

UoC

Culture Plan 2025-2027

A first roadmap for open,
critical and shared cultur_e

Universitat Oberta
de Catalunya



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«When looking to the future, we envision universities without walls; these are universities that are open and engaged in society while retaining their core values. All of Europe's universities will be responsible, autonomous and free, with different institutional profiles, but united in their missions of learning and teaching, research, innovation and culture in service to society»

Universities without walls. A vision for 2030 
(European University Association, 2021)



«La universitat ha de participar en la construcció de la vida cultural i, en fer-ho, pot jugar un paper molt significatiu respecte als reptes de la cultura contemporània»

«Universities must participate in the construction of cultural life and, in doing so, can play a very significant role in addressing the challenges of contemporary culture»

Charter for universities and culture
(Xarxa Vives d'Universitats, 2021)



«Una universidad que se quiera posicionar como agente cultural tiene que ser un lugar para la conversación, el encuentro y la interlocución entre lenguajes y modos de ver y estar en el mundo»

«A university that aims to position itself as an agent of culture must be a forum for conversations, meetings and discussions between languages and different ways of seeing and being in this world»

Marina Garcés
(Closing keynote at the Foro I+D+C Universidad y Cultura, 2023)

From an anthropological perspective, culture is an intrinsic part of universities, alongside teaching, research and innovation. Universities are, at their core, institutions that create knowledge and meaning. However, as González and Ariño (2020) point out, few indicators and strategic plans in the university sphere recognize culture as a university function.

Culture sparks imagination and creativity, and invites us to ask thoughtful questions about contemporary challenges, prompting critical and reflective thinking. At the same time, cultural experiences can encourage people to come together, engage in dialogue and build community bonds. And in the same vein, the UOC's mission and vision state that universities should aim to achieve greater social impact by acting as hubs that share knowledge throughout society.

On 13 April 2023, the UOC entered a new era with the inauguration of its latest rector, Àngels Fitó, whose term of office is guided by three principles: evolution, alliances and social impact. Speaking at her investiture, Fitó highlighted the four cardinal points that the European University Association identifies as key elements of its agenda for 2030: research, teaching, innovation and culture. She stressed that “they have been a major part of the University's 27-year history. More explicitly so in the case of the first three, but more implicitly in the case of culture, which we are incorporating into the University's mission during this term.”

In this context, the Office of the Vice Rector for Alliances, Community and Culture, created under Àngels Fitó's leadership, pushed for the development of a culture plan to spotlight and organize the cultural activities carried out by faculties and research groups, administrative departments and other groups at the UOC. Making culture the institution's fourth pillar means laying the foundations of a transformative university culture policy that connects closely with society and the region. The subtitle, *A first roadmap for an open, critical and shared culture*, underlines its character as a living, evolving document.

Background

In September 2024, the Culture department set up a unit for Culture Projects, which, together with the department head, assumed responsibility for drafting and coordinating the plan for the 2025-2027 period. In keeping with the organization's culture, the process has been participatory. At various stages it has involved teaching and research staff, and from the outset the Permanent Board for Culture (a joint working group of academic and administrative staff) has monitored the project and taken an active part in its development. The Alliances, Community and Culture Committee – made up of the associate deans of all the faculties and the heads of the two departments reporting to the Office of the Vice Rector for Alliances, Community and Culture – approved the plan's strategy and content prior to its final validation by the Executive Board.

The process of analysing the current situation, identifying needs and defining strategic areas involved interviews with key figures at the University, meetings with the faculty deans and the director of the Doctoral School, and a survey sent to all teaching and research staff. The overarching aims were to:

- Identify ongoing projects, map specific proposals and prioritize interests
- Connect and relate the projects and proposals collected from the survey with other potential proposals from both inside and outside the University.
- Formulate the action plan and strategy of the Culture Plan taking different views and interests into account.

The 83 survey responses identified 97 ongoing projects and 118 proposals for action across various areas. The team also reviewed relevant documents and studies (listed below), which provided inspiration and guidance for the development of cultural policies.

The culture strategy is part of the UOC's Strategic Plan, incorporating the approaches of the Language Plan and taking into account other sector-specific plans currently in force or being prepared, such as the Gender Equality Plan, the Inclusion Plan, the Open Knowledge Action Plan, the Alliances Plan and the Community Plan.

On 24 July 2025, after it had been presented to the Student Council, the Alliances, Community and Culture Committee approved this first three-year Culture Plan and took responsibility for monitoring it. It is expected to be updated at the end of 2027 based on the experience gained, the results achieved and new needs identified at that time.

1.1. Mission

The plan defines the UOC's cultural mission as follows:

To defend and promote a broad, open concept of culture, which will become a strategic dimension of the university, ensuring its commitment to the Catalan language and multilingualism, and contributing to building a more critical, creative, responsible and fair society.

1.2. Visió

The plan defines the UOC's cultural vision as follows:

To construct a framework of strategic relationships and alliances, and undertake cultural activities that promote the dissemination of knowledge, the cultural experience of members of the UOC community and their connection with the social and cultural spheres.

To become a benchmark in the hybridization of the arts, science and technology, in accordance with its status as a digital and potentially ubiquitous university.

Like the UOC's other sector-specific plans, this plan has not been developed in isolation, but is part of two main frameworks: firstly, the regulatory framework that governs the education system in Spain, of which the UOC is a part; and, secondly, the strategic priorities of the new rector, which have guided the University's Strategic Plan 2026-2030 and its organizational activity.

To draft the plan, strategic documents from leading institutions in the field of cultural policies were studied and analysed, making it possible to establish a frame of reference that supports the definition of strategic lines and guides cultural endeavours.

2.1. Regulatory framework

At the national level, the first article of [Organic Law 11/1983, of 25 August, on university reform](#) [↗](#), already provided for the development of universities' cultural dimension through the creation of vice rectors' offices for university extension, cultural extension and cultural activities. Subsequently, [Organic Law 4/2007, of 12 April, amending Organic Law 6/2001, of 21 December, on universities](#) [↗](#), extended recognition of the role of culture in the university sphere, referring (in three articles) to the dissemination of knowledge through university extension and lifelong learning, to the transmission of culture as a university mission and to the conceptualization of university culture.

With regard to the UOC, the preamble to [Law 3/1995, of 6 April, on the recognition of the Universitat Oberta de Catalunya](#) [↗](#), mentions the need to provide cultural extension and lifelong learning activities, without establishing specific provisions. Section 5 of the [Statutes of the Fundació per a la Universitat Oberta de Catalunya](#) [↗](#), approved subsequently, establishes that for its fundamental purpose, higher education, the UOC is to carry out the following activities: creating, transmitting and disseminating culture; promoting critical thinking; enriching Catalonia's intellectual, cultural and scientific heritage; and incorporating the Catalan language in all areas of knowledge.

2.1. Regulatory framework

These aspects are also considered fundamental in [Law 1/2003, of 19 February, on universities in Catalonia](#) [↗](#).

Below is a summary of the main references to the cultural dimension in current university legislation:

- **[Law 1/2003, of 19 February, on universities in Catalonia](#)** [↗](#)

As noted above, the Catalan law on universities refers to the three cultural objectives included in the UOC's Statutes as fundamental objectives of Catalan universities. The law establishes that universities must contribute to reducing social and cultural inequalities (Art. 4) and stipulates that they must make the Catalan language and culture known to new students in order to facilitate their assimilation (Art. 35). It also states that the social council must promote the university's relations with its cultural environment (Art. 89).

- **[Organic Law 2/2023, of 22 March, on the university system](#)** [↗](#)

Substantial recognition of the role of culture in the university sphere did not come until the enactment of this law, which repealed the preceding organic laws. The law defines universities as havens of social justice, inclusion, opportunities and cultural freedom, which must support society through social, cultural, technological, environmental, scientific and institutional changes and challenges.

It also highlights universities as spaces for debate and critical reflection, where responses to these challenges can be explored, bridges and alliances forged with society, other universities and research centres, knowledge shared, and new ideas and tools developed. It thus positions universities as cultural agents of the highest order in the creation and dissemination of cultural thought.

The law also establishes that universities have a responsibility to protect, conserve and disseminate the heritage that they safeguard.

Article 2.2 includes several specific functions of universities related to culture, such as promoting the dissemination and


2.1. Regulatory framework

transfer of knowledge, supporting creation and thought, and educating citizens in democratic values. It also mentions the participation of the university community in third sector activities.

Both in the preamble and in the principles governing the above functions, the law makes explicit reference to fundamental values that should guide cultural activity: human rights, democratic memory, the promotion of equity and equality, sustainability, the fight against climate change and the [UN Sustainable Development Goals \(SDGs\)](#) .

Finally, Title VI of the law deals specifically with the social and cultural function of universities. It comprises five sections, four of which give culture a central role: social and territorial cohesion; culture at the university; the university and linguistic diversity; and the historical, artistic and cultural heritage of universities and libraries.

2.2. The UOC's strategic framework

The UOC's strategy is defined in a strategic plan and several sector-specific plans. The Culture Plan is anchored in the priorities and objectives of its Strategic Plan 2026-2030. The [Strategic Plan 2022-2025](#)  had already prioritized the need to turn our commitment to culture into action. It should be noted that the new Strategic Plan and some sector-specific plans were still in development when this Culture Plan was drawn up. Where possible, advance versions of these plans have been considered in order to align the Culture Plan with the UOC's overall strategy.

2.2. The UOC's strategic framework

2.2.1. The UOC's Strategic Plan 2026-2030

The new Strategic Plan includes two priorities with objectives linked to cultural activities and the generation and transfer of knowledge:

- **Priority 2. Conducting research with impact**

We foster organic research that generates and transfers useful knowledge to bring about social transformation.

> Objective 3. Strengthen links with organizations to create, exchange and disseminate knowledge.

- **Priority 5. Positioning a transformative UOC**

We aim to ensure that our University has a political impact, both locally and internationally, in order to transform education and society.

> Objective 2. Promote the active participation of the community in initiatives aimed at educational, social, cultural and institutional improvement.

2.2. The UOC's strategic framework

2.2.2. Sector-specific plans

The UOC's sector-specific plans that have the most direct impact on the Culture Plan are the Language Plan; the Equality, Diversity and Inclusion Plan; the Open Knowledge Action Plan; the Research Ecosystem Transformation Plan; the Alliances Plan; and the Community Plan. Below is a brief description of these plans and an explanation of how they are linked to the Culture Plan.

Language Plan 2025-2027 [↗](#)

Language is a core aspect of culture, in itself and as a vehicle for cultural expression. In line with the status of Catalan as the UOC's preferred institutional language, the Culture Plan recognizes the importance of ensuring this language is prioritized in all its activities in order to normalize its use.

However, multilingualism and multiculturalism are also hallmarks of the university sphere. One of the factors that sets the UOC apart from other universities is its internationalization, as community members can reside anywhere in the world. For this reason, the University's linguistic practices are regulated to take the diversity and global presence of its community into account: Catalan, the language of the UOC, holding official status; Spanish, also an official language; and English, the working language and *lingua franca* of the scientific and academic community.

Equality, Diversity and Inclusion Plan 2026-2029

The Equality, Diversity and Inclusion Plan 2026-2029 is the UOC's new framework for organizing and implementing policies for equity. It reflects the progress made in connection with the preceding Gender Equality Plan 2023-2025, and the needs arising from it. The key new feature of this plan is its focus on structural and intersectional inequalities relating to sexual orientation, cultural diversity and disability, in addition to efforts to address gender inequality. This methodology is a logical consequence of the realities and needs of

2.2. The UOC's strategic framework

such a diverse community as the UOC's, and also responds to the legal requirements of the organic law on the university system.

The Culture Plan adopts the multidimensional approach proposed by the Equality, Diversity and Inclusion Plan to avoid the perpetuation of structural bias and discrimination in cultural representations. Among other aspects, this involves mainstreaming the use of inclusive written and audiovisual language; promoting the perspective of equality and diversity across all cultural content and activities; and working towards full physical and digital accessibility for all in the cultural sphere.

Open Knowledge Action Plan 2019-2030 [↗](#)

Cultural activities are a vital ally of scientific dissemination and, in keeping with the Open Knowledge Action Plan, must contribute to the development of academic output at the UOC from a broad perspective in line with the access to all science movement. This involves encouraging the production of open access educational resources, the creation and use of knowledge shared with society, scientific dissemination through varied cultural formats and proposals for citizen science.

These two plans also share objectives related to the selection of the best tools to preserve the knowledge and artistic heritage generated and make them accessible to the public.

Research Ecosystem Governance Plan

The Research Ecosystem Governance Plan contains proposals to reorganize research at the UOC from an interdisciplinary perspective, in order to stimulate new studies and increase their social impact. As a result of this plan, research centres have been created to bring together groups and individual researchers focusing on common, cross-cutting themes. The Interdisciplinary Research Centre on Social and Cultural Transformations (UOC-TRÀNSIC) [↗](#) is of particular interest for the Culture Plan. Its mission is to “generate a culture for a critical society based on narratives and mindsets that contribute to creating a fairer world and a more critical, diverse and plural citizenry, in line with contemporary challenges”. This reorganization

2.2. The UOC's strategic framework

of scientific activity makes culture a priority with a key role in research centres, whether dedicated to the social sciences, arts and humanities or to technology and experimental and health sciences.

Alliance Plan 2025-2027

The Alliance Plan is intended to strengthen the UOC's endeavours by increasing its social, academic, territorial and global impact. It focuses on giving coherence, structure and strategic vision to present and future partnerships with society and the business community. The aim is to establish high-impact relationships with various stakeholders and build a sound governance system, as well as developing a single, shared and useful alliance policy for everyone at the UOC. Alliances are one of the pillars that guide cultural activity and our relationship with the region.

Community Plan 2025-2027

The Community Plan aims to make the UOC more accessible and participatory, foster a sense of belonging among all groups in the university community, and galvanize life outside the classroom. It seeks to create healthy, sustainable opportunities for community interaction, both online and in person, and to encourage socially engaged institutional initiatives that make an impact on people and connect the UOC with the needs of the region. All the activities in the Culture Plan draw on initiatives proposed or developed by groups at the UOC, or on those in which they help to foster participation and engagement.

2.3. Conceptual framework

Finally, the regulatory and strategic framework is complemented by perspectives and proposals drawn from a range of cultural policy documents, which have provided material for reflection, inspiration and motivation. They can be broken down into four areas: university and culture, cultural rights, digital culture, and the social value of culture.

2.3.1. University and culture

In various parts of the world, documents have been drawn up in recent years that have come to be regarded as key reference works for developing culture as the fourth pillar of university activity. The documents that have been consulted as general guides and sources of inspiration for this plan include:

- ***Universities without walls. A vision for 2030*** [↗](#)
(European University Association, 2021)

In this document, the European University Association develops the principles that should guide the missions and visions of European universities, looking ahead to the year 2030. It argues that, in a context of socio-political crisis, where major social changes are needed, universities must play a central role in exploring alternatives for achieving a sustainable balance and meeting contemporary challenges. Culture is defined as one of the four essential functions of open universities committed to society. It also argues that universities, as places where culture is created, performed, exhibited, spread and discussed, must continue to make an important contribution to the interpretation of society and the human condition.

2.3. Conceptual framework

- **[White paper on scientific culture and innovation units](#) [↗](#) (Spanish Foundation for Science and Technology, 2012, in Spanish)**

In this document, the Spanish Foundation for Science and Technology (FECYT) establishes principles for defining scientific culture and innovation units based on their functions and a system of indicators. Scientific culture and innovation units report to research departments at Spanish universities, and their aim is to communicate, publicize and disseminate scientific culture.

- **[Charter of universities and culture. The Vives Network's commitment to universities' cultural dimension](#) [↗](#) (Vives Network of Universities, 2021, in Catalan)**

The purpose of this charter is to provide a common frame of reference that will strengthen the cultural dimension at universities in Catalan-speaking areas. It establishes ten principles that should guide university culture policies: • Una noció àmplia de la cultura, que alhora incideixi en altres àmbits.

- A broad notion of culture, which also has an impact on other areas
- Language promotion
- A scientific and critical mentality
- A commitment to culture as a human right and to the fight against inequality
- The gender perspective
- Culture as a part of sustainable development
- The digital transition
- Openness to the environment
- Internationalization
- Networking

2.3. Conceptual framework

It also defines six thematic areas for carrying out cultural activities in universities: cultural education and training; research and knowledge dissemination; cultural creation and programming; conservation and dissemination of tangible and intangible heritage; the university in the local cultural ecosystem; and the digital dimension of culture.

2.3.2. Cultural rights

Els drets culturals són un dels grans temes que formen part de l'agenda global de la política cultural des de fa anys, i les universitats han de contribuir a promoure'ls. Un primer antecedent destacat és l'article 27.1 de la [Declaració Universal dels Drets Humans](#), de 1948, que reconeix el dret de tota persona a participar en la vida cultural.

El [Pacte Internacional dels Drets Econòmics, Socials i Culturals \(PIDESC\)](#), del 1966, estableix que els estats signants han de garantir no només el dret de la ciutadania a participar en la vida cultural, sinó també el dret a beneficiar-se del progrés científic. També disposa que els diferents estaments han d'adoptar les mesures necessàries per assegurar la conservació, el desenvolupament i la difusió de la ciència i la cultura. Els drets reconeguts en el PIDESC, considerats de segona generació, requereixen polítiques públiques actives per superar les desigualtats de partida.

In 2001, UNESCO adopted its [Universal Declaration on Cultural Diversity](#), which recognizes everyone's right to their own cultural practices. Currently, there is abundant international documentation on cultural rights, but little specific legislation. However, it should be noted that in Spain the Cultural Rights Plan 2025–2030 has been approved and that Catalonia has a draft law on cultural rights. These documents are briefly presented below, together with two texts that are particularly relevant to the plan: the Fribourg Declaration, which defines cultural rights and indicates how they should be applied, and *Let's make culture. Barcelona Cultural Rights Plan*, a Catalan-language document focusing on the city where the UOC Campus is located.

2.3. Conceptual framework

This was the first document to define cultural rights, with the aim making them more visible, coherent and effective. It includes an introductory section with conceptual principles and definitions, and organizes cultural rights in six areas: cultural identity and heritage; identification with cultural communities; access to and participation in cultural life; education and training; communication and information; and cultural cooperation. Finally, it addresses issues related to their application, such as the principles of democratic governance, the integration of cultural rights into the economy and the responsibilities of public actors and international organizations.




Guided by the Fribourg Declaration, this plan is a strategic instrument that transposes the Declaration's principles to Spain's current cultural policies. The purpose of the plan is to organize and promote activities that strengthen the effective exercise of cultural rights, while setting out a medium- and long-term vision for building a structured sustainable state system. The plan takes a comprehensive and participatory approach, proposing a series of interconnected activities that treat culture as a vital dimension of community life that helps underpin democracy. It promotes the right of all people to access, participate in and contribute to cultural life in conditions of equality and freedom. In its declaration of principles, the plan invites public institutions to act as facilitators of cultural rights and create conditions that promote, sustain and increase the cultural vitality of society within a framework of cultural democracy.

2.3. Conceptual framework

The draft law on cultural rights in Catalonia is intended to promote equity in culture, understood as an essential aspect of human dignity and a tool for social transformation. In view of the growing cultural dispossession resulting from a deregulated cultural market, increasingly influenced by large tech companies, this draft law reflects a commitment to democratizing culture, based on values of equity, diversity, feminism, interculturalism and anti-racism.

The plan defines science and its transformative capacity as aspects that contribute to guaranteeing cultural rights. It is therefore to be rolled out in line with the Barcelona Science Plan 2020-2023.

2.3.3. Digital culture and art, science, technology and society

In recent decades, there has been a greater focus on digital culture and the interplay between art, science, technology and society (ACTS in Catalan). The UOC has played and continues to play an important role in this area, with the promotion of initiatives such as the [Art, Science and Technology Hub \(Hac Te\)](#) , which brings together some of the main public and private organizations in the cultural, academic, scientific and technological fields that coexist and interact in Catalonia; the [ACTS network](#) , formed by members of the art, science, technology and society community; and the scientific journal [Artnodes](#) , which is about to celebrate its 25th anniversary. The transdisciplinary approach to art, science, technology and

2.3. Conceptual framework

society chimes with the way in which the UOC is organized and interacts with others, as a university where technology has played a fundamental role in teaching, research and management since its inception. As reference documents in this field, mention should be made of the FECYT's *White paper on the interrelationship between art, science, technology and society* and the Government of Catalonia's Digital Culture Plan.

The FECYT has a strategic, cross-cutting project to promote art, science, technology and society (ACTS) initiatives. The *white paper* updates the 2007 edition, which did not then take into account the social dimension of the projects. The new document is significant because it incorporates this dimension, defines ACTS project types according to the interrelationship between the disciplines involved, and identifies associated problems.

The projects carried out in recent years demonstrate that the intersection of disciplines provides new perspectives that are essential in a context in which contemporary challenges calling for broad-based and complex approaches cannot be analysed within closed categories. The document highlights the central role of culture with respect to challenges such as artificial intelligence, sustainability and the SDGs, and includes an extensive and varied selection of projects in this field. These initiatives are based on shared knowledge systems that open up spaces for artistic and transdisciplinary research (experimentation, hybrid methodologies, etc.) and for the intersectional perspective, based on an analysis of the power structures and biases present in culture. The document also includes recommendations for work on future projects in this field.

2.3. Conceptual framework

The presentation of the latest Catalan Digital Culture Plan 2024-2026 recognizes research and creation centres and universities as jointly responsible agents, although it does not examine in depth the role that universities should play in this area. In any case, the UOC contributes to the Catalan creative digital ecosystem through initiatives led by its faculties and research centres and in projects linked to digital culture carried out by its community. The plan proposes five areas of intervention, linked to various lines of action: ecosystems, creation and production, professionalization and talent, awareness, and knowledge.

2.3. Conceptual framework

2.3.4. The social value of culture

As we have seen, we are currently witnessing a paradigm shift and a reorientation of cultural policies towards models that incorporate the social perspective. Moving on from culture understood as a consumer product or an economic resource, there is growing concern over the need to treat it as a tool for personal development, collective well-being, cohesion and inclusion, emphasizing its intrinsic value. In the European Union, this shift towards the social value of culture is reflected in the report *Towards a Social Turn in Cultural Policy*.

This document was published by the Universitat Autònoma de Barcelona as a product of the INVENT (2020-2023) project, the European Inventory of Societal Values of Culture as a Basis for Inclusive Cultural Policies. It proposes a paradigm shift in cultural policies towards recognizing culture's social value, understood as its ability to positively transform society, improve quality of life and promote social cohesion, beyond its economic or aesthetic value.

The study identifies the nine most recurrent social values in the cultural policies analysed, as well as ways of applying them and indicators to assess them. These values are: active citizenship and participation, solidarity, equality, tolerance, well-being, identity, inclusion, diversity and creativity.

Principles and foundations of cultural activity

The Culture Plan is based on three pillars: the desire to have an impact on contemporary challenges; the promotion of an open culture; and support for a system of values that guides cultural activity and is aligned with the values of the University.

Within this framework, and in line with the priorities of the UOC's faculties and research programmes, the Culture department promotes, disseminates and participates in cultural programmes, projects and activities.

3.1. Contemporary challenges

Against a background of increasing inequalities and the climate crisis, changing times call into question the model of life in today's societies. In order to address these challenges, universities must continue to set social benchmarks for knowledge, using cultural activity as a tool for this purpose given its transformative potential.

In the design of this plan, these challenges have been grouped into three categories: environmental, socio-political and techno-scientific. These can be generally understood as follows:

- **Techno-scientific challenges**

Technological change and the growing complexity of digitalization processes, together with the commodification of science, are profoundly transforming the modern world, leading to new ethical dilemmas and problems of global scope. We must, therefore, address these advances from a critical and reflective viewpoint.

- **Environmental challenges**

The climate crisis and the scarcity of resources, arising from the interaction between human activity and the planet's natural dynamics, mean we need to rethink the relationships between ecosystems, people and the areas they inhabit in order to move towards more desirable sustainable futures.

3.1. Contemporary challenges

• **Socio-political challenges**

The de-legitimization of political systems and institutions, together with increasing inequalities, calls into question current institutional models and democratic representation. In addition to these factors, phenomena such as disinformation make plans to promote critical thinking and activate viable alternatives even more necessary.

In this context, it is important to note that the lines of work of OpenEU (a European alliance led by the UOC, bringing together the main distance learning universities in Europe, as well as other European institutions and agencies) are structured around three areas aligned with these contemporary challenges:

- **Digital transformation** (techno-scientific challenges)
- **Climate change** (environmental challenges)
- **Democracy and European values** (socio-political challenges)

The UOC is currently leading this alliance to move towards an inclusive, digital and green pan-European university.

3.2. Open culture

Open culture, successor to the principles of free culture, emerged at a time when the internet (initially conceived as a space for universally accessible shared knowledge) was beginning to turn into a progressively more closed environment. Faced with this scenario, the open culture movement argues that technology, knowledge and culture constitute a collective form of heritage that must remain in the public domain, accessible and reusable for all.

At the UOC, open culture is understood as a strategic principle that supports the mission of generating and disseminating open knowledge. It is a broad concept of culture that goes beyond the

3.2. Open culture

limits of traditional sectors and incorporates scientific culture, transdisciplinarity and other expressions of knowledge often found outside the university sphere. This vision encourages a range of approaches, fosters dialogue with heterogeneous types of knowledge and reaffirms culture as a plural living space.

This approach is linked to an ethical dimension based on guaranteeing cultural rights: the right of access to and participation in cultural life, as well as the right to expression, creation and dissemination. It also involves taking a view of cultural heritage that promotes access to it and its reuse through open licences and digital technologies. In this respect, the concept is related to trends such as open source code, open science, open innovation or open educational resources (OER), situating the university in a global ecosystem of shared knowledge.

To speak of open culture is also to speak of diversity. This perspective opposes a restrictive concept of culture and favours the incorporation of voices and views from historically under-represented sectors, especially in the Global South. It is therefore tied to values such as interculturality and anti-racism, and promotes a culture that recognizes and fosters interaction among multiple ways of producing and transmitting knowledge.

This approach relates naturally to the UOC's Open Knowledge Action Plan, which positions the University as an open global knowledge node at the service of contemporary challenges and the SDGs. The plan supports open science by making publicly funded research and methodologies accessible. It also promotes open educational resources and fosters learning practices based on co-creation. At the same time, it champions an open innovation community that is committed to its environment and capable of generating a significant social impact.

3.3. Values

The commitment to open culture is embodied in ten values that should guide and underpin the UOC's cultural projects. Cultural activity should be:

- **Diverse**

Promoting collective memory, language and cultural heritage, with an open, inclusive approach that recognizes and values cultural plurality and linguistic richness. A culture that creates opportunities for people to come together and engage in dialogue, favouring social harmony and mutual recognition.

- **Equitable**

Advancing cultural policies based on equity and people's rights, and working to expand opportunities for access to culture, creation and cultural participation.

- **Inclusive**

Favouring the active participation of diverse groups, with an ability to adapt and respond to their specific needs.

- **Gender sensitive and intersectional**

Promoting equality and respect for all, rejecting discrimination on the grounds of gender, sex, sexual orientation, origin, age, religion or any other condition. Culture that incorporates this perspective in representation and participation.

- **Hybrid and interdisciplinary**

Encompassing various disciplines, languages and viewpoints, and encouraging dialogue and interaction between artistic, scientific and expressive manifestations.

- **Creative**

Generating conditions for an open and accessible cultural ecosystem, which favours creation, expression and experimentation.

3.3. Values

- **Innovative**
Leaning into change and exploration, and daring to rethink cultural practices with a contemporary perspective.
- **Sostenible**
Incorporating a commitment to sustainability in response to the climate crisis and in line with the SDGs.
- **Saludable**
Promoting personal, social and community well-being through leisure, lifelong learning, critical thinking and shared space.
- **Participativa**
Remaining permeable and opening up a range of opportunities for participation, involvement and co-responsibility.

The strategy is based on five interconnected and complementary lines of action that define the University's cultural policy and determine objectives and activities.

Line 1. Shared thinking and creativity

As already noted, the UOC can contribute to addressing contemporary challenges, mainly through teaching and research. In line with the [Cultural Rights Plan \(2025\)](#), it aims to tackle these issues through cultural activity that will help us to collectively imagine fairer and more sustainable futures, and will strengthen our shared capacity to generate creative responses to crises.

Cultural activity can create conditions for dialogue, the exchange of views, critical thinking and shared creativity. Consequently, within this line – and overlapping with the other lines – we include activities focused on disseminating and transferring knowledge, promoting scientific culture, fostering hybrid forms of teaching and research, and positioning culture as a driver of creativity and transformation.

Line 2. Cultural rights and inclusion

In a changing world facing new challenges, cultural rights and inequalities in cultural access and participation have become topics of growing debate. The interaction between different types of inequality and the factors that cause them determines how, and to what extent, people participate in cultural life.

Taking an active part in culture means not only accessing cultural activities, but also engaging with them: creating, learning and joining cultural communities (such as organizations or groups), as well as contributing to platforms where cultural policies are shaped and implemented.

Specific projects and activities, implemented across all lines, are intended to help broaden cultural participation by people and communities. The goal is to promote access to knowledge networks, to environments that enhance people's capabilities, and to opportunities for different groups to create and express themselves. The aim of this line is to support and draw attention to UOC research in this field, and to participate in discussion and reflection forums on cultural rights and inequalities.

Line 3. Intersections between art, science, technology and society (ACTS in Catalan)

The UOC, as a digital native university open to the world, is in a privileged position to promote cultural practices that hybridize with technology and operate across disciplines, formats and fields of knowledge. Interdisciplinary and transdisciplinary approaches, and the interplay between scientific and artistic research, favour multidimensional perspectives and innovative responses to current problems, helping to address them in all their complexity. In this respect, the aim is to overcome the limits of academic disciplines and break down methodological barriers in order to explore the intersections between art, knowledge and technology, promoting openness to society, while maintaining a critical approach to technology.

The aim of this line is to foster synergies between art, science and technology as a way to explore today's major social challenges, connect different languages and generate knowledge. It also promotes collaboration and shared reflection among creators, researchers, technologists and social agents, exploring frontiers and alliances between disciplines, fields of knowledge and formats to foster hybrid and interdisciplinary practices that enrich cultural knowledge and creation.

Line 4. Connection with the region

The UOC is keen to strengthen its presence and social commitment in the local and global cultural ecosystems in which it participates through its community. This is based on a belief that culture must be rooted and localized, with the ability to generate a positive impact on society. Reflecting on the scope and geographical dimension of the University's cultural activity is key to developing a more cross-cutting strategy. Building a system of alliances should, therefore, contribute to cultural activity that connects with teaching and research, while promoting dialogue and cooperation between stakeholders.

The aim of this line is to strengthen the UOC's ties with its environment through collaborative relationships and joint activities with institutions, creators, networks and cultural projects. The intention is to reinforce the UOC's cultural engagement with its physical and digital surroundings, as well as the social, cultural and institutional ecosystems that comprise them.

Line 5. Languages

The aims of this line are mainly implemented through the Language Plan 2025-2027, approved by the Executive Board on 4 December 2024. The plan aims to provide the UOC with a strategic framework for a multilingual and multicultural policy, in harmony with the varied uses and practices of the university system and of the University itself. It also ensures the use of Catalan as the University's working language and preferred institutional language.

In line with the principles, recommendations and activities of the Language Plan, the Culture Plan includes measures to promote linguistic rights and strengthen the use of Catalan. Within this framework, alliances and collaborative relationships have been established with institutions and organizations that work to preserve and strengthen the presence of Catalan in various sectors and environments, with a view to promoting projects in multiple formats.

Because of the unique nature of the UOC, its cultural activity must also meet the needs of a community that uses other languages, especially Spanish, which is the language of a significant proportion of the UOC's students, and English, which is used as a language for international scientific and academic collaboration and exchange.

4.1. Implementation of the strategy

The Culture Plan is structured around the five lines presented above, specifying areas of interest, objectives and a series of activities that define a work plan subject to continuous monitoring for the 2025-2027 period. It is organized into projects and activities of various types according to their duration, degree of consolidation, relevance and specificity.

- **Drivers:** long-term initiatives that help to activate other projects and facilitate the achievement of strategic objectives.
- **Motors:** initiatives with more specific scope than drivers and which are especially significant for implementing the lines and achieving specific objectives.
- **Activities:** the most operational level of the plan. They turn specific objectives into tangible and measurable proposals, so that they can be implemented.

In line with the plan's evaluation strategy, there are specific indicators for each driver, motor and activity. The plan also includes a timetable that specifies time frames and the people involved.

Line 1. Thinking and shared creativity

Strategic objectives	Areas	Specific objectives	Driver projects, motor projects and activities	Agents	Specific indicators	Calendar					
						2025	2026	2027			
<p>Foster critical thinking with a social commitment to tackling contemporary challenges.</p> <p>Disseminate research carried out at the UOC, from an innovative perspective based on open knowledge.</p> <p>Promote a transformative culture.</p>	<p>L1_A1. International thinking and perspectives regarding contemporary challenges</p>	<p>Link the UOC's activity to global debates on contemporary issues.</p>	<p>L1_A1.1. Driver project: international residency programme with the CCCB.</p>			●	●	●			
		<p>Increase the number of partnerships the UOC has with leading institutions and organizations in the field of thought and dissemination.</p>	<p>L1_A1.1a. Coordination of one to three residencies per year with people from the world of journalism, writing and thought who have stood out for their defence of freedom of expression or contributed to generating new geographies of thought in the Global South.</p>	<p>Culture department / CCCB / Faculties / Research centres</p>	<ul style="list-style-type: none"> • Nine residencies in the period 2024-2027 		●	●	●		
		<p>Promote knowledge transfer and positively enrich the university community.</p>	<p>L1_A1.1b. Coordination of a programme of activities open to the general public and/or specialists, linking teaching and research staff, researchers and doctoral students.</p>	<p>Culture department / CCCB / Faculties / Research centres / Doctoral School</p>	<ul style="list-style-type: none"> • Number of activities carried • Number and percentage of participants per group 		●	●	●		
			<p>L1_A1.1c. Creation of learning materials such as library guides and student-oriented teaching resources.</p>	<p>Culture department / CCCB / Faculties</p>	<ul style="list-style-type: none"> • Number of teaching resources generated • Number and percentage of teaching resources by type • Number and percentage of faculties involved • Number and percentage of programmes accessing resources 		●	●	●		
			<p>L1_A1.1d. Activities aimed at the dissemination of knowledge in various formats, such as podcasts, publications or audiovisual resources.</p>	<p>Culture department / CCCB / Faculties / Research centres</p>	<ul style="list-style-type: none"> • Number and percentage by type of format. • Number and percentage by topics addressed. • Number of activities carried out. 		●	●	●		
			<p>L1_A2. Outreach and research transfer (cuts through other lines)</p>	<p>Increase the social impact of the UOC's cultural activities.</p>	<p>L1_A2.1. Motor project: exhibition programme</p>			●	●	●	
			<p>Promote projects and productions in collaboration with other agents.</p>	<p>L1_A2.1a. Establishment of programming criteria for on-site and online exhibitions.</p>	<p>Culture department / Culture working group</p>	<ul style="list-style-type: none"> • Document setting out criteria. 		●	●	●	
			<p>Improve the visibility of the UOC community's cultural productions</p>	<p>L1_A2.1b. Annual programme of temporary exhibitions at the Poblenou Campus.</p>	<p>Culture department / SUAP / Event Coordination and Protocol Office / Faculties / Research centres / External alliances</p>	<ul style="list-style-type: none"> • 2-3 exhibitions per year • Topics addressed. • Number and percentage of faculties and research centres involved. 		●	●	●	
			<p>Encourage and support research in culture by increasing dissemination and knowledge transfer via artistic and cultural expression.</p>	<p>"L1_A2.1c. Online versions of exhibitions held on the Campus, with the aim of making them universally accessible."</p>	<p>Culture department / SUAP / Technology department / Faculties / Research centres</p>	<ul style="list-style-type: none"> • Percentage of exhibitions made available online • Number of visits. 			●	●	
				<p>L1_A2.1d. Programme of activities to complement exhibitions intended for the UOC community and open to the general public on Campus premises.</p>	<p>Culture department / Office of the General Manager / Event Coordination and Protocol Office</p>	<ul style="list-style-type: none"> • Number of complementary activities carried out • Percentage of complementary activities open to the general public • Number attending the activities 			●	●	
					<p>L1_A2.2. Motor project: Accelerator-Cultura grant programme. Call for grant applications, aimed at dissemination and knowledge transfer via artistic expression, under the Research Accelerator scheme.</p>	<p>Culture department / Research Support</p>	<ul style="list-style-type: none"> • Presentation of the call • Number of projects submitted • Number of grants awarded in 2026-2027 			●	●
					<p>"L1_A2.3. Motor project: Divulga programme. Projects designed to disseminate knowledge in different formats, acting as creative bridges between research, knowledge and society.</p>	<p>Culture department / Faculties / Research centres / External alliances</p>	<ul style="list-style-type: none"> • Number and percentage by type of production • Number and percentage of faculties and research centres involved • Number attending, listening to or viewing the activities. 		●	●	●
			<p>"L1_A2.4. Motor project: Projecta. Creation, maintenance and improvement of cultural communication platforms and their management, with an eye to optimizing their communicative effectiveness and visibility.</p>	<p>Culture department / Communications department / Technology department</p>	<ul style="list-style-type: none"> • Improvements implemented. 		●	●	●		
		<p>Promote the presence of culture in teaching.</p>	<p>L1_A3.1. Motor project: Extensions.</p>			●	●	●			
		<p>Encourage collaborations that further the creation of classroom materials or resources of interest for teaching.</p>	<p>L1_A3.1.a. Creation or sourcing of resources of pedagogical interest for students.</p>	<p>Culture department / Library and Learning Resources department / Faculties / External alliances</p>	<ul style="list-style-type: none"> • Number of teaching resources generated. • Number and percentage of teaching resources by type. • Number and percentage of faculties involved. • Number and percentage of programmes that access the resources. 		●	●	●		
			<p>L1_A3.1.b. Curricular internships in the Culture department. Strengthening learning through student internships and their connection with cultural projects</p>	<p>Culture department / Alliances, Community and Culture Committee / Faculties / Internship and Mobility Services</p>	<ul style="list-style-type: none"> • Number of students undertaking internships in the Culture department. 			●	●		

Line 2. Cultural rights

Strategic objectives	Areas	Specific objectives	Motor projects and activities	Agents	Specific indicators	Calendar			
						2025	2026	2027	
<p>Promote cultural rights among the UOC community and society as a whole.</p> <p>Promote access to culture through outreach and proposals for expression and creation.</p> <p>Strengthen links between different groups in the UOC community through culture.</p>	<p>L2_A1 Cultural rights for peace</p>	Promote dissemination and reflection on education in cultural rights and rights for peace.	<p>L2_A1.1. Driver project: Pau Casals UNESCO Chair programme.</p>			•	•	•	
		Promote the exercise of cultural rights through music.	"E2_A1.1a Activities linked to the programme: Pau Casals Chair annual research grants / Education regarding cultural rights Research into the Pau Casals legacy: music and human rights / Publication of award-winning research and other documents in the Chair Papers Collection.	Pau Casals UNESCO Chair	<ul style="list-style-type: none"> Number of grants awarded Number of training courses completed Number of publications generated Topics addressed 	•	•	•	
			L2_A1.1b. Support for the development and dissemination of the Chair's annual conference.	Pau Casals UNESCO Chair / Culture department / Communications department	<ul style="list-style-type: none"> Involvement in the activity. Number attending the conference. 		•	•	
			L2_A1.1c. Support for the development and dissemination of an international symposium as part of the programme to commemorate the 150th anniversary of the birth of Pau Casals.	Pau Casals UNESCO Chair / Culture department / Communications department	<ul style="list-style-type: none"> Involvement in the activity. Number attending the activities. 			•	
	<p>L2_A2 Participation and creation</p>	Encourage the participation of different groups in the community in non-academic activities promoted by the UOC.		<p>L2_A2.1. Motor project: Open spaces. Creation of spaces for staff to participate and interact.</p>			•	•	•
			Promote creation and talent.	L2_A2.1a. Support for cultural activities organized within the university to informally bring together members of the UOC community.	Culture department / UOC community	<ul style="list-style-type: none"> Number of activities supported Number and percentage of participants per group (promoting the activity) 	•	•	•
			L2_A2.1b. Creation and maintenance of spaces for informal contact involving culture at the UOC.	Culture department / Event Coordination and Protocol Office / Teaching and research staff / Administrative staff	<ul style="list-style-type: none"> Number of spaces created Number of complementary activities carried out 	•	•	•	
					Culture department / UOC community	<ul style="list-style-type: none"> Number of collaborative relationships established. Number and percentage of collaborations established per group. 			•
				<p>E2_A2.2. Projecte motor: Programa talent.</p>			•	•	•
				E2_A2.2a. Convocatòries que impulsin el talent artístic i creatiu (concursos, premis, etc.)	Culture department / Faculties / Research centres	<ul style="list-style-type: none"> Number of calls announced Number and percentage by type of call Types of award granted and total associated funding 	•	•	•
		E2_A2.2b. Col·laboració amb els Estudis en la identificació de talent artístic i creatiu en l'estudiantat i impuls de projectes amb aquest col·lectiu	Culture department / Faculties / Research centres	<ul style="list-style-type: none"> Number of projects carried out with student collaboration 	•	•	•		
<p>L2_A3 Diversity, inclusion and equality</p>	Incorporate into the criteria for programming cultural activities the proposals and recommendations for addressing inequalities set out in the Equality, Diversity and Inclusion Plan.		<p>L2_A3.1. Motor project: Commitment to EDI (equality, diversity and inclusion)</p>	Culture department / EDI			•	•	
		L2_A3.1a. Incorporation of the Equality, Diversity and Inclusion Plan's style recommendations, including inclusive, non-sexist and accessible language criteria.	Culture department / Communications department / EDI	<ul style="list-style-type: none"> Specific EDI training session. 		•	•		
		L2_A3.1b. Promotion of the equality and diversity perspective in the cultural formats and content proposed.	Culture department	<ul style="list-style-type: none"> Annual number of activities that foster the EDI perspective. 	•	•	•		
		L2_A3.1c. Improvements in the accessibility policy for events organized by the Culture department (physical, hybrid and virtual), each format or type of event being adapted to the Equality, Diversity and Inclusion Plan.	Culture department / Event Coordination and Protocol Office / EDI	<ul style="list-style-type: none"> Improvements incorporated. Number of changes made to improve accessibility. 	•	•	•		
		L2_A3.1d. Gradual compilation of EDI indicators for cultural activities.	Culture department / EDI	<ul style="list-style-type: none"> Number and percentage of activities programmed for women. Number and percentage of fully accessible activities. Number of changes made to improve accessibility. 	•	•	•		
<p>L2_A4 Cultural rights and inequalities</p>	Encourage critical reflection on cultural rights and inequalities.	L2_A4.1a. Leadership or collaboration in the organization of events that encourage reflection and critical thinking about cultural rights and inequalities.	Culture department / Faculties / External alliances	<ul style="list-style-type: none"> Number of activities. Number and percentage of faculties involved. Number and percentage of activities carried out in collaboration with another agent. Number of attendees. 	•	•	•		
		L2_A4.1b. Support and collaborate with teaching and research staff to carry out joint activities in the field of cultural rights and inequalities.	Culture department / Faculties / Research centres	<ul style="list-style-type: none"> Number of collaborative relationships established. 		•	•		

Line 3. Intersections between art, science, technology and society

Strategic objectives	Areas	Specific objectives	Driver projects, motor projects and activities	Agents	Specific indicators	Calendar			
						2025	2026	2027	
<p>Strengthen the UOC's presence in the arts, science, technology and society</p> <p>Promote talent in the arts, science, technology and society.</p>	<p>L3_A1 Hybrid and open culture: art, innovation, research and creativity.</p>	Connect the UOC's research with artistic practice.	<p>L3_A1.1. Driver project: Art track.</p>	<p>Culture department / Faculties / Research centres / NAF</p>	<ul style="list-style-type: none"> • Design of the project • Number of works exhibited 				
		Disseminate research among non-specialists.				<p>L3_A1.1a Design and execution of a permanent arts, science, technology and society exhibition by the New Art Foundation (NAF).</p>			●
		Make a commitment to artistic interdisciplinarity from a creative and innovative perspective.	<p>L3_A1.2. Motor project: promoting the arts, science, technology and society.</p>				●	●	●
			<p>L3_A1.2a. Productions and collaborations in various formats that hybridize the arts and ensure they reach wider audiences (podcasts, conferences, round tables, etc.).</p>	<p>Culture department / Faculties / Research centres / External alliances</p>	<ul style="list-style-type: none"> • Number and percentage by type of production. • Number and percentage of topics addressed. • Number of attendees, listens and views. • Number and percentage of faculties and research centres involved. 	●	●	●	
		<p>L3_A2 Arts, science, technology and society alliances</p>	Offer academic and professional opportunities to students.	<p>L3_A2.1. Motor project: the UOC in Llum BCN.</p>	<p>Culture department / Faculties / Research centres / Institut de Cultura de Barcelona / Internship and Mobility Services / Students / Spaces Committee / Infrastructures</p>	<ul style="list-style-type: none"> • Call for internships • Number of students on internships. • Number and percentage of faculties represented. 	●	●	
			Increase the UOC's prestige in the cultural field, projecting an innovative image committed to creativity.				<p>L3_A2.1a. Organize a call for on-site curricular internships.</p>		
				<p>L3_A2.1b. Production and exhibition of a light installation with students as part of Llum BCN.</p>	<p>Culture department / Faculties / Research centres / Institut de Cultura de Barcelona / Students / Spaces Committee / Infrastructures</p>	<ul style="list-style-type: none"> • Production and exhibition of the work. • Number of attendees. 	●	●	
				<p>L3_A4 Arts, science, technology and society, heritage and university</p>	Promote the creation, documentation and preservation of our artistic heritage.	<p>L3_A4.1. Motor project: Fons viu</p>	<p>Culture department / Faculties / Research centres / External alliances / Students</p>	<ul style="list-style-type: none"> • Number of works produced. • Number of views per work. • Number of works and percentage by type 	●
	Strengthen knowledge transfer in digital culture.	<p>L3_A4.1a. Production of artistic works linked to graduation ceremonies and other special events.</p>			●				●
			<p>L3_A4.1b. Creation of a registration and inventory system for digital works of art.</p>	<p>Culture department / Archives Service</p>	<ul style="list-style-type: none"> • Registration system • Inventory • Application of the system. 		●	●	

Line 4. Regional connections

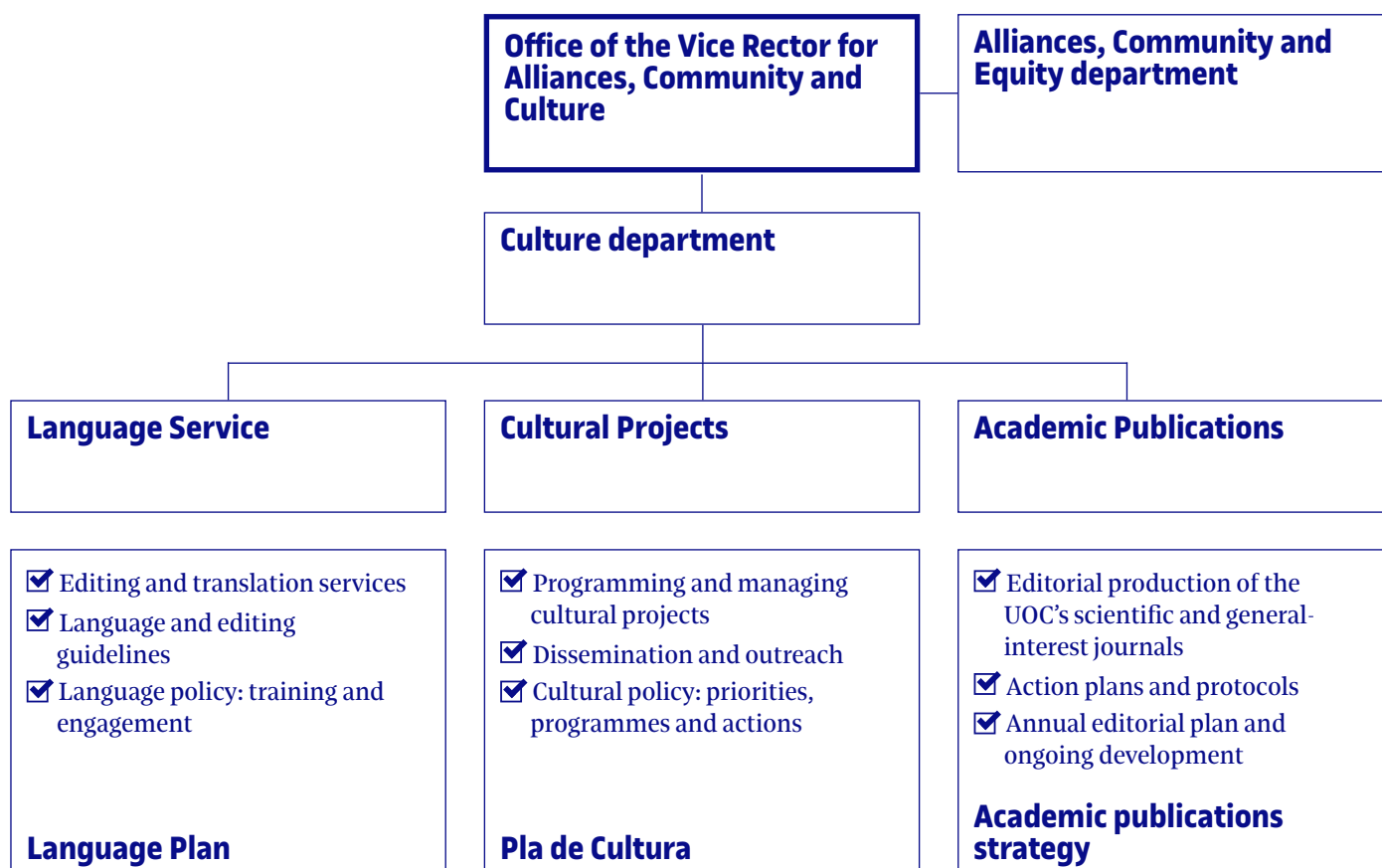
Strategic objectives	Areas	Specific objectives	Driver projects, motor projects and activities	Agents	Specific indicators	Calendar		
						2025	2026	2027
<p>Connect the UOC with its immediate environment (neighbourhood, district, city).</p> <p>Promote culture in rural areas.</p> <p>Connect UOC initiatives with leading external cultural institutions and projects.</p>	<p>L4_A1 Culture and rural society</p>	Foster new narratives about contemporary rural society.	L4_A1.1. Driver project: UOC Rural Network residency programme.			●	●	●
		Promote contemporary artistic creation in rural areas.	L4_A1.1a. Consolidation of the Connect Crea residency programme for cultural creation and science in association with an art centre.	Culture department / UOC Rural Network / External alliances	• An annual residency.		●	●
		Promote a regenerative approach to rural revitalization and the development of tourism.	L4_A1.1b. Create synergies with the UOC Rural Network and its line of work dealing with culture and rural society.	Culture department / UOC Rural Network / External alliances	• Number of joint activities carried out.		●	●
		Promote cultural rights in rural areas.	L4_A1.1c. Raising the profile of Connect Crea residencies in various formats.	Culture department / UOC Rural Network / External alliances	• Number of activities carried out. • Number of activities by format.		●	●
		Promote social cohesion and community action.						
	<p>L4_A2 The UOC, open to the region: cultural relations with the city of Barcelona</p>	<p>Strengthen local alliances in the Sant Martí district and Poblenou neighbourhood.</p> <p>Promote or participate in cultural activities in association with entities and projects in the city of Barcelona.</p>	<p>L4_A2.1. Motor project: Shared dialogues. Promote collaboration between the UOC and the city's cultural facilities.</p>	Culture department / External alliances in the city	<p>• Number of joint activities carried out.</p> <p>• Number and percentage of collaborative activities by type of cultural facility.</p>	●	●	●
	<p>L4_A3 Strategic alliances in other regions.</p>	Increase and strengthen external alliances to promote cultural projects.	L4_A4.1a. Development of cultural relations with OpenEU universities.	Culture department / OpenEU	• Number of relationships established.			●
			L4_A4.1b. Collaboration with sector and regional groups in the UOC community	Culture department / UOC community	• Number of collaborative relationships established.		●	●

Governance and organization

The implementation and application of the Culture Plan calls for a governance structure involving internal and external agents that will provide the conditions for carrying out the projects and activities envisaged in a framework of collaboration and strategic alliances.

In this first phase, preparing the plan has mainly involved UOC staff, particularly teaching and research staff. In later stages, other groups from the community will be drawn in to establish a broader scheme of participation.

A central element of this governance is the structure and organization of the Culture department, within the Office of the Vice Rector for Alliances, Community and Culture, as presented below:



5.1. Governance and internal processes

This plan sets out a governance structure that involves different agents in its definition, implementation and monitoring. The measures envisaged include establishing decision-making procedures, creating permanent and *ad hoc* bodies to guarantee participation and monitoring, supporting the cultural activity of the community, developing internal processes, exploring mechanisms for participation and improving communication.

5.1.1. Permanent bodies

The permanent structures with which we work are as follows:

- **Alliances, Community and Culture Committee.** This is the highest decision-making body of the Office of the Vice Rector for Alliances, Community and Culture. It comprises the associate deans for Alliances, Community and Culture and the directors of the two departments that report to it. It oversees the cross-cutting aspects of activities and the strategic alignment between the management team and faculties. It approves and validates the strategy of the Culture Plan.
- **Standing Committee on Culture.** Set up to monitor the preparation of the Culture Plan. In addition to Culture representatives, it includes two permanent members of the Alliances, Community and Culture Committee. It is a strategic body that will continuously monitor the plan, its implementation and the projects led by the Culture department.
- **Interdisciplinary Research Centre on Social and Cultural Transformations (UOC-TRÀNSIC).** This new research centre has culture as a cross-cutting area of interest, and brings together UOC research carried out in related fields. It reports to the Office of the Vice Rector for Research, Knowledge Transfer and Entrepreneurship, and is a key liaison for the Culture department in areas relating to research. It is an autonomous unit with which the Culture department maintains a close ongoing collaborative relationship, with significant links in the field of research. The Culture department also has ties with other research centres, with which it may enter into direct dialogue on specific projects.

5.1. Governance and internal processes

5.1.1. *Ad hoc* bodies

This plan provides for the creation of temporary or *ad hoc* bodies to involve the UOC community and external partners in project planning, development and monitoring. Since its creation, the Culture department has set up various committees and working groups linked to projects. They include the following:

- Proposal selection committees.
- Juries for awarding prizes.
- Working groups linked to cultural projects.

5.1.2. Cultural activity by the community

In order to create synergies between the UOC and the cultural activities developed by many members of its community, the plan includes measures to attain the following goals:

- Improve communication channels to draw attention to the UOC community's cultural activity.
- Support, disseminate and collaborate with cultural projects developed by teaching and research staff.
- Strengthen stable channels of communication with community groups to share and promote cultural activities and projects.

5.1.3. Internal processes and collaboration between departments

The creation of the Culture department has led to new activity formats, both in the University and in online and digital environments. The growing number of projects involving artists, as well as the programming of exhibitions and dissemination activities, has highlighted new needs that must be addressed cross-

5.1. Governance and internal processes

departmentally. These include managing and using Campus spaces, controlling access to them, liaising with other facilities, hiring artists and experts, and acquiring and renting materials that were not previously envisaged.

5.1.4. Other participation forums and mechanisms

The participation of the Culture department in the UOC's governing bodies is essential, as is the creation of new forums that encourage contact with the community. Mechanisms are thus planned to promote permanent dialogue, to collect proposals and support their implementation and, ultimately, to construct collaborative relationships.

Existing bodies, such as the Student Council, the Alumni Council, the regional and thematic nodes formed by alumni and other groups, will be used where possible to strengthen and normalize participation. It is also hoped that the department can strengthen its presence in spaces for exchange, in various formats, where initiatives can be shared and joint proposals developed from a comprehensive perspective.

5.2. External governance

The UOC participates in several cultural networks and maintains synergies and stable alliances with various institutions and facilities. These partnerships demonstrate a commitment to fostering a network of strategic relationships that promote cultural activities and knowledge dissemination in connection with the institutional, social and cultural contexts of different areas.

By developing and supporting projects over time, the plan aims to strengthen these alliances and expand the existing system of relationships.

The Culture Plan aims to identify the main audiences with a specific interest in cultural activities and to review how we can address them to ensure the desired impact and objectives. It also sets out how spaces for participation will be developed.

In liaison with the Communications department, it aims to improve the reach and visibility of the UOC's cultural activities among all its audiences. Moreover, working with the Community Plan, it aims to encourage different groups at the University to promote more active forms of participation.

A series of activities is also planned to publicize the Culture Plan when it is published to ensure it can be accessed and consulted.

The Culture Plan comes into force in 2025 and is expected to be updated during the 2027/2028 academic year. Each year, an action plan will be drawn up to implement the strategy. This will be assessed according to the established indicators. The plan is designed with the flexibility necessary to meet new needs. It will be continuously assessed and action may be redirected in response to the emergence of new priorities and the results achieved. The measures proposed are not, therefore, understood as a closed strategy, but as a guide that can be adapted depending on the availability of resources, emerging opportunities and the outcomes of the planned projects and activities.

Indicators and assessment

Continuous assessment and monitoring are essential for a critical, reflective evaluation of the extent to which the objectives are achieved and the degree to which the plan addresses genuine needs. They are also vital for promoting ongoing improvements in project implementation. Within this framework, the plan relies on the agents jointly responsible for the activities working with the permanent monitoring bodies to analyse the recorded indicators and assess the experience generated through the realized activities.


Below we list the types of data and indicators that will be collected at the end of each project or activity, whether carried out directly by the Culture Projects unit or co-produced with other agents, and which play a central role in the assessment strategy. These will be used both in the assessment of each individual project and in the overall assessment at the end of the year:


- Type of venue where activities have been carried out.
- Target audience.
- Degree of participation in the activities
- Alliances and partnerships established.
- Participation of faculties, research centres and the Doctoral School.
- Participation of different groups in the UOC community
- Materials generated (publications, teaching resources, etc.)
- Participation of women and other under-represented groups.
- Accessibility.
- Diversity in types of activity and areas of interest.


A fundamental aspect of the assessment strategy is the continuous monitoring of the plan and its implementation by the Alliances, Community and Culture Committee, the Culture Projects unit and the Standing Committee on Culture.

To draw up the Culture Plan, strategic documents produced by other universities and cultural agents have been analysed:


Websites:


Culture and Creativity Strategic Plan 2023-2030. University of Loughborough [online] [Accessed: 8 July 2025]. Available at: <https://www.lboro.ac.uk/arts/arts-culture-strategic-plan/> 


Cultural Engagement Strategy 2024 to 2029. University of Leeds [online] [Accessed: 8 July 2025]. Available at: <https://spotlight.leeds.ac.uk/cultural-engagement-strategy/> 

Strategic Plan: Arts, Culture, and Heritage. University of Lincoln [online] [Accessed: 8 July 2025]. Available at: <https://www.lincoln.ac.uk/strategicplan/artscultureandheritage/> 

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