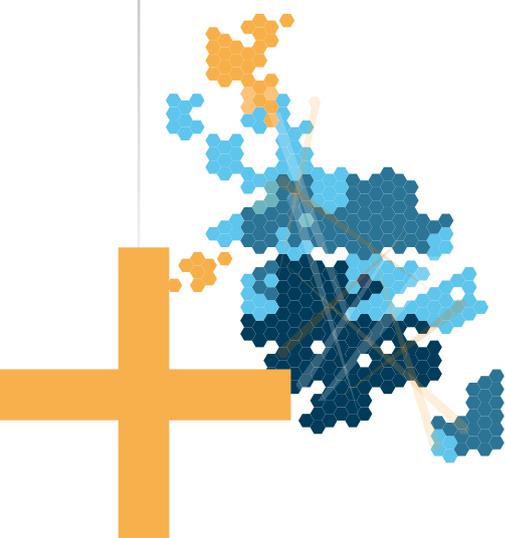


UOC 2005-2012
**MORE UNIVERSITY,
MORE OPEN,
MORE CONNECTED**





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INTRODUCTION

This **stocktaking document** offers an executive summary of the past **seven years** of the institution, and a glance at the **progress made under the leadership of president Imma Tubella**.

Today, the **UOC** is the **second university** with the highest number of **students** enrolled (almost **61,000**) and an **international leader** in online learning. It has **256 UOC lecturers** and over **3,300 collaborating lecturers**, over **38,300 graduates** and a community of over **100,000 people**. Beyond these figures, which testify to our impact on society and our commitment to the dissemination, exchange and generation of knowledge, the UOC is **leader in learning technologies, e-learning** research and the **information and knowledge society**, and it is an economically **sustainable** institution.

It is also a **university that is more open and more connected**. We have opened up to the world and taken firm steps towards **internationalization**, creating the global campus, becoming members of and increasing our presence in over 30 international networks, and creating the International Graduate Institute, which attracts students from around the world. We have become even closer to **society** and are committed to its **development**. In this regard, we have trained **47,000 unemployed people**; we have created the **UOC Business School**, aimed at small, medium and micro businesses; we have launched a citizen's challenge (**UOC&Plugged**) to promote projects with innovative ideas that help to build a better world; we have opened a **School of Languages**, aware of the need to train people in different languages so that they can enter the global labour market, and a **School for Cooperation** as a token of our commitment to a more just and caring world; and we have established multiple **alliances** with other institutions.



During this period, we have also changed our **governance**, monitored the **quality** of our programmes, promoted **work-life balance** measures, such as eWork and other social policies, reduced complaints and response time of the Service for UOC Students, put our lecturers on a par with others in the Catalan university system, substantially increased the number of collaborating and senior lecturers, had more **researchers** and **scientific output** than ever, become world leaders in **educational technology**, and significantly increased graduate and student numbers.

We have also improved the organization and operation of the University, started accreditation and ongoing development programmes for our **teaching staff**, adapted our programmes to the European Higher Education Area, encouraged **innovation** in the learning process, made a commitment to promote **research**, adapted the **Virtual Campus** to new technological developments, increased our **social dimension** and international outreach, and reorganized the UOC's business group to make it more **efficient**.

Seven years later, the results are fully satisfactory, as corroborated by the data included in this document. Despite the crisis, the UOC has established itself over the years as a pioneering and prestigious university.

01.

MORE UNIVERSITY: MORE QUALITY



MORE

“The UOC has made a qualitative leap in terms of its technology, teaching staff, range of courses and educational model, which has established it as a global leader in high-quality e-learning”.

The UOC has grown in number (from 40,716 students in 2005-2006 to 60,096 in 2011-2012), but above all in quality. In the past seven years, more and better lecturers have joined us, a new virtual campus and educational resources with the latest technology have been set up and we have increased the number of courses offered to better adapt them to the needs of society. With its commitment to becoming a pioneering university, it has become established as a world leader in e-learning and gained an excellent position for the future.



INDICATORS

MORE AND BETTER LECTURERS

- » In the past seven years, the UOC has transformed its teaching staff:
 - » It has gone from having **139 UOC lecturers** in 2005 to **256** in 2012 and from **1,969 collaborating lecturers to 3,378**.
 - » In 2005, 50% of UOC lecturers were doctors and 37.5% were accredited. Now, **73% are doctors** and **68.5% are accredited** by the Quality Assurance Agency for the University System in Catalonia (AQU).
 - » Since 2009, it has had a **Council of Chairs** that governs who can become a professor at the institution. **Seven professors** currently serve on the Council.
 - » It has reviewed the **teaching staff** policy to define academic activities (teaching, research, transfer), positions and levels, access and professional career (merits, external accreditation, assessment process, etc.).

LEADERS IN EDUCATIONAL TECHNOLOGY

- » The UOC has positioned itself as a **global leader in educational technology** thanks to an innovative educational model and cutting-edge technological resources. It has received several awards for its leadership, including:
 - » IMS Award for the best e-learning solution for mobiles by MyWay (2008).
 - » New Media Consortium Award for success in education technology (2009).
 - » Case study of good practice by Gartner International, which recognizes the technological developments led by the UOC (2011).



- » The **new Virtual Campus** (2009) is adapted to new technological developments and the current needs of society: it is customizable, based on free software and accessible from any mobile device. It has been equipped with a stable technology infrastructure that ensures the proper functioning of a campus that serves some three million users per year.
- » Since 2011, the UOC has been equipped with a **Mobile Campus** that is adapted to tablets and smartphones and enables users to carry “the University in their pocket”. Educational materials have also been adapted to make them visible and accessible on any device (MyWay) and **applications have been created for mobile devices** such as iPads.
- » The UOC has also led a collaborative interuniversity project to develop tools to ensure the interoperability of the various virtual campuses.

NEW EDUCATIONAL MODEL

- » Since 2009, the UOC has developed its educational model to make it more flexible and innovative, with a focus on **learning activities**. Three elements revolve around this model: **resources** (content, spaces and tools for learning), **support** (permanent orientation for lecturers) and **collaboration** (communication, participation, projects). It is based on the most advanced technological resources: social tools (networks, wikis and blogs), multimedia, video chat and 3D virtual environments, among others

MORE COURSES AND MORE QUALITY

- » Every year, the UOC expands its range of courses to adapt it to the needs of society:
 - » Today it offers **15 degrees, eight 2nd-cycle degrees, 24 university master’s degrees, 32 master’s degrees** and some **100 postgraduate degrees**. During the 2005-2006 academic year, it offered only 19 diplomas.
 - » In addition, with the creation of the **Studies in Health Sciences** (2010), the UOC has grown from having six areas of knowledge (Information and Communication Sciences; Law and Political Science; Psychology and Educational Sciences; Arts and Humanities; IT, Multimedia and Telecommunications; Economics and Business) to seven.
 - » The **International Postgraduate Institute** was founded in 2007 to provide customized continuing postgraduate education, featuring a multilingual and international range of courses. It currently offers more than 70 programmes in 17 knowledge areas.
 - » It also established the **School of Languages** (2009), with more than 2,500 students enrolled, and the **Business School** (2011), from which 400 entrepreneurs have graduated so far.
- » In recent years, the UOC has also adapted its range of courses to the **European Higher Education Area**.
- » The UOC has assessed all of its degrees through the AQU and designed an internal quality assurance system (IQAS) to pursue continuous improvement.



- » Over 86% of graduates express a high or very high degree of satisfaction with the UOC (2011 survey). Almost 95% would choose the UOC again.

IMPROVING STUDENT SERVICES

- » The UOC has **strengthened the Service for UOC Students** (2010) and renewed the **Complaints Service** (2009) to improve the management of incidents. It has also opened a new channel of communication via **Twitter**, a specific complaint service for students on postgraduate and open programme courses and a **new space for questions and answers** to collectively respond to doubts.
- » The UOC now has an **Ombudsman** (2009) to defend the rights and freedoms of the UOC community. Since its inception, the number of complaints has dropped by 36.7% and those solved favourably have risen by 25%.
- » The total number of **complaints received** per year has fallen by 25% compared to 2005, despite the significant increase in student enrolment figures.
- » In the past six years, the **response time** to queries addressed to the University by students has more than halved from an average of 5.7 days to 1.4. The response time to complaints has decreased from 5 to 2.4 days.

02.

MORE UNIVERSITY: MORE RESEARCH



MORE

“The UOC has increased its scientific output by 42% in seven years and currently has 400 researchers, two centres and over 40 research groups”.

Turning research into one of the cornerstones of the UOC has been a priority during the 2005-2012 period. In seven years, the UOC has consolidated its research centre on the network society and knowledge economy (IN3), created the eLearn Center, grown to reach a total of 400 researchers and 41 research groups and increased its scientific output by 42%.



INDICATORS

GLOBAL DATA

- » In the past seven years, the UOC has grown from 29 **research groups** to **41** (14 recognized by the Catalan government since 2009), hires **400 researchers** and has gone from offering one doctoral programme to three (a doctoral degree in Education and ICT (e-learning); a doctoral degree in Information and Knowledge Society; and a doctoral degree in Information and Network Technology).
- » The UOC management staff members who carry out R&D projects have raised €1.8 million in three years.
- » The UOC's **scientific output** (articles, books, chapters, contributions to conferences, etc.) has increased by 42% from 2006 to 2011. The number of scientific articles published has increased by 140% (from 88 to 211, of which 140 were in English).
- » Research has also grown in **quality**. The percentage of articles published in leading journals (including the ISI Web of Knowledge) has increased by 350% from 12 to 43 articles with ISI classification. And whereas the UOC's scientific output received only 11 citations in 2005, in 2011 it received a total of 214.
- » Between 2006 and 2012, the UOC has raised **€15.5 million for R&D projects**, 72.9% of which have come from competitive funds. Funding for competitive projects has increased by 101.86%.
- » European funding for competitive projects has risen from €193,574 in 2006 to €1,766,255, representing a 912.44% increase over the period. With the aim of bringing research closer to society, the UOC publishes eight scientific journals and has an open-access **institutional repository** (2010) featuring digital publications on research, teaching and management produced by the institution.



- » Between 2009 and 15 October 2012, €4,233,122 was raised for R&D projects by staff not affiliated to any research centre, 56.66% by teaching staff and the rest by management staff.
- » 56.61% of the funds raised by researchers not affiliated to research centres came from competitive funds.
- » In 2008, the UOC created the Research and Transfer Support Office (OSRT), which aims to promote the management, control and dissemination of research projects, ensure their development and drive knowledge transfer.
- » Since September 2009, the Media-TIC building in the @22 District hosts the UOC's research centres.

RESEARCH CENTRES:

IN3

- » Since 2005, the **Internet Interdisciplinary Institute (IN3)**, led by sociologist **Manuel Castells**, has become a centre of reference for research on the network society and knowledge economy.
- » The **scientific output** of the IN3 has grown in quantity and quality. In 2006 it published 59 articles, whereas in 2011 it published 92 (**a 56% increase**). In terms of quality, in recent years (2009-2012), one in two articles have been published in international high-impact journals. In 2006, the figure was one in six.
- » In the past seven years, the IN3 has published **510 articles**, 44% of them (224) in ISI journals (the most internationally prestigious). Productivity (articles per researcher) has also increased: each researcher currently publishes 17.6% more articles than in 2006 (average for 2007-2012).
- » Since 2006, the IN3 research team has increased by 27.8% (27 more people).
- » In the 2006-2012 period, the IN3 has attracted funding for research projects worth **€5,617,514**. In addition, while 6 out of 10 euros in funding came from direct awards in 2006, in the past two years all funding has come from open competitive calls.
- » Until 2005, three theses had been defended within the **doctoral** programme on Information and Knowledge Society (IN3), whereas 53 have been defended in the past seven years.

eLearn Center

- » Since 2009, the UOC has had a second research centre: the **eLearn Center**, specializing in innovation, training and research in e-learning. Its aim is to meet the needs and demands of virtual education, promote innovative learning models and methodologies and **improve the quality** of virtual training.
- » To date, the eLC has raised €1.2 million for R&D projects. From 2009 to 2011, the number of scientific articles increased by 212% (from 17 to 53).
- » Nine **research groups** and more than 250 professionals form the eLC community, which is open to new members, projects and companies.
- » The eLearn Center develops the doctoral programme in Education and ICT and the master's degree in Education and ICT.

03.

MORE UNIVERSITY: MORE SUSTAINABLE



MORE

“The UOC is now a university with more resources, less debt and less dependence on the public administration”.

The effort to contain its budget, improve productivity, increase revenue and streamline the business group has enabled the UOC to clean up its accounts in the past seven years. Today, in the midst of the crisis, it has achieved a balanced budget and economic sustainability is guaranteed.



INDICATORS

- » The UOC's **income** has risen by 72.7% since 2005. In the past five years, it has grown by an average of 6% each year.
- » In seven years, the UOC has reduced its **debt** by 83.2%, from -37.5 (2005) to -6.3 million euros (2012).
- » To clean up its accounts and respond to the crisis, the UOC has practised **budgetary restraint**. In 2012, the budget has been reduced by 5.6% to accommodate the drop in revenue from the Catalan government (a drop of nearly €2 million).
- » Year after year, dependence on **public subsidies** has decreased: if in 2005 more than 37% of revenue came from the government, this figure has dropped to 29.8%.
- » The UOC has simplified its **business group** through strategic, efficient and effective criteria:
 - » The group has gone from having a global loss of €2.3 million (2005) to profits of €0.9 million (2012).
 - » Following the rationalization process, the UOC group is formed by Editorial UOC, Eureka Media (training and communication materials), and EducaciOnline (online training).
- » The **productivity** of UOC staff increased by 31.5% in the 2005-2011 period.
- » By cleaning up its accounts, in the past seven years the UOC has increased **investments** by 59% (focused on the improvement of computer applications and teaching modules).

04.

MORE UNIVERSITY: MORE ORGANIZATIONAL EFFECTIVENESS



MORE

“The UOC gains a better governance system and a simpler and more transverse structure, implements a work culture based on objectives and establishes its first collective agreement”.

The UOC has improved its organization and functioning, especially in terms of services to students. To do so, it has implemented a new organizational culture – focused on achieving goals and outcomes – that pursues efficiency, effectiveness and innovation. In the past seven years, these changes have resulted in a new internal organization, a new governance structure, the signing of the first collective agreement and a new strategic plan.



INDICATORS

- » The UOC has redesigned its **internal organization** to make it simpler and more transverse and bring it in line with its strategic objectives. It has changed the composition of several **governing bodies**, such as the Board (on which the Catalan government no longer has a majority) and the Board of Governors, incorporated a Council of Professors (2009) and a Student Council (2011), and redefined its coordination mechanisms. The new statutes (2010) also limit a president’s term to seven years and regulate the election process.
- » The UOC’s actions are guided by the **Strategic Plan 2010-2014**, which prioritizes objectives such as quality education, research, innovation and global outreach. Two years after it was approved, it is estimated that the degree of compliance has been 80%.
- » The UOC has signed its first collective agreement (2012), which consolidates and improves benefits for workers, increases organizational flexibility, extends work-life balance policies and establishes eWork conditions, among others.
- » The UOC has received the Flexible Company Award (2007) for its **work-life balance** policies. The University has continued to make progress in this area with actions including the “A-prop” programme and the spread of eWork for up to 20% of the workday.
- » Since 2006, the UOC has promoted innovation among staff by means of strategic projects (m-UOC and Open Apps) and periodic calls (Aplica) that encourage impact projects for innovation in teaching or management. Over the past seven years, a total of 900 people have taken part in such projects.
- » The UOC has approved its first Code of Ethics and Values (2009), with which it assumes a set of values, principles and standards that should inspire the conduct of all its members.



INDICATORS

- » In 2011, the UOC established a Plan for Equal Opportunities between Women and Men, with actions to build awareness of inequalities, promote career advancement among women and achieve a balanced representation on governing bodies.
- » To ensure the professional **development** of UOC staff, over 600 training events have been organised every year (with more than one thousand participants).
- » With regard to health and safety, the UOC is the first university to receive the OSHSAS 18.001:2007 certificate (2010). In addition, an assessment of psychosocial risks was conducted and actions were launched to minimize these risk, a medical alert system was established (2012) and a security system for people and heritage was installed (2010). Participation in health activities increased by an average of 56% (with 283 participants).

05.

MORE OPEN: MORE INTERNATIONAL



MORE

“The UOC is committed to internationalization: it has created a multilingual campus, tripled enrolment of foreign students, adhered to international networks and collaborated with institutions around the world”.

Internationalization is a strategic area for the UOC and represents the greatest challenge for the future. In the past seven years, it has advanced decisively towards its goal by creating a Global Campus (with courses offered in English and French) and an International Graduate Institute, and forming a network of international alliances (it has joined 27 university networks and signed agreements with 133 foreign institutions).



INDICATORS

- » The UOC has virtually **tripled the enrolment of foreign students**, from 403 in 2005-2006 to 1014 in 2011-2012. Nearly one thousand students (986) received customized training at the UOC from outside Spain. With a view to strengthening internationalization and attracting talent, the UOC has also tripled the number of foreign lecturers (9 to 32).
- » In the past seven years, over **9,000** international students have enrolled and **4,035** people have received customized training from abroad.
- » The UOC launched the **Global Campus** (2009) to progressively offer a range of multilingual courses and advance in the internationalization process. The Global Campus currently offers 18 programmes in English and 5 in French.
- » In 2007, the UOC opened the **International Graduate Institute**, created with the goal of becoming a leader in continuing education and postgraduate and customized distance learning, with a multilingual range of courses and an international calling. It offers programmes in Catalan, Spanish, English, French and Portuguese, among other languages.
- » In the past seven years, the UOC has strengthened its **international alliances** by joining 27 international networks (it belonged to seven networks until 2006) and signing 133 agreements with foreign institutions, including UNESCO, FAO, Red Cross, UNDP, AUF and France Telecom.
- » The UOC has been recognized internationally with **nine awards** over the past seven years:
 - » The Centre of Excellence Award (from the New Media Consortium) (2009); three Learning Impact Awards (from IMS Global Consortium) (2008, 2009 and 2011); a Digital Innovation Award in the category of projects by universities and institutions (from the Internet Global Congress) (2010). It has also received four intrinsic acknowledgements through the presentation of the UOC as a case study by the Institutional Management in Higher Education (IMHE, of the OECD) (2011), Gartner (2011), GSMA (2011) and EADTU (2011).



INDICATORS

- » The Icària UPF-UOC project was rated a **Campus of International Excellence** (2010) in a call from the Ministry of Education that aims to place Spanish universities of excellence among the best in Europe and promote international recognition.
- » Since 2011, the UOC has been part of the **Erasmus** programme, which facilitates the mobility of European students between different universities.

06.

MORE CONNECTED: MORE ENGAGED



MORE

“The UOC is expanding its social commitment by collaborating with companies and entrepreneurs, improving training for the unemployed and training experts in cooperation”.

The UOC is now a university that is more connected to society and more committed to its development. This is demonstrated through the business collaboration network, efforts to promote education among the unemployed and encourage innovation, and initiatives led by the Campus for Peace to contribute to the development of poorer countries. The collaboration between universities and society is always necessary, but at a time of crisis like this it becomes essential.



INDICATORS

- » The UOC has created a **business collaboration** network that now has 280 members. Since 2006, it has worked in cooperation with the business sector to improve business competitiveness.
- » The **UOC-SOC e-training** programme has provided training for 47,000 unemployed people (2011-2012 academic year). It was created in 2009 to provide flexible, high-quality continuing training for unemployed workers and facilitate their entry into a job market that is increasingly demanding and competitive.
- » In 2011, the UOC created a line of short programmes called “**Ocupa’t**”, which focused on promoting the labour market integration of people with employability problems.
- » To promote innovation and entrepreneurship, the UOC has launched **UOC&Plugged**, an ideas competition in which participants are invited to rethink society. This year, a total of **3,000 people** took part directly or indirectly in the dynamics of the competition, **720 ideas** were presented, 95,000 votes were cast and the **website received 138,000 visits**. The eight winners will receive a UOC master’s degree beginning in February 2013 and 32 finalists will be awarded a specialization course (**training valued at €80,000**).
- » With a mission to **transfer knowledge** to society, the UOC approved an open-access institutional mandate in 2010 that is the least restrictive in all of Spain.
- » The University has created an institutional repository (2010) in which it publishes research, teaching and institutional papers with **open access**. Another example of open knowledge is **Open Apps**, where the UOC publishes applications and experiences in teaching with a view to sharing them with other institutions and users.



INDICATORS

- » In the past seven years, the University has expanded its **regional network** with eight new UOC points and seven new centres. It has also connected with society through **social networks**: it currently has 38 channels and 20,600 followers on Twitter, more than 13,000 fans on Facebook, 1.1 million YouTube video views and 2,900 members on LinkedIn.
- » To maintain contact with graduates, the University created **UOC-Alumni** (2008). Its goal is to support its 38,300 graduates in three areas: knowledge and continuing education, professional development, and networking.
- » The social commitment of the UOC is also materialized in the **Campus for Peace**, created to contribute to peace, solidarity, development and sustainability. **The School for Cooperation**, which channels its courses, has 3,702 students and offers 93 courses and 50 official studies. The UOC also has the **FCB-UOC UNESCO Chair** (2010), which views sports as a tool for social coexistence and conflict resolution, and **KIOSC**, an open content portal for cooperation.
- » The UOC has also invested efforts in **accessibility** (more resources, new learning platform, the creation of the **Strategic Accessibility Committee**, the implementation of a specific programme and annual action plans), and today it is the Catalan university with the highest number of enrolled students with disabilities (351 in 2005-2006 and 647 in 2010-2011).
- » In 2012, UOC was a finalist in the Telefónica Ability Awards for developing products and services aimed at people with disabilities and for garnering the satisfaction and loyalty of this group. As a result, it is now considered an “Ability company and organization”.