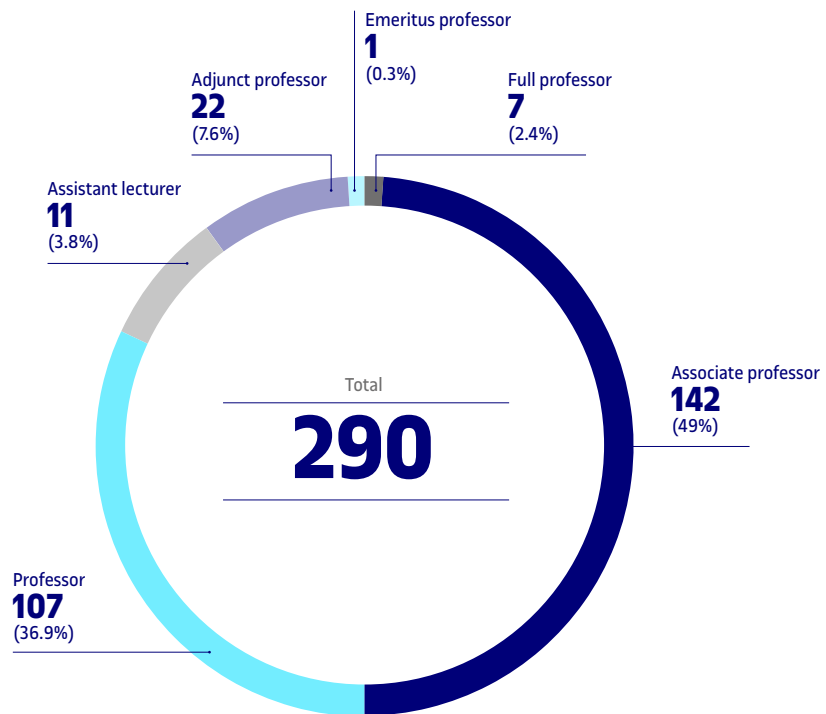| Year	Graduates
1999/2000	118
2000/2001	142
2001/2002	431
2002/2003	954
2003/2004	1,466
2004/2005	2,094
2005/2006	2,225
2006/2007	2,606
2007/2008	2,878
2008/2009	3,452
2009/2010	4,006
2010/2011	4,734
2011/2012	5,528
2012/2013	4,923
2013/2014	4,334
2014/2015	4,476
2015/2016	4,484
2016/2017	4,750
2017/2018	6,462

Teaching

The UOC's teaching staff is composed of three teaching profiles that work together to assure a quality learning process: the UOC faculty member, who designs the course, assures its quality and co-ordinates the affiliated teaching staff; the course instructor, who guides and assesses the students' learning process within the framework of a course; and the tutor, who guides students in choosing a personalized academic pathway throughout their experience at the UOC.

Faculty members by category

Emeritus professor
1
(0.3%)

Adjunct professor
22
(7.6%)

Full professor
7
(2.4%)

Assistant lecturer
11
(3.8%)

Total
290

Associate professor
142
(49%)

Professor
107
(36.9%)

2017 | Figures for the calendar year.

Accredited faculty

2017	
88.3%	doctoral faculty
78%	doctoral faculty with favourable assessment by an external body

Figures for the calendar year.

Permanent faculty with research premiums

2017	
57%	doctoral faculty with research premiums
48%	faculty with research premiums

Figures for the calendar year.

Permanent faculty with teaching premiums

2017	
77.9%	faculty with teaching premiums

Figures for the calendar year.

Course instructors and tutors by gender and type

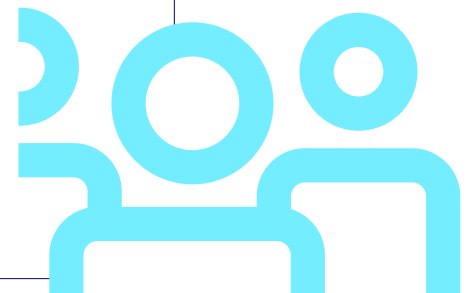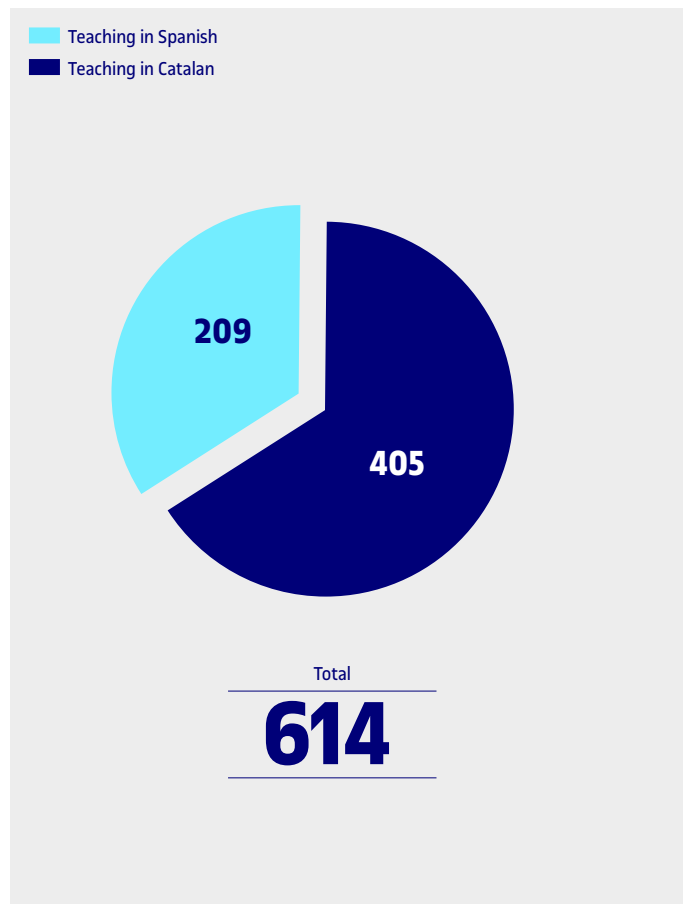| 3,853	course instructors
1,999	men
1,854	women
614	tutors
277	men
337	women

4,295	total

2017/2018 | Figures for the calendar year.

3,853
course instructors

614
tutors
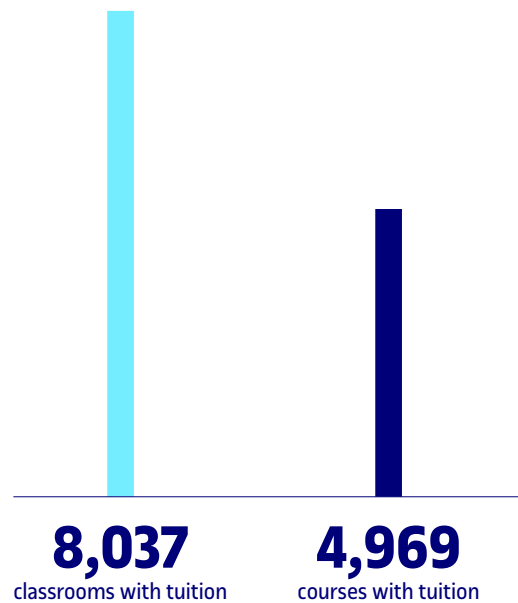
Teaching

Tutoring assignments by teaching language

■ Teaching in Spanish
■ Teaching in Catalan

209

405

Total
614

2017/2018

Teaching Support Services

4,969	courses with tuition
8,037	classrooms with tuition
23	exam centres
7,178	online assessment tests conducted

2017/2018

8,037
classrooms with tuition

4,969
courses with tuition

Student mentoring

At the UOC, students are mentored on an ongoing basis by specialized faculty whose primary function is to design, guide, promote and assess their entire educational process. This mentoring goes beyond the teaching activity as such; students have access to personalized information and assistance channels for the services that support communication, queries and follow-up during the academic year.

Student mentoring

227,158
queries

1.64
query
response time
(average in days)

4.07
Level of satisfaction with
response to queries
(1: very dissatisfied - 5: very
satisfied)

18.67%
Degree of
satisfaction with
response rate*

4.46
Level of satisfaction with assistance
received via Twitter
 (1: very dissatisfied - 5: very satisfied)

62.40%
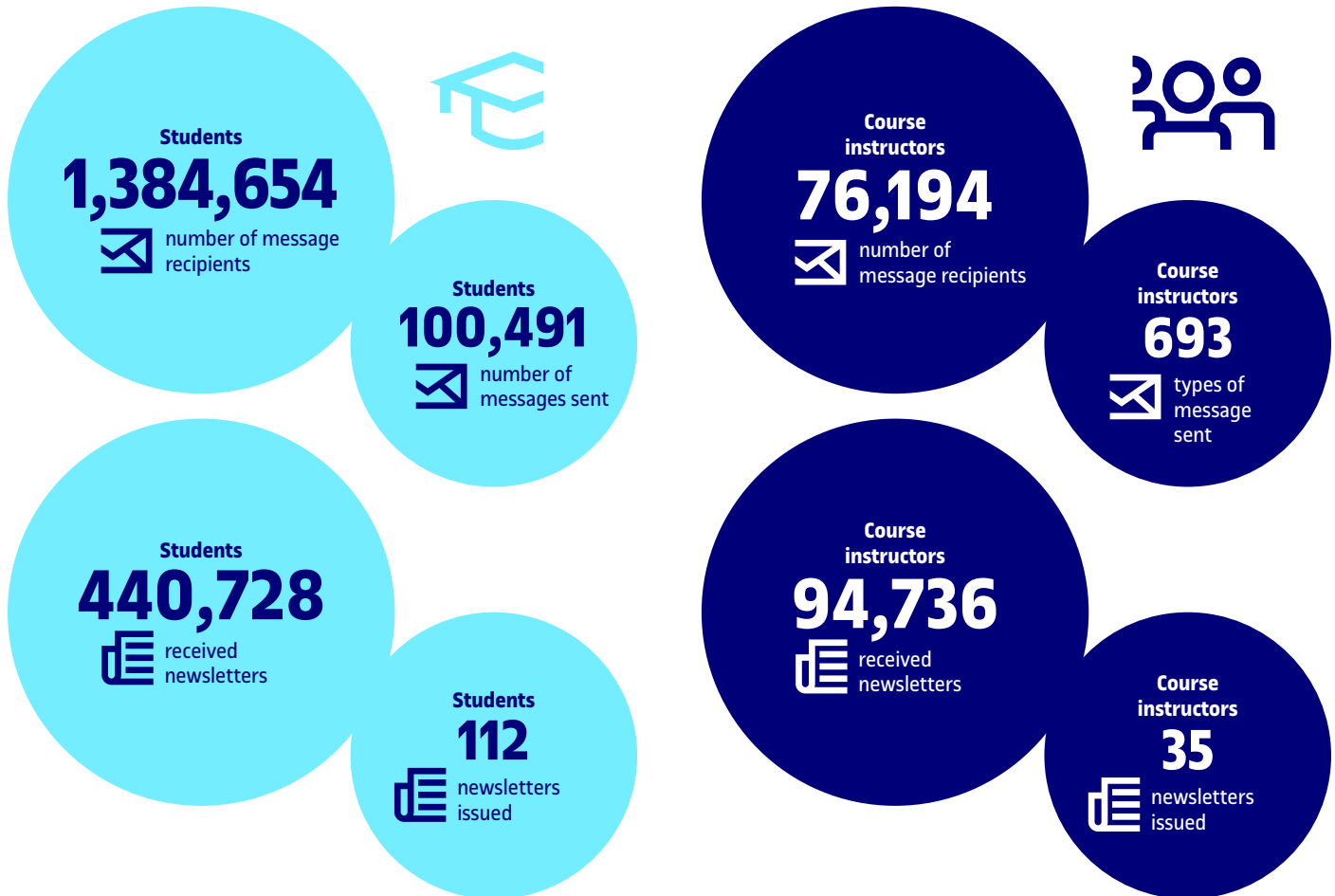Twitter
response
rate

2,827
complaints

16,383
Twitter followers
@UOCrespon

18,939
 tweets received

* Data corresponding to the period from April to September 2018.

Main indicators for mailbox messages

2017/2018 | Note: The newsletter for course instructors came on stream in December 2017.

Students
1,384,654
number of message recipients

Students
100,491
number of messages sent

Students
440,728
received newsletters

Students
112
newsletters issued

Course instructors
76,194
number of message recipients

Course instructors
693
types of message sent

Course instructors
94,736
received newsletters

Course instructors
35
newsletters issued

Campus

22.66%

percentage of sessions using mobile devices

Main consumption indicators for Campus information sections

2,065,482	users
89,905,692	pages seen
6 minuts	average time spent on website
33,738	pages that form part of the Campus information sections

2017/2018

4,495,623 sessions using mobile devices (tablet and mobile phone)

23,002,260 sessions

The Virtual Campus is where the entire University community lives, composed of students, faculty, researchers, affiliated teaching staff and administrative staff. Through the Campus, the student has access to the online classrooms, which are the learning spaces where teachers, fellow students, activities, content and learning tools can be found.

Library

The collection

57,165	titles in the catalogue
22,609	e-book titles
34,556	printed book titles
39.55%	percentage of books in electronic format
65,151	volumes
143,803	e-journals
91	databases

2017/2018
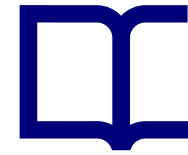
143,803
e-journals

The Library is a key support service for learning, teaching and research and is part of the UOC's teaching model. Born online to provide a 100% digital service, it is a resource centre that serves the entire community: students, faculty, researchers and administrative staff.

Library

Use of the Library, assistance to users

1,765,620	visits to the Library website
4,520,736	catalogue queries
1,097,900	searches in library database (cumulative)
1,893,159	number of downloads of electronic articles and documents (including books and book chapters)
22,779	number of loans and renewals
2,691	documents requested from the Electronic Document Supply Service
5,677	queries received by *The Library Replies* service
27	complaints received from students by *The Library Replies* service

2017/2018

Training

74	training materials (learning guides, presentations, question banks, questionnaires, exercises, videos, etc)
118	hours of student training
971	attendees
9	training sessions targeting students
10	training sessions targeting course instructors

2017/2018

The Library in the classrooms

20,447	e-resources available in the classrooms
432	orders for new teaching materials
3,705	queries/requests received from faculty members by the Library for Learning

2017/2018

20,447
e-resources available in the classrooms

Network of UOC Centres

The Network of UOC Centres is the UOC's link with and commitment to the territory. Its mission is to take the UOC to the territory by offering information about the University and our faculties; promote relations with local institutions and companies; organize knowledge dissemination activities; and render on-site services to our university community. In accordance with the specific needs of each territory, and taking into account the University's possibilities, the regional network is composed of UOC centres and points.

As a result of the actions implemented during the year, the number of Latin American students who choose the UOC has almost doubled. To cater adequately for a constantly growing number of students, especially in Colombia and Ecuador, the two international offices – Bogotá and Mexico City – have refocused their mission on rendering global academic services that meet the needs of Latin American students. Both offices are coordinated from Academic Services with the goal of improving the efficiency of student and graduate service channels.

Services provided in the Spanish regional centres

79,278	number of services

2017/2018

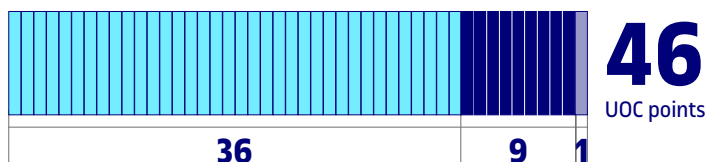**Information sessions, dissemination activities and induction events held at the Spanish centres**

130	information sessions
69	activities
35	induction events

2017/2018

Regional centres, international offices and UOC points (14+46=60)

14 regional centres, and international offices
7 5 2

46 UOC points
36 9 1

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

U4

Research,
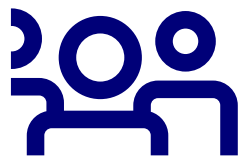transfer and
innovation

Research, transfer and innovation

The UOC's research, innovation and transfer activity is carried out by more than 400 researchers organized into 46 R&I groups.

They work within the seven faculties at the University and the Internet Interdisciplinary Institute (IN3), the UOC research institute specialized in research on the networked society. Research and innovation work is also carried out in another two centres at the University: the eLearn Center, focused on innovation in e-learning, and the eHealth Center, specialized in the use of technology to improve health.
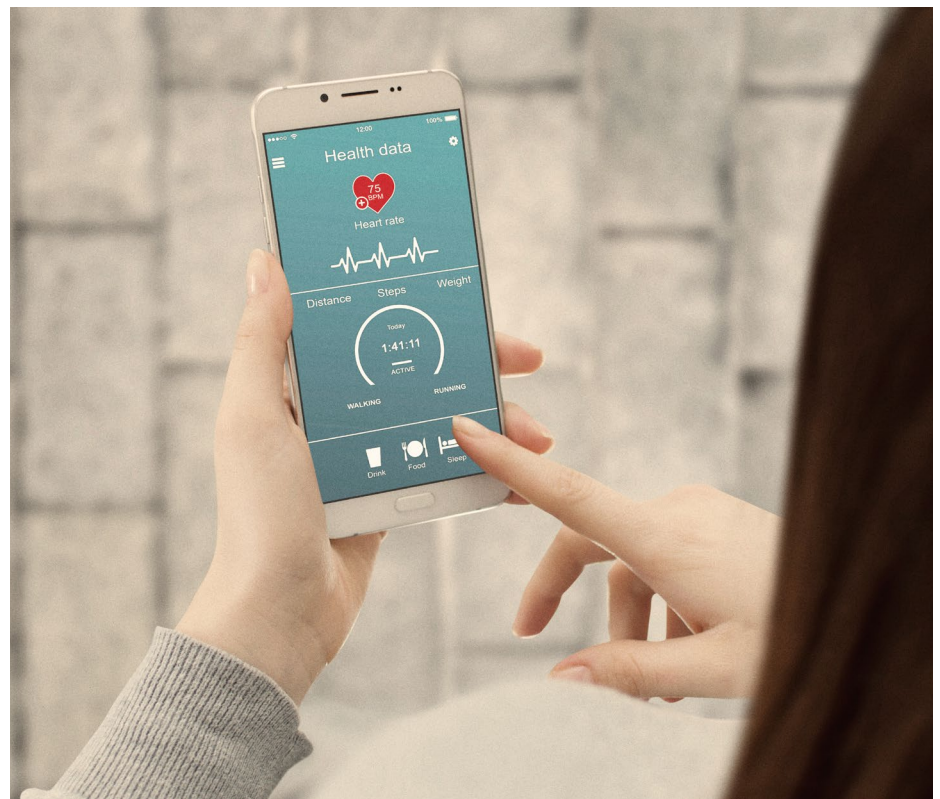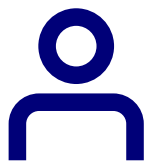
Research, transfer and innovation

46
R&I groups
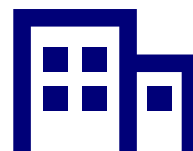
42
recognized by the Government of Catalonia

RESEARCH, TRANSFER AND INNOVATION

+400
researchers

3
research centres:
Internet Interdisciplinary Institute (IN3), eLearn Center (eLC) and eHealth Center (eHC)

Internet Interdisciplinary Institute (IN3)

The **IN3**, as a UOC research institute, focuses its activity on the interdisciplinary area of the information and knowledge society. Thus, the research groups' activities are centred on the **study of the internet and the effects of using digital technologies.** This research is funded by resources obtained in competitive calls, most of them international. The groups work with the goal of participating regularly in **competitive funding calls,** particularly international calls, and **establishing alliances** with other groups, institutions or companies. In addition, they implement a talent recruitment plan, designing a policy for their activity's transfer and appraisal and determining its social impact, together with a plan for improving it. These groups must observe and abide by the ethical aspects of research and take part in the leading international scientific networks in their field.

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, either from users or from sections and processes, for the benefit of innovation and to contribute to improving teaching quality. It works in a number of fields in order to offer students the best learning experience, and provides services to faculty to help them achieve this goal. The services it offers include analysis and redesign of courses or programmes, organization of themed sessions, study and selection of learning resources, obtaining data to improve teaching and an experimentation space for pilot trials in real environments, as well as observing the e-learning phenomenon.

eHealth Center

The **eHealth Center** is a cross-disciplinary academic centre open to the world that generates, transfers and shares e-health knowledge. Its aim is to educate and empower both professionals and ordinary citizens through the use of technologies so that they might **lead the paradigm shift in health**. It is people-centred, using research, education and counselling to **contribute to social progress and well-being.** The eHealth Center works on **projects with a high social impact**, cooperating with national and international organizations to develop, implement and evaluate models that help empower citizens and professionals. Its objectives include helping society to meet the challenges included in the United Nations 2030 Agenda in the areas of health and well-being so that all citizens can enjoy a healthy life. Since 2018, the eHC has been leading the work group related with the Sustainable Development Goal (SDG) number 3, health and well-being, within the IAU Working Group on HE for Sustainable Development.

Research, transfer and innovation

All the teaching and research staff perform their research work within the framework of one of the 3 research centres or within the faculties. The research centres employ teaching and research staff from the University's seven faculties as well as technical staff, with knowledge area transferability being one of the pillars supporting their research. In addition to the research staff and assistants contracted specifically for each of the R&I projects approved, predoctoral trainee researchers and doctoral researchers at the beginning of their postdoctoral career also take part by means of internally and externally funded competitive calls that are published each year.

The UOC maintains that knowledge generation and transfer is only meaningful when it is performed by the entire university, rather than by a centre isolated from teachers and students. Its faculties undertake research related to the fields in which the UOC offers courses and which, therefore, are also the fields of study of their teaching staff:

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	🗎

2018 data
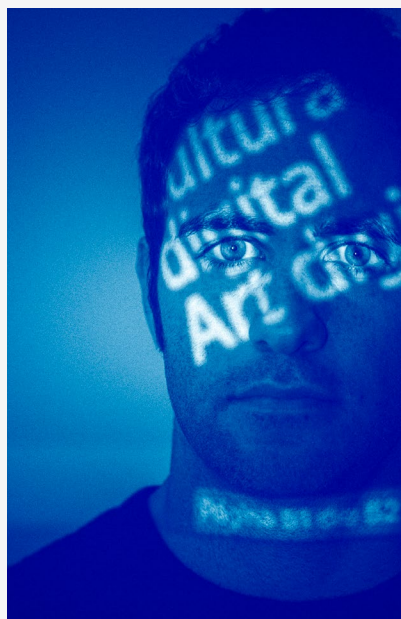
arts and humanities, social sciences, health sciences, and technology and communication. With this research, the UOC also **pursues excellence** as a higher education institution, particularly in relation to the **content of the disciplines it teaches**. Staff from the management areas also take part in research and innovation projects together with the research and teaching staff. This joint collaboration is only found in the UOC, and it is something that the University rightly feels proud of.

With the goal of fostering research and interdisciplinary knowledge transfer, the UOC had **seven active chairs** in the 2017/2018 academic year: the UNESCO Chair in Education and Technology for Social Change, the Miró Chair, the UNESCO Chair on Food, Culture and Development, the UNESCO Chair in Sport for Social Coexistence and Conflict Resolution, the UOC-Telefónica Chair in Design and Multimedia Creation, the UOC-BSA Chair in Applied Research and Data Analysis in Health, and the IBM-UOC Chair in Cybersecurity.

456
teaching and
research staff

Doctors
313
(68.64%)
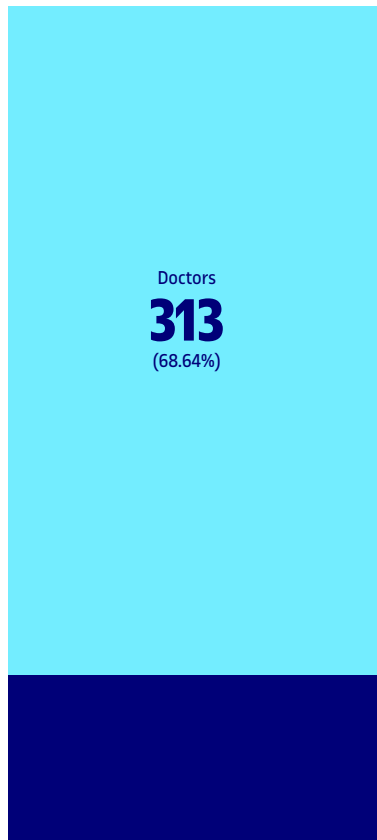
Data as at 31 December 2017.
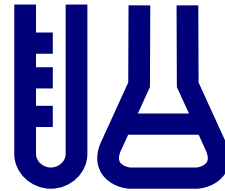
409 scientific articles

127 book chapters

306 WoS articles

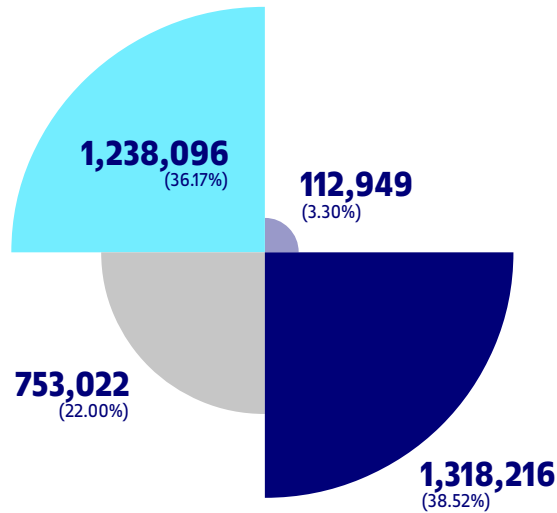**20** books

90 proceedings papers

265 conference presentations

10 scientific and technical documents

Scientific output impact indicators
2017/2018

Research, transfer and innovation

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

1,238,096 (36.17%)

112,949 (3.30%)

753,022 (22.00%)

1,318,216 (38.52%)

Total

3,422,285

Figures in euros. 2017 data*
* Errata: The data given in the 2016/2017 Report refer to 2016 and not to 2017 as originally indicated.

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

9 (9.18%)

17 (17.34%)

47 (47.96%)
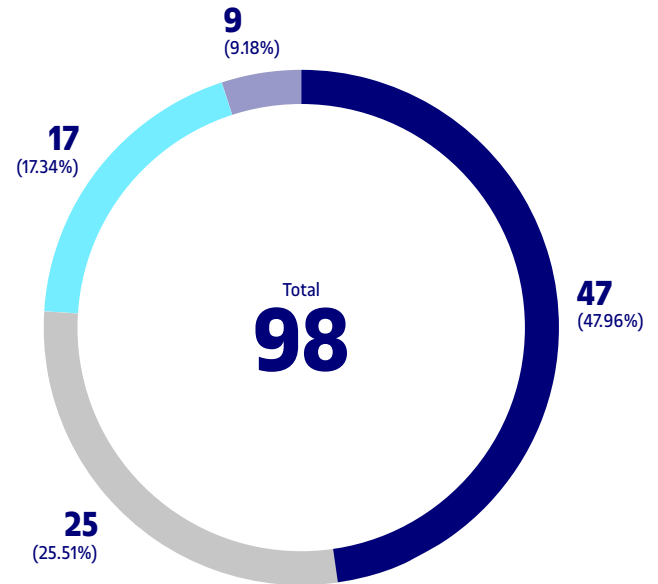
Total
98

25 (25.51%)

2017 data*
* Errata: The data given in the 2016/2017 Report refer to 2016 and not to 2017 as originally indicated.

▪ Autonomous region   ▪ National   ▪ European   ▪ International (excluding EU)

R&I governance

The UOC's research and innovation (R&I) activity is led by the Office of the Vice President for Strategic Planning and Research, supported by three committees that are responsible for promoting research, innovation and knowledge transfer and ethics in research.

Within their commitments during the 2017/2018 academic year, these committees undertook actions aimed at giving greater definition to the internal mechanisms for assessing the excellence of the R&I activities. The ultimate goal was to develop a research communication and dissemination plan to boost the appeal of the UOC's activities in this field to businesses and potential investors.

Research and Innovation Committee

The Research and Innovation Committee approves the research plans proposed by the University's research centres, ensuring compliance with the regulations governing research groups, and draws up and approves the research support plans, among other things.

During the academic year the following activities were organized:

The **strategic research plans developed by the faculties, the eLearn Center, the eHealth Center and the Doctoral School** were submitted.

Within the framework of the eLearn Center's strategic research plan, and with the goal of promoting translational research within some of the eLC's research themes, two externally funded grant calls were approved: New Goals and Xtrem.

The rules to open a **new call for postdoctoral research stays** in the University's research centres and faculties were approved.

The annual call for **UOC Research Programme** grant applications was approved.

In April, the internal analysis of the UOC's policies and practices, based on the principles of the Charter and the Code of Conduct, and the resulting action plan were submitted for **Human Resources Strategy for Researchers** (HRS4R) recognition.

On 21 August 2018, the European Commission approved and granted the UOC the **Human Resources Strategy for Researchers** (HRS4R) "HR Excellence in Research" insignia. This is a quality seal that acknowledges the ability to attract talent, generate a favourable work atmosphere, foster research and build researchers' careers within a European framework.

R&I governance

Publications Subcommittee

The purpose of the Publications Subcommittee is to foster ongoing improvement in the quality of the UOC's academic journals. The Subcommittee establishes editorial policies for periodical academic, scientific and informative publications, evaluates proposals for new themes, and each year monitors the results achieved, the planning process and the future outlook.

Roll-out of each journal's Strategic Plan continued during the 2017/2018 academic year and the general interest journals' action plans were presented. The balance sheets for the scholarly journals were presented. After examining the results, the Subcommittee agreed to close the *UOC R&I Working Papers* journal, as it had not met the original expectations. An agreement was also signed during this year to co-publish the *Internet Policy Review* (*Journal of Internet Regulation*) with the Alexander von Humboldt Institute for Internet and Society (HIIG).

Ethics Board

The Ethics Board is concerned with the ethical issues arising from the administrative procedures involved in the conduct of research projects and publication of their results. It also assesses procedures currently in progress, decides whether the assessment is favourable and issues a final ruling. During the 2017/2018 academic year, the Board continued to review the Horizon 2020 programme – the ethical and data management requirements – and prepared information about the new General Data Protection Regulation would affect research projects. In total, 19 favourable opinions have been issued.

Entrepreneurship and open innovation

Under the **Hubbik** support platform for entrepreneurship, open innovation, knowledge transfer and cooperation among the entire community, the following activities were undertaken:

The sixth **Spin UOC**, the UOC community's annual entrepreneurship and transfer event, was organized. The aim was to build bridges between eight innovative projects and initiatives generated within the UOC – performed by members of the UOC community – and the social and business fabric within which the University works.

For the fourth year running, the UOC took part in **4 Years From Now (4YFN)**, the Mobile World Congress's sister event, with a stand displaying UOC community initiatives that are being supported by Hubbik.

OPENeHEALTH Parkinson , co-organized with Hospital de la Santa Creu i Sant Pau, was completed. The goal of this open innovation programme was to improve the quality of life of **Parkinson's sufferers**, with the participation of the UOC community and the disease's stakeholders. The

programme's challenge – defined with the help of patients, professionals and carers – was to develop an app that helps **improve** the **mobility**, **mood** and **treatment management of patients with Parkinson's disease.** One of the project's outcomes was the development of the Parkinsons app, which uses music therapy to improve these patients' quality of life.

Online guidance capsules were offered to support entrepreneurs who are working on projects that are still in the early development phase. Specifically, a capsule was offered that addressed general aspects of the entrepreneurial process: "Generating and maturing business ideas"; and two capsules that covered specific business aspects: "Legal issues for entrepreneurs" and "Financing for entrepreneurs".

Entrepreneurship and open innovation

Invergy, the UOC's vehicle for investing in start-ups and spin-offs in the education and ICT sector related with the University's fields of knowledge and generated within its innovation ecosystem, approved a new investment: **Immersium Studio**.

Immersium Studio is a UOC spin-off specialized in immersive technologies – virtual reality (VR), augmented reality (AR) and mixed reality (MR) – and their application in education, culture and tourism. Its business focuses on developing and operating a skill-based immersive learning platform that targets both students and teachers. It also develops immersive learning experiences that range from 360° videos and digital environments to AR laboratories. Invergy holds a share in its equity with an investment of 40,000 euros.

Research centres and institutes

eLearn Center

The aim of the eLearn Center is to **promote applied research centred on e-learning**, using data obtained within the institution itself, either from users or from sections or processes, for the benefit of innovation, contributing to improving teaching quality. It works in a number of fields in order to offer students the best possible learning experience, and provides services to faculty to help them achieve this goal. It also seeks to convey the value of e-learning as one of the University's identifying features, both inside and outside of the institution.

The services it offers include analysis and redesign of courses or programmes, organization of themed sessions, study and selection of learning resources, obtaining data to improve teaching and an experimentation space for pilot trials in real environments, as well as observing trends in the e-learning phenomenon.

The eLC bases its activity on four key pillars:

24/7 immersion in learning

24-hour student support

100% student performance

Ø dropouts

Research centres and institutes

Internet Interdisciplinary Institute (IN3)

The Internet Interdisciplinary Institute (IN3) is a UOC research centre specializing in the knowledge society, and more specifically in the study of the internet and the effects of the interaction between digital technologies and human activity. The IN3 has a number of acknowledged research groups that undertake an extensive variety of interdisciplinary research activities. Every year the centre hosts visiting professors and researchers; its researchers participate in the UOC's doctoral programmes.

The Institute also stands out for its interdisciplinary research both in the social, human and life sciences and, in general, any science that studies human activity, and in engineering science. The research groups from these two areas work together closely in designing and developing the internet of the future, taking into consideration both the ICT- and internet-related technological aspects and their effects on human activity.

The IN3's groups are the following:

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

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

**Internet Computing
& Systems Optimization
(ICSO)**
Leader: Dr. Ángel A. Juan
(associate professor)
Area: Computer Engineering.

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

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

**Communication Networks
& Social Change (CNSC)**
Leader: Dr. Manuel Castells
(full professor of Sociology)
Area: sociology.

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

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

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

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

Research centres and institutes

eHealth Center

ehealth-center.uoc.edu
Executive President: Marta Aymerich

The eHealth Center's (eHC) objective is to generate and transfer knowledge about e-health, applying a people-centred approach to promote and improve health. It seeks to educate both professionals and the general public through the use of technology and scientific evidence to empower them to lead the paradigm shift in health.

To achieve this goal, it works in four fields of knowledge: health education, empowerment and engagement; e-health intervention design and assessment; data science in health; and e-health and equity.

The eHC receives visiting researchers and lecturers from other universities to share knowledge and develop research projects in the field of e-health. It is open to the world through its networking with other local and international centres and institutions. It is also a member of the Ibero-American Network for Mobile Technologies in Health (RITMOS) and the Latin American University Collaboration Cluster in Telemedicine (CICUT).

It offers research and innovation by undertaking projects in the fields of health sciences, computer science, multimedia and telecommunications, and psychology and education sciences. It also offers training, in the form of master's degrees, postgraduate programmes and doctoral degrees, seminars, and short-duration and bespoke courses. It also advises organizations and institutions on e-health issues, helping them to validate, implement and optimize e-health solutions.
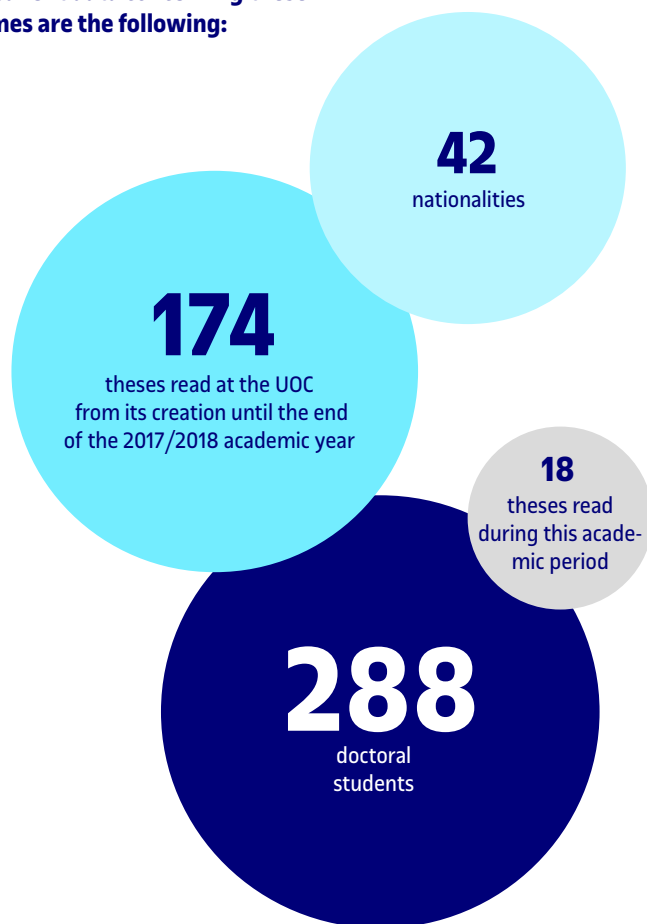
Details:

Within the field of e-health, the UOC has performed the following activities:

- 33 competitive e-health projects.

- Over 100 articles and more than 45 books and book chapters.

- Several transdisciplinary research groups.

- One spin-off and one chair.

- Master's degrees and postgraduate courses specialized in the field.

In 2018, the eHC organized the 1st International Research Conference on eHealth and eWell-being, attended by 111 people (34.23% from the UOC and 65.77% from elsewhere).

The Doctoral School

During the 2017/2018 academic year, the most salient data concerning these programmes are the following:

42
nationalities

174
theses read at the UOC
from its creation until the end
of the 2017/2018 academic year

18
theses read
during this acade-
mic period

288
doctoral
students

The Doctoral School coordinates and organizes the UOC's doctoral studies and creates a common framework of reference for the various doctoral degree programmes that are offered there, so that each programme's activities can be carried out in accordance with certain shared quality standards. The Doctoral School works closely with the University's research centres – the Internet Interdisciplinary Institute (IN3), the eLearn Center (eLC) and the eHealth Center (eHC) – and with all the 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.

Support for research and transfer

The UOC Knowledge Transfer and Research Support Office (OSRT) works to answer the needs of the professionals who take part in the University's R&I activity. In addition, it is the UOC's central services unit, charged with the duties of a Research Results Transfer Office (OTRI), as well as all the activities and services associated with the dissemination, promotion and management of the UOC's R&I activities. The OSRT also provides a link between the University and society, fostering and facilitating the transfer of research to the social and economic environment.

The OSRT answers the needs of the professionals engaged in R&I work at the University. It is also responsible for disseminating the results of the R&I activity via publications, courses, seminars, web platforms, 2.0 channels (social media and blogs) and other resources. Lastly, it represents the UOC in international R&I networks.
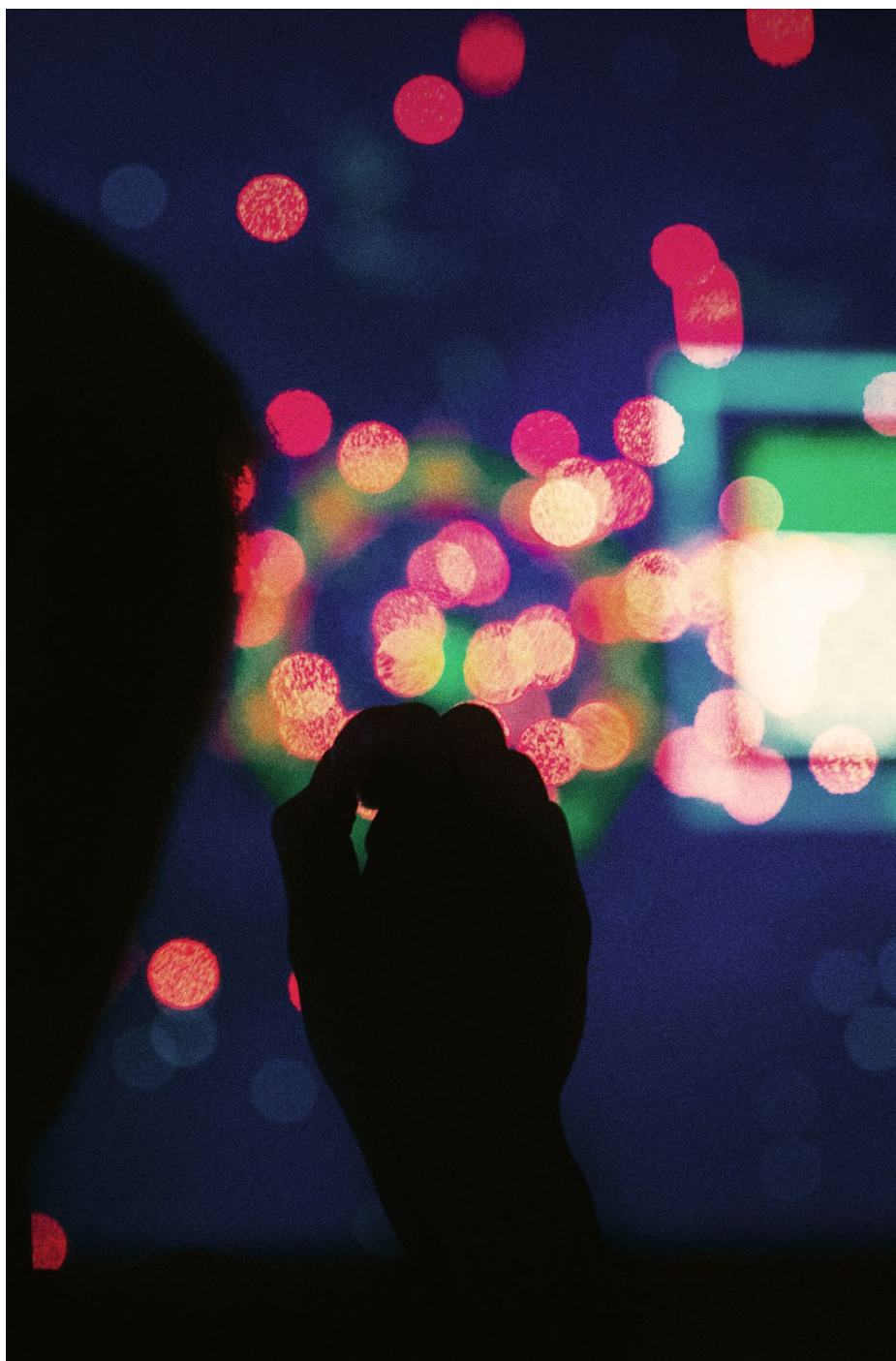
Library
for Research

The UOC has a library service specialized in supporting the research carried out at the University. The mission of the Library for Research is to help raise the standard of research quality and excellence, starting with the birth of an idea or research proposal, followed by data collection and analysis and concluding with dissemination and subsequent evaluation in the research quality accreditation processes.

Library for Research

581	bibliographic queries
79	bibliometric queries
786	documents requested from the document search and inter-university loan service by teaching and research staff
14	open access doctoral theses
655	records reviewed in the Researchers' Website (GIR)
119	support in accreditation calls
14	bespoke training*

2017/2018 | *Bespoke training service introduced: 2015.*

Social
commitment

The 2030 Agenda for Sustainable Development as the UOC's roadmap

The mission of the Office of the Vice President for Globalization and Cooperation is to support the UOC's transformation into a **global university with greater social impact.** In pursuit of this goal, Globalization and Cooperation promotes the actions established in the Strategic Plan that impact on **teaching**, **research** and **organization,** with the objective of training professionals and citizens who are able to address the global and social challenges raised by the world scenario. This in turn helps increase the social impact of our research, foster open knowledge with everyone and for everyone, and position the University in the international arena.

With the **United Nations 2030 Agenda for Sustainable Development** as its roadmap, the University contributes to improving university systems in Latin America, broadening access to and inclusion in higher education through our quality model. Thus, during the 2017/2018 academic year, the UOC advised **quality specialists from the Mexican educational system** and various agencies specialized in this area to help them develop their own framework of reference. In addition, it assisted the DUOC UC, affiliated with the Pontificia Universidad Católica de Chile, in developing its own online learning model and in **starting an online pilot course**.

Education has the power to transform lives and communities. One of the requisites for educating global citizens is to foster classroom diversity and guarantee lifelong learning opportunities. For example, 236 students from the DUOC UC in Chile and the Universidad Peruana Cayetano Heredia followed an **online mobility programme** at the UOC, which enabled them to benefit from the experience of studying at a foreign university; 272 students from the Universidad Cooperativa de Colombia studied English at the UOC's Centre for Modern Languages; and 71 teachers improved their professional skills in our classrooms. In addition, the UOC awarded **53 scholarships to refugees** to study languages and specializations. This is in addition to the **62 grants** awarded to master's degree students in Colombia through the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX). Lastly, another training course in Scratch was offered to organizations that work with children to reduce the **digital and gender divide**.

With the goal of improving the service provided to the thousands of UOC students and graduates in Colombia and Latin America, the University opened a **new office in Bogotá** and lent a **new, student-focused approach to the office in Mexico City**. In addition, the cooperation framework with the Ecuadorian Government and higher education institutions was refined. Implementation of all these projects, which seek to increase

The 2030 Agenda for Sustainable Development as the UOC's roadmap

the UOC's presence in other countries using innovative methods, has resulted in **significant growth in the number of enrolments in the UOC in Latin America**: out of a total of 4,130 international students,[1] 45%, that is, 1,839, live in the region; and it has contributed to positioning the UOC as a **global role model in e-learning**.

The UOC fosters the **social impact of the university community's research** through initiatives that help achieve the Sustainable Development Goals (SDG) set by the 2030 Agenda. This academic year, the University was appointed **"SDG 3 Champion" by the International Association of Universities (IAU),** which means it will lead a global higher education and research cluster for sustainable development supported this international network. The UOC will work with other universities and higher education institutions to help achieve the SDG 3, health and well-being. In addition,

the **eHealth Center** was recognized as a **World Health Organization (WHO) collaborating centre** for eHealth. And together with the Catalan Agency for Development Cooperation (ACCD) and the United Nations Development Programme (UNDP), the UOC started working to recover the **historical memory** of Guatemala, Colombia and El Salvador.

During the 2017/2018 academic year, Pastora Martínez Samper, Vice President for Globalization and Cooperation, continued as **president of the Conference of Rectors of Spanish Universities' (CRUE) Cooperation Working Group.** Among other functions, this working group has contributed to disseminating the 2030 Agenda and the role that universities can play in achieving it by taking part in different **national and international forums**, for example, the first voluntary examination of Spain on the 2030 Agenda, which took place at the United Nations headquarters.

In addition, the UOC launched an **SDG awareness-raising campaign** to commemorate European Sustainable Development Week and once again supported **Right to Food Week**.

Furthermore, as part of its commitment to **gender equality**, the UOC consolidated its strategy, endowing the Equality Unit (in which participation was voluntary until now) with a **coordinator** to provide support for different projects and activities aimed at fostering a more inclusive university.

Being a global university also means supporting **open knowledge with everyone and for everyone.** That is why the UOC is committed to becoming an open knowledge hub.

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[1] The data do not include minors, bachelor's degrees and official master's degrees that are not coordinated by the UOC, courses for affiliated teaching staff, online mobility programmes and professional development programmes.

The UOC as a knowledge hub

Knowledge is one of the key elements for achieving the 2030 Agenda. As **knowledge** generation, transformation, evolution and transfer centres, both through their **research and innovation** and through **teaching**, the universities play a vital role in contributing to sustainable development.

The UOC aspires to become an open, porous institution, a **knowledge hub that stimulates co-creation processes, dialogue, collaboration and knowledge exchange** between society's different stakeholders, so that knowledge is no longer the exclusive preserve of the university. Universities must also work to ensure that the knowledge they generate, whether through their research and innovation or through teaching, is **open**, that is, **available** and **accessible**, in terms that enable its reuse, redistribution and reproduction.

That is why we aspire to become a university connected to its local and global environment that contributes to relating and connecting people and communities, ideas and methodologies. We want to strengthen, enrich and foster excellence in our teaching, research and innovation and to assure that the knowledge generated at the UOC reaches as many people as possible and generates the greatest possible social impact.

Thus, during the 2017/2018 academic year, we worked in nine areas related with open knowledge, which we summarize in our Open Knowledge Action Plan. The first two areas refer to research, with the goal of fostering **open-access publications** and ensuring that **research data** comply with the **FAIR** (findable, accessible, interoperable and reusable) principles. The third work area goes beyond scientific output and encompasses the production and use of learning resources, with the aim of fostering **open learning**. The paradigm shift toward more open knowledge not only addresses accessibility but also knowledge conception and creation itself. Accordingly, the fourth and fifth work areas foster **open innovation** and also knowledge co-creation through participation processes more in tune with the social reality and social challenges. They adopt more inclusive approach that takes into consideration population groups that until now have been neglected, creating a university that is **open to society**. Lastly, to provide incentive and support for all these changes, we add a sixth thematic work area that encourages reflection on how **research is rated and assessed**.

Achieving all that we propose in this action plan will require a profound **change of organizational culture**, both within the UOC and within the international research and innovation system

as a whole. Accordingly, in addition to the six thematic areas, there are another **three cross-disciplinary areas: training, communication and awareness creation; open infrastructures; and participation in reference forums**.

As a University committed to the principle of universal access to knowledge, a plan was implemented in 2017 to promote the **O2. This is UOC's institutional repository**, **which collects, disseminates and preserves** the material produced by the UOC's members in the course of their research, teaching and management activities **in the form of open-access digital publications.** This initiative is intended particularly to gather the University's research activity and, in November 2017, data collection was opened so that the UOC's researchers could deposit and share their data sets, following FAIR principles.

As a promoter of open-access dissemina-tion and education, in October 2017, the UOC sponsored and led the **open-access MicroMOOC** on Twitter (@moocmicro) in collaboration with the other Catalan universities and with the support of the Catalan University Service Consortium (CSUC) and the international organizations Sparc Europe and LIBER. The UOC's **open-access scholarly journals** are another tool for disseminating open knowledge and, in 2018, the University started collaborating with the *Internet Policy Review*, published by the Alexander von Humboldt Institute for Internet and Society (HIIG).

In the case of data, in 2017, the Office of the Vice President for Strategic Planning and Research approved the creation of a **FAIR Data cross-functional group** to analyse and put in place the necessary services and support to manage the UOC's research data in accordance with FAIR principles. This cross-functional group receives input from Globalization and Cooperation, the Legal Office, the Library for Research, the UOC Knowledge Transfer and Research Support Office, the Office of the Vice President and Information Systems.

In addition, during the 2017/2018 academic year, the UOC worked actively to strengthen its connection with society. It took part in analysing different science shops in different parts of Europe within the framework of the Horizon 2020 SciShops project and is now recognized as one of the 15 examples of good European practice. In July 2018, the UOC hosted a **Summer School** session on science shops organized as part of the same project. In February 2018, it hosted a work session organized by the **European University Association (EUA)** on "**Community engagement**", with the participation of representatives from different European universities.

The UOC as a knowledge hub
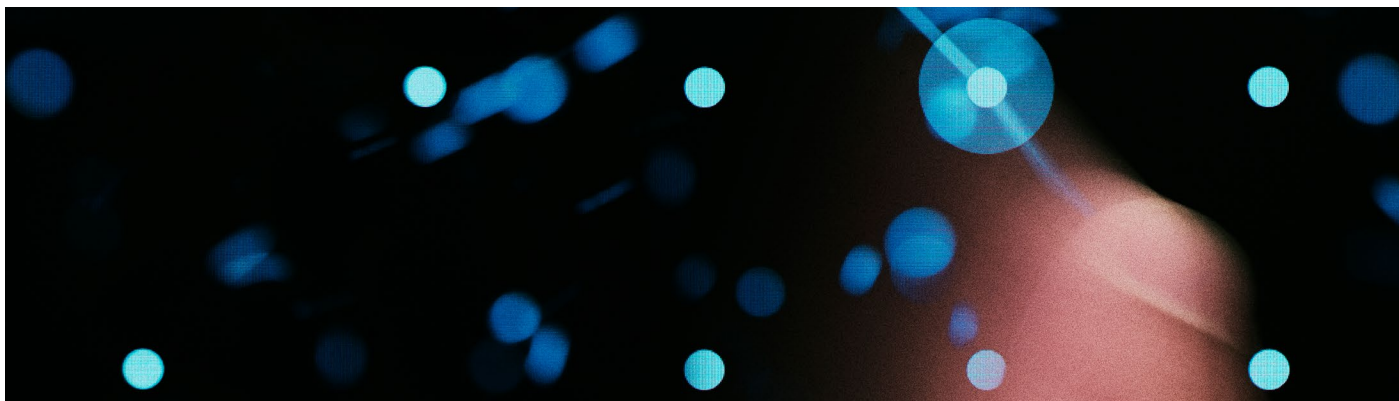
The UOC also provided training in **responsible research and innovation for its researchers and the staff at the UOC Knowledge Transfer and Research Support Office** In addition, it ventured outside university walls to take **knowledge to society and support proposals for spaces of co-creation** with social agents. Two examples are the *Les condicions del cervell* (Conditions of the Brain) film series, promoted with the Sala Beckett

theatre, or "Cinema, Science and Future", co-organized with the Sala Phenomena in Barcelona and Biocat. As an organization that coordinates and promotes the life and health sciences sector in Catalonia, Biocat seeks to transform science and technology into regional economic growth and social impact.

The Vice President for Globalization and Cooperation is a member of the

EUA expert group concerned with open science-related issues at European level, and also of the CRUE working group formed to draw up the Spanish universities' open science strategy.

Open knowledge

7	open-access scholarly journals
3	open-access general interest journals
10,853*	open-access documents published in O2, the UOC's institutional repository
183	scientific articles by the UOC in O2
117	doctoral theses in O2
1,656	open learning resources
6,690	final degree projects in O2
19	blogs
4	knowledge dissemination platforms

2017/2018 | *Source: O2, the UOC's institutional repository. Cumulative data. Data extracted on: 15 January 2019.*

In the case of scientific journals, the UOC has taken on the challenge of using indexing as a roadmap for increasing their visibility and improving their formal quality.

Indicators for the scientific journal indexing plan

7	scientific journals
4	accepted and included in Scopus (Elsevier)
6	included in ESCI (Emerging Sources Citation Index, Thomson Reuters)
2	accredited with the Spanish Foundation for Science and Technology (FECYT) seal of quality

2017/2018
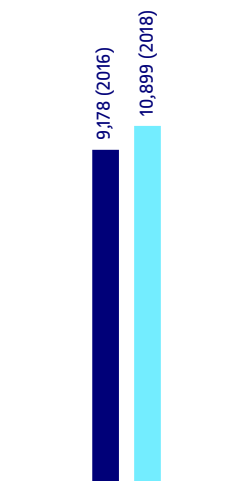
Responsible communication

In the management of the University's external communication, the goal is to give back to society all the knowledge generated at the UOC and make the institution's overall impact more visible in its context and setting. The UOC needs to be recognized for its focus on the needs of society and for the knowledge it contributes, thereby fulfilling its mission and ensuring greater transparency in its accountability.

9,178 (2016)

10,899 (2018)

+19%
increase in total
media impact

Media impact 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 | The percentages in brackets refer to the increase in media impacts compared with 2016.

2,748,507,274
audience impact

The University's website

The UOC's website contributes to the goal of projecting a global university with social impact. Adapted to mobile devices and improving the user experience, the portal gives prominence to the entire UOC community and greater visibility to faculty, researchers, students and graduates.

Main internet positioning indicators

2,550,207	visitors
631,544	single users
6,230,307	pages visited
5 minutes and 38 seconds	average time spent on website

2017/2018 | The data show the monthly averages.

487,727
visits via mobile devices

3' 46"
average time spent on website

2017/2018 | The data show the monthly averages.

22 **(58%)**
women interviews highlighted on the portal's home page

16 **(42%)**
men interviews highlighted on the portal's home page

2017/2018

Responsible communication

Communication on the social media

The social media strategy gives priority to disseminating research and activities with a social impact and giving visibility to the UOC community's talent. Applying this approach, the community's presence on social media has grown by 21%, currently totalling 431,538 users. LinkedIn, with 47,000 more followers than the previous year, Facebook, with more than 10,000 new supporters, and Twitter, with more than 14,000 new followers, are the media showing highest growth.

Social media network indicators

Medium	Indicator	2017/2018
Facebook facebook.com/UOC.universitat/	Number of pages opened on Facebook	12
	Followers	111,569
	Participation. Interactions per month (average)	9,366
Twitter twitter.com/UOCuniversitat	Number of active Twitter accounts	43
	Followers of all accounts	173,466
	Followers of institutional accounts	66,718
	Participation. Interactions per month (average)	23,837
	Impressions per month (average)	2,324,097
LinkedIn www.linkedin.com/school/uoc/	Members of the Alumni group	5,690
	Members of the Research & Innovation group	328
	Members of the Faculty of Computer Science, Multimedia and Telecommunications group	429
	Members of the Faculty of Economics and Business group	453
	Followers of the UOC University page on LinkedIn	114,805
Instagram www.instagram.com/uocuniversitat/	Followers	6,917

173,466 followers on Twitter   **114,805** followers on LinkedIn

#genderUOC
#UOCalumni2018
#honoriscausaUOC
#mojoBCN
#OAMOOC
#graduacioUOC
#colombiaUOC
#spinUOC
#expertsUOC
#odsUOC
#ResearchUOC

Responsible communication

Audiovisual communication

The development and creation of audiovisual projects at the UOC as a means of communication and expression is undergoing constant growth. Although YouTube is the UOC community's reference channel, the availability of a broad range of formats enables extensive coverage to be given to all the events and projects that are carried out at the UOC. We would highlight the 30% increase in production in the audiovisual coverage of activities, events and lectures, the release of tutorial updates and the recording of institutional videos and keynote events, so that the information can reach the community more effectively. We would also highlight the audiovisual coverage of current affairs on the social media, the live broadcast service via the Facebook Live channel, which covers the UOC's most significant activities, and the new marketing campaigns, with a substantial increase in YouTube views. With the number of subscribers to the YouTube channel up by more than 80% and the 200% increase in the number of views, our strategic positioning and impact forecasts have been met and even surpassed. In addition, new dissemination channels have been created, such as the Media Play channel on the UOC's website since June 2018, the first audiovisual actions on Instagram's Story, with a very positive impact for the graduation ceremony, and the dissemination of contents on Instagram's IGTV channel.

Number of streaming broadcasts and average and total number of views on Facebook Live

14
number of streaming broadcasts

2,625
average number of views

36,750
total views

2017/2018 | The cumulative total for the academic year is shown.

Activity indicators for UOC YouTube channel

6,735
vídeos

15,580
subscribers

18,210,433
cumulative plays

2017-2018

Technological commitment

The mission of the UOC's Technology teams is to build a cutting-edge technological model which adds value to the University's teaching, research and management activities. More specifically, the UOC's technological commitment also involves ensuring sustainability, and the efficiency and reliability of IT information systems, as well as they accessibility; disseminating and transferring knowledge and technology; and, lastly, developing a relationship with users based on transparency and trust. The process of developing and integrating technological tools is based on established standards in the field of education, especially those promoted by the IMS Global Learning Consortium.

The results obtained by the Information Systems Master Plan (ISMP) were reviewed during the second half of 2017, presenting the benefits brought by the Plan from its implementation in September 2014 to June 2017. The review shows a coverage rate of **56%** of the actions defined initially in the ISMP and, as at June 2017, the level of implementation of the planned activities stood at 89%.

On 7 May 2018, the Executive Board approved the revision of the ISMP, which extended the Plan's initial term to 2020 and created an ICT corporate governance committee, called ICT Monitoring Committee. This Committee's primary goal is focusing ICT activities on capturing value and establishing a relationship of trust and transparency between the management areas, the faculties and research centres, and Technology.

9 mobile apps distributed free of charge by the UOC

7,314 maximum number of concurrent logins

2017/2018
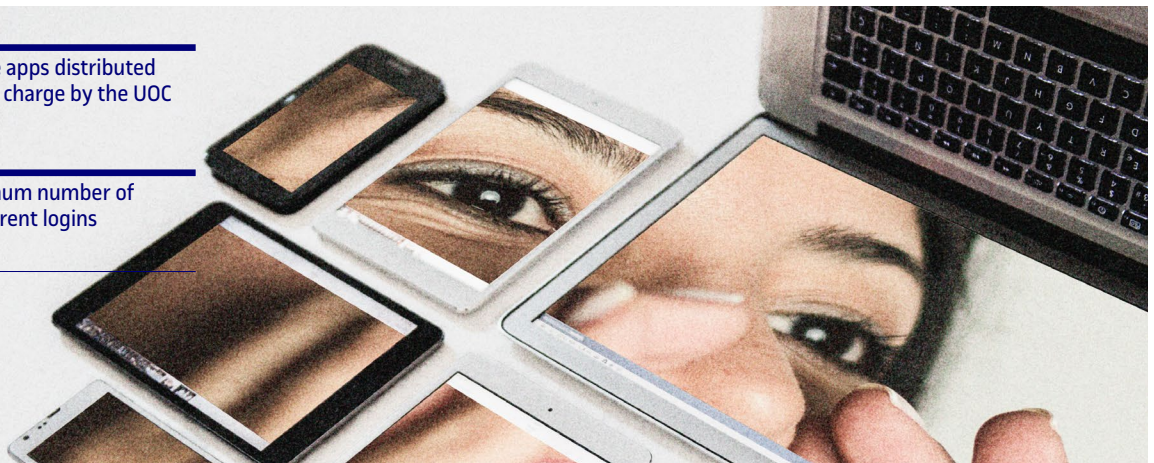
U6

UOC Corporate: we design learning solutions adapted to the real challenges facing companies

UOC Corporate's mission is to mentor companies in the development of their employees, enabling them to meet the business challenges they are facing.

Its vision is to be the preferred partner of companies that seek innovative learning solutions for their professionals.

We design learning solutions for companies:

With a cutting-edge methodology that generates maximum impact and efficiency in each context. Combining online training, collaborative learning initiatives and on-site activities.

Delivered with standards of the utmost excellence by our network of UOC, client and external experts.

Using value-added resources, with new, useful and relevant content. Prepared by experts in the business world. With innovative formats that create unique learning experiences.

Backed by a UOC accreditation as international leader in technology-intensive learning.

A total of 2,443 students received training at UOC Corporate in 2018.

07

People

People

The UOC sees itself as an organization committed to people's development. This implies the intention to play, ethically and responsibly, the role of progress and well-being agents in society.
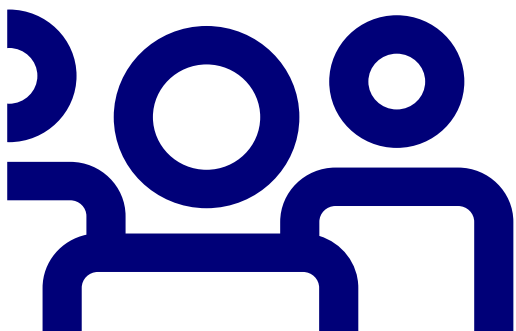
General data for the UOC-employed staff within the UOC community: administrative staff, teaching staff and research staff.

558 (55.03%)
administrative staff

290 (28.60%)
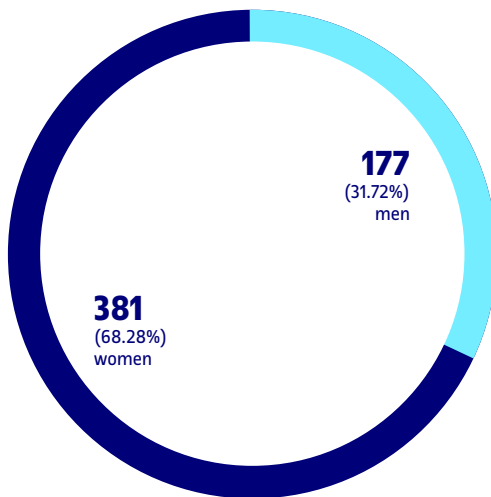teaching staff

166 (16.37%)
research staff

Total
1,014

2017 | Figures for the calendar year.

Administrative staff

558
Total

Administrative staff by sex

177
(31.72%)
men

381
(68.28%)
women

Administrative staff by age

360
(64.51%)
40 and over

4 (0.72%)
under 26

18 (3.23%)
from 26 to 29

74 (13.26%)
from 30 to 34

102 (18.28%)
from 35 to 39
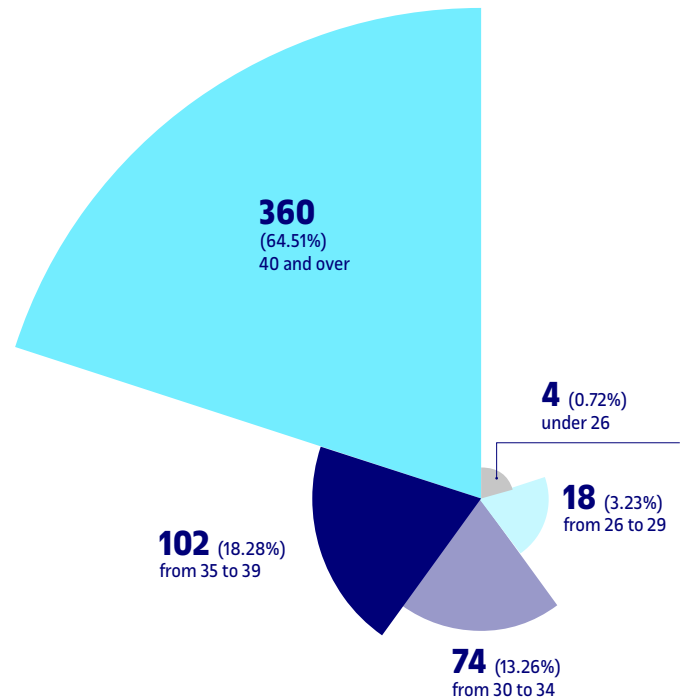
UOC
teaching staff

290
Total

UOC teaching staff by sex

144
(49.65%)
men

146
(50.35%)
women
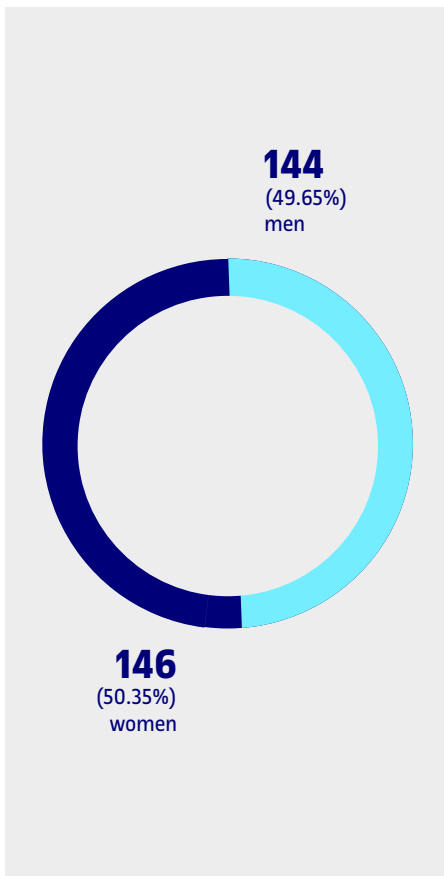
UOC teaching staff by age group

2 (0.68%)

17 (5.87%)

47 (16.21%)

224 (77.24%)
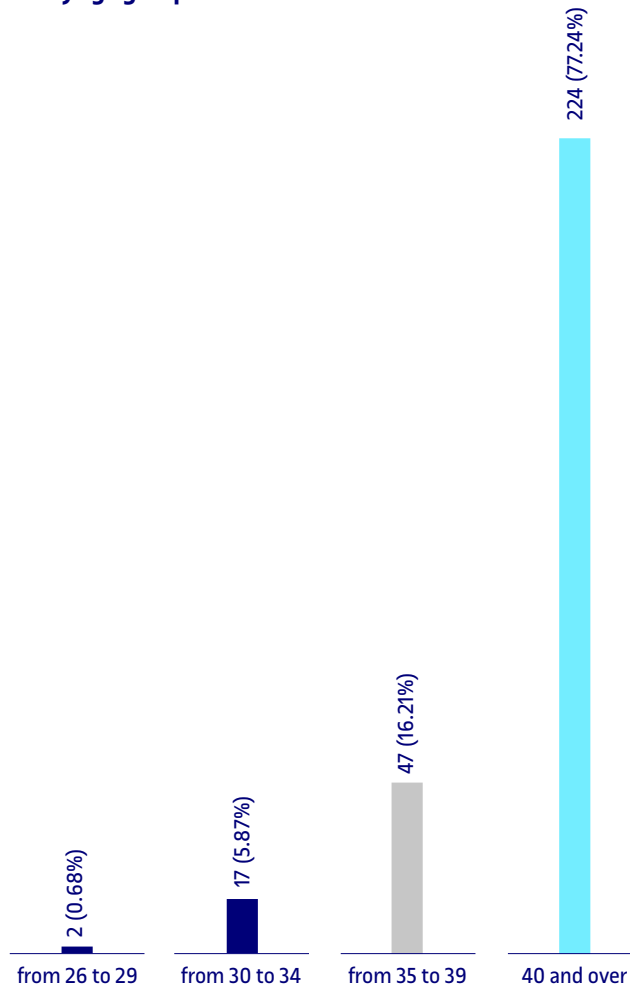
from 26 to 29   from 30 to 34   from 35 to 39   40 and over

Internal communication campaign "Let's share UOC values!"

Commitment, Respect, Transparency, Professionalism and Sustainability

A series of values
youtu.be/aWvmaN4_mHY

The primary goal of the internal communication actions carried out during the 2017/2018 academic year, as defined in the Strategic Plan, is to support and empower the transition toward a new organizational culture.

Specifically, an internal communication campaign was developed and put in place to take the UOC's values to the University's employees. The campaign was called "Let's share UOC values!" and its central pillar was the viewpoint, attributes and personality of the University's new brand, which was updated at the end of 2016. It involved three actions: a web series featuring the University's employees, a corporate calendar and table mats, accompanied by news, interviews, posters, videos, etc.

The overall rating of the campaign was positive. In an internal survey performed among the UOC's employees, 60% said that the campaign helped them internalize and understand the UOC's values better and 80% thought that they could now explain them better.

U8

Awards and accolades

Jaume Vicens Vives Distinction

The Government of Catalonia awarded the Jaume Vicens Vives Distinction for university teaching quality to Teresa Sancho, professor at the UOC's Faculty of Computer Science, Multimedia and Telecommunications, for her teaching career in mathematics, her pursuit of constant improvement in planning and creating online learning resources for mathematics courses, and her use of learning analytics.

The European Commission's Human Resources Strategy for Researchers (HRS4R)

The European Commission awarded the UOC the Human Resources Strategy for Researchers (HRS4R) "HR Excellence in Research" insignia. This quality seal acknowledges the ability to attract talent, generate a favourable work atmosphere, foster research and build researchers' careers within a European framework.

IND+I Science Prize

Carlos Cámara Menoyo, a researcher with the Urban Transformation and Global Change Laboratory (TURBA Lab) research group and a UOC doctoral student, received the IND+I Science Prize for metropolitan innovation policies, awarded by the Barcelona Metropolitan Strategic Plan (PEMB).

Transform Awards Europe

The UOC won four awards at the Transform Awards Europe: Gold for the Best Internal Communication, Silver for the Best Use of Audio Branding, Bronze for the Best Brand Architecture, and Highly Commended for the Best Visual Identity in the Education Sector. These awards recognize excellence and innovation in the creation and renewal of brands across Europe.

Crítica Serra d'Or prize for research

Marc Gil, professor at the Faculty of Arts and Humanities, was awarded the Crítica Serra d'Or prize in the humanities research category for his doctoral thesis *Barcelona al servei del Nuevo Estado. Depuració a l'Ajuntament durant el primer franquisme* (Barcelona at the service of the New State. Purges in the City Hall during the early years of the Franco regime).

Awards and accolades

2nd Best Demo Award at IEEE Sensors

Pere Tuset-Peiró, a lecturer with the Faculty of Computer Science, Multimedia and Telecommunications and director of the Master's Degree in Industry 4.0; Xavier Vilajosana, principal investigator of the WiNe (Wireless Networks) group; and Alda Xhafa, a researcher with the same group, received the 2nd Best Demo Award at the IEEE Sensors conference.

David Edge Prize

Israel Rodríguez-Giralt, coordinator of the CareNet (IN3, UOC) research group, was awarded the prestigious David Edge Prize by the Society for Social Studies of Science (4S), for his article "Healing, knowing, enduring: Care and politics in damaged worlds".

HIMSS Future50

Manuel Armayones, professor at the Faculty of Psychology and Education Sciences and Development Director at the eHealth Center, was named by HIMSS Europe as one of the fifty leading European figures in health and new technologies.

Prize for the best lecture on software engineering in society at ICSE 2018

Javier Luis Cánovas and Jordi Cabot, researchers at the SOM Research Lab, won the prize for the best lecture on software engineering in society at the ICSE 2018 international conference for their lecture "The Role of Foundations in Open Source Projects".

Inforsid prize for the best doctoral thesis

Gwendal Daniel received the prize for the best doctoral thesis awarded by Inforsid, the French information systems association. A postdoctoral trainee at the SOM Research Lab, one of IN3's research groups, Daniel submitted the thesis on software modelling, supervised by Jordi Cabot, the research group's director.

Ramon Molinas prize for the best social impact project

The researcher Maria Rodó de Zárate, from the Gender and ICT (GENTIC) research group, received the prize awarded by the Ramon Molinas Foundation for the Relief Maps project, which gives visibility to social inequalities.

Award for the best paper at the ISCLO

Beatriz Sora, professor at the Faculty of Psychology and Education Sciences, received the award for the best paper presented at the 6th International Seminar & Conference on Learning Organization (ISCLO).

Twelve UOC students prepare their theses in companies under the Industrial Doctorates Plan

Twelve UOC doctoral students (2017/2018 academic year) prepared their theses in companies thanks to the Industrial Doctorates Plan promoted by the Government of Catalonia. The aim of this programme is to foster the Catalan industrial fabric's competitiveness and internationalization and attract and retain talent by enabling doctoral students to undertake R&I projects in a company.

U9

Financial
summary

Financial results 2017

Total revenues in 2017 amounted to 110,574,149 euros, an increase of 1.7% with respect to the budget initially approved and 10.7% above revenues in 2016. This growth is basically due to the growth in enrolments in all the product lines.

Summary of revenues

Enrolment	72,894
Programme agreement: current grant	25,232
Other revenues	6,173
Total revenues	**104,299**

Commitments charged to 2013 budget	129
Commitments charged to 2014 budget	188
Total revenues + commitments	**104,616**

Capital grants taken to income in the year	5,958

Total	**110,574**

In thousands of euros.

- Enrolment
- Programme agreement: current grant
- Other revenues

6.2 M€

25.2 M€

2017

104,2 M€

Total revenues from enrolments + programme contract + others

72.9 M€
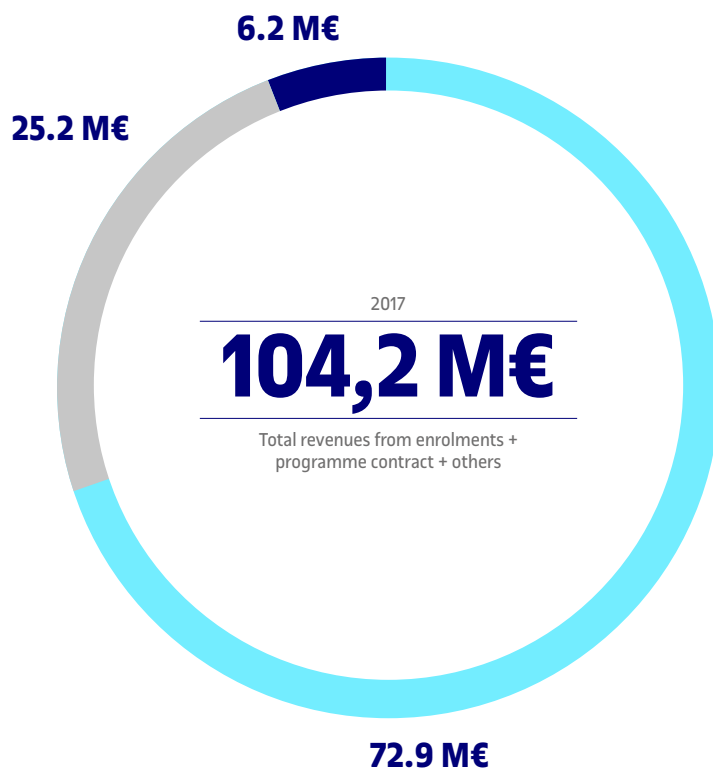
Summary
of expenses

Variable expenses	29,363
Structural staff costs	37,862
Other expenses	37,308
Total expenses	**104,533**

Loan repayments	5,958
Repayments GEC, SA	167
Depreciation of goodwill	614
Divestments GEC, SA	0
Total expenses + depreciation + repayments + divestments	**6,738**

Total	**111,272**

In thousands of euros.

- ◼ Variable expenses
- ◼ Structural staff costs
- ◼ Other expenses

37.3 M€

29.4 M€

2017
104,6 M€
Total expenses

37.9 M€
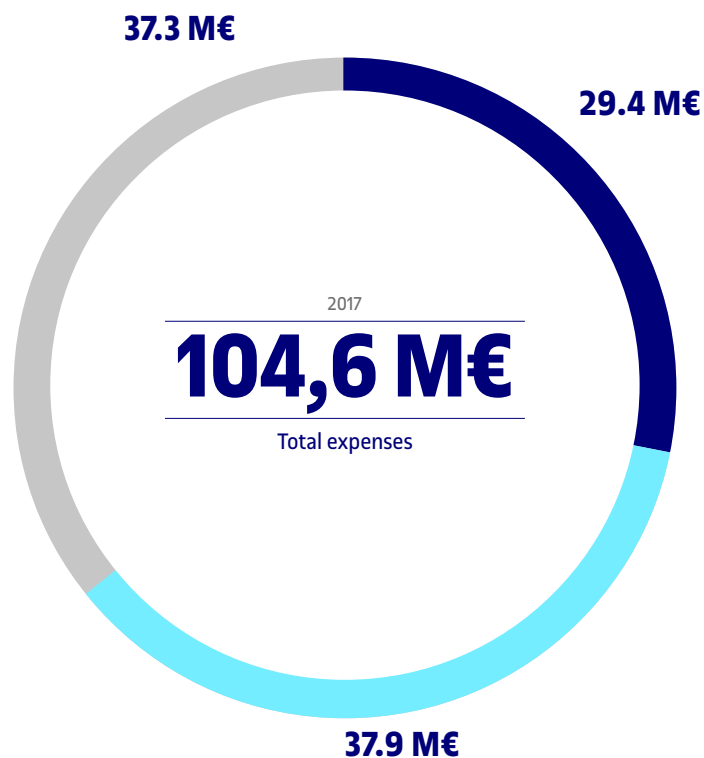
Financial results 2017

Investment

Investment financing	
Programme agreement: Capital subsidy	4,547
Other funding	44
Commitments charged to previous years' budgets	0
Total funding of investments	**4,591**

Breakdown of investments	
Learning resources	2,445
Technology investments	3,563
Other investments	856
Total	**6,864**

In thousands of euros.

- ■ Learning resources
- ■ Technology investments
- ■ Other investments

0.8 M€

2.5 M€

2017

6,9 M€

Total investment

3.6 M€
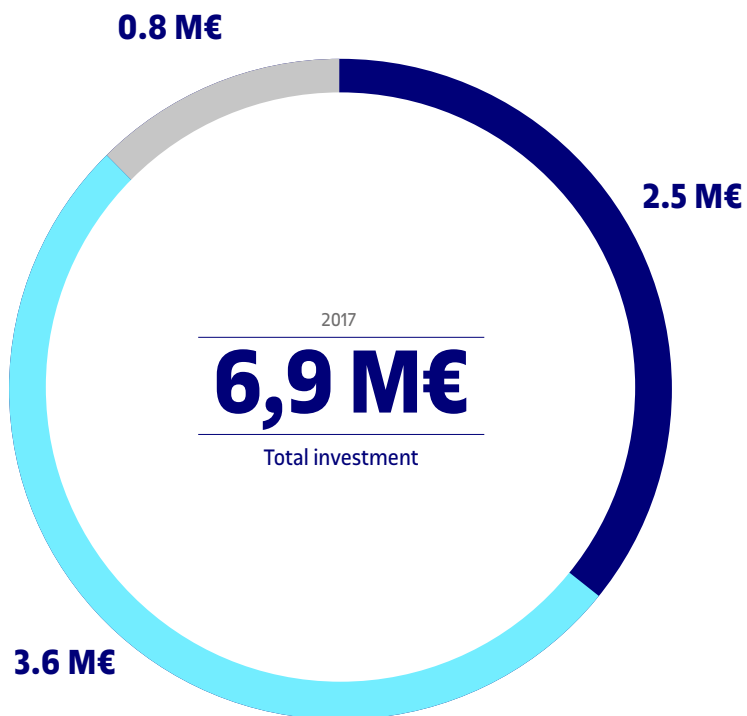
Budget for 2018

This page gives the value of the main budget items in 2018 and their variation with respect to the 2017 budget.

FUOC budget for 2018

—	**114,271**	**Expenditure 2018** (3% variation with respect to 2017)
↓↑	**7,038**	**Investment 2018** (2% variation with respect to 2017)
+	**114,271**	**Revenue 2018** (3% variation with respect to 2017)

Figures in thousands of euros

10

Executive
Board

As at 31 August 2018, 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

Pastora Martínez

Vice President for Globalization and Cooperation

Carles Sigalés

Vice President for Teaching and Learning

Pere Fabra

General Secretary