



UOC

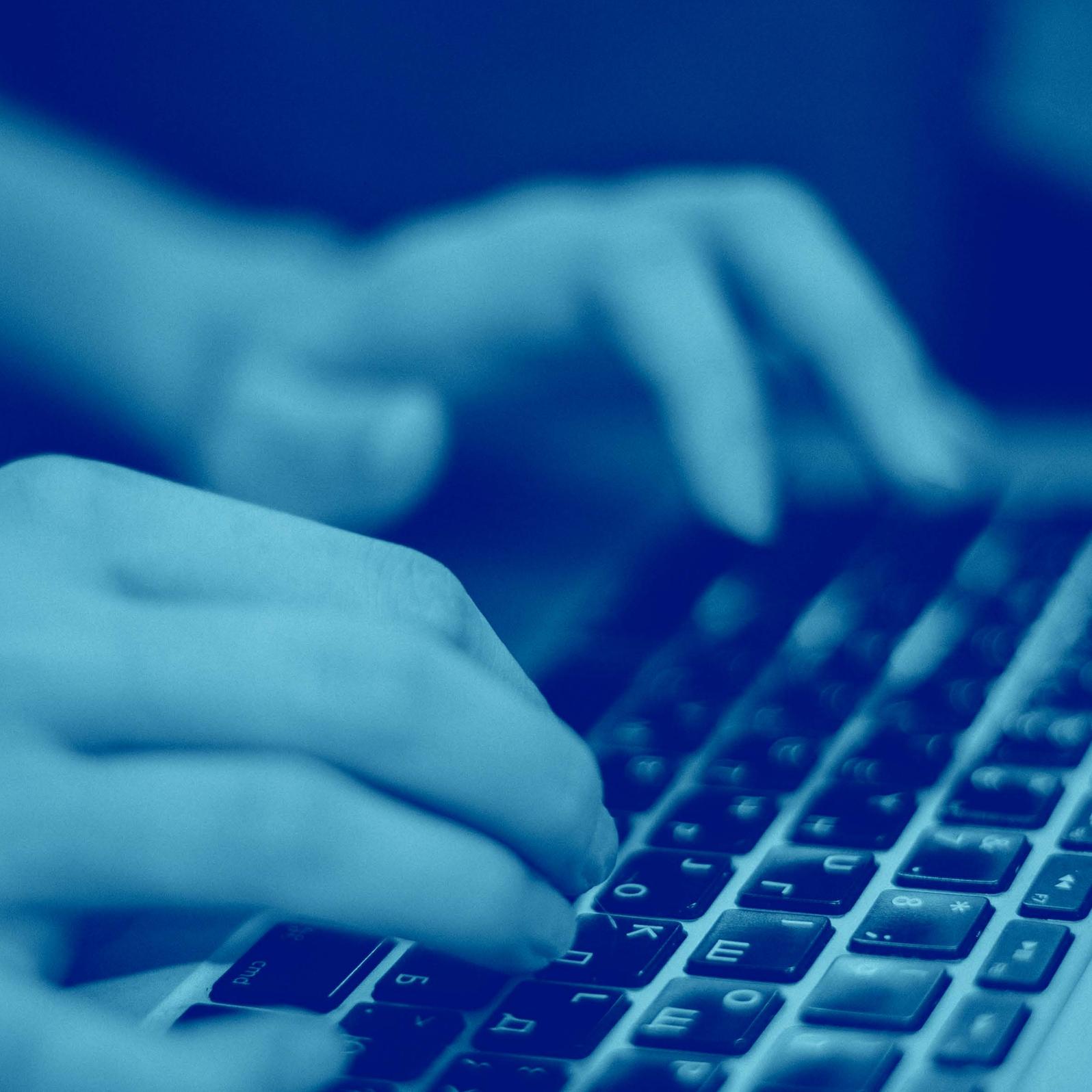
2014-2021 Strategic Plan

Overview and
milestones

Universitat Oberta
de Catalunya

2014-2021 Strategic Plan

Overview and
milestones



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01

Introduction

Introduction



"The 2014-2021 Strategic Plan, prepared collaboratively in various phases, was drafted with the aim of ensuring that the future of our university is based on a rational approach."

Josep A. Planell
President of the Universitat Oberta de Catalunya



Our perceptions are coloured by our ancestral prejudices, the times we live in, and our personal biases. According to Steven Pinker, this means we tend to focus on negative events, even small incidents, while we struggle to perceive and appreciate good things, which unfold slowly. The Canadian psychologist recommends countering this bias by using a rational approach based on critical thinking to ensure that objectivity and truth prevail over the obsessive pursuit of self-interest. This is the only way to understand that bad things disappear as quickly as they appear, while good things build up, creating a multiplier effect.

The 2014-2021 Strategic Plan, prepared collaboratively in various phases, was drafted with the aim of ensuring that the future of our university is based on a rational approach such as this. This will form the basis for a UOC that, faithful to its founding principles, has had an increasing impact on society through education, research and knowledge transfer, making us the first Catalan university to have all its courses officially recognized. As a result of extending and updating the courses we offer, the number of students has practically doubled; we now have more than 100,000 alumni, and more than 50 research groups with over 500 research staff, while the university's funding has

more than tripled. Above all, we have been able to fulfil our commitment to reduce inequality between individuals and regions, meet demand for education and respond to training needs, and play an active role in the construction of a shared future.

Thanks to the commitment of every member of staff, we have been able to put troubled times behind us and start to build a positive future, establishing the UOC as a global university, ready to take on new challenges and adapt to a changing world. This transformation did not come about by chance, it was considered, debated, checked, improved and applied. It has been, in Pinker's words, rational. Rationality may be scarce, but it is fundamental, and it has enabled us to minimize errors, make the best decisions possible and position the UOC on the road to social justice and moral progress.

The complex roadmap we have followed in recent years is detailed in this report, together with the five key pillars that served as its compass, with their associated objectives. Throughout the three phases (2014-2016, 2017-2020 and 2020-2021), we have addressed our need to expand internationally, attract funding, update our technology, recruit teaching staff, and engage in competitive research, and, above all, we

have faced the challenges posed by a major pandemic.

In the motivational words attributed to the classical Greek philosopher, Epictetus, "we cannot choose our external circumstances, but we can always choose how we respond to them". The UOC was, fortunately, able to respond with a plan, with a strategy and with objectives. This effort has set our coordinates for tomorrow and, at the same time, has produced its first results. These include the new Interdisciplinary Research Hub, inaugurated in late 2022, and the completion of the Poblenou Campus, bringing together our academic, research and management activities in Barcelona's technology and knowledge district.

In recent years, education and training, research and knowledge, work and life in general have all changed. But the UOC has changed too, and, as this report shows, these changes have put it on the right path to meet the challenges in store.

02

Strategic planning to create a shared future

Strategic planning to create a shared future

Strategic planning is a process which allows the university to pursue its mission, vision and values, and to map out its objectives and actions and measure its performance.

Commissioned by the Executive Board, led by the Office of the Vice President for Strategic Planning and Research, and coordinated by the Strategic Planning Office, the Strategic Plan is the end product of a participatory process involving the university's various stakeholders.



All members of the UOC community were invited to contribute to the preparation of the Strategic Plan, with a clear mission to ensure our university has a greater impact on society as a centre of knowledge.

The plan outlines, organizes and sets in motion the university's strategy, and defines priorities in decision-making processes. The UOC's strategy is delivered by a continuum of strategic plans.

This plan has been implemented in three phases: (I) 2014-2016, (II) 2017-2020 and (III) 2020-2021 (COVID-19). The end of each phase is used as the starting point for the next.

Phase 1

[How we produced the Strategic Plan](#)



[The keys to a strategic plan](#)



[Reference document](#)



Phase 2

[Presentation video](#)



[Reference document](#)

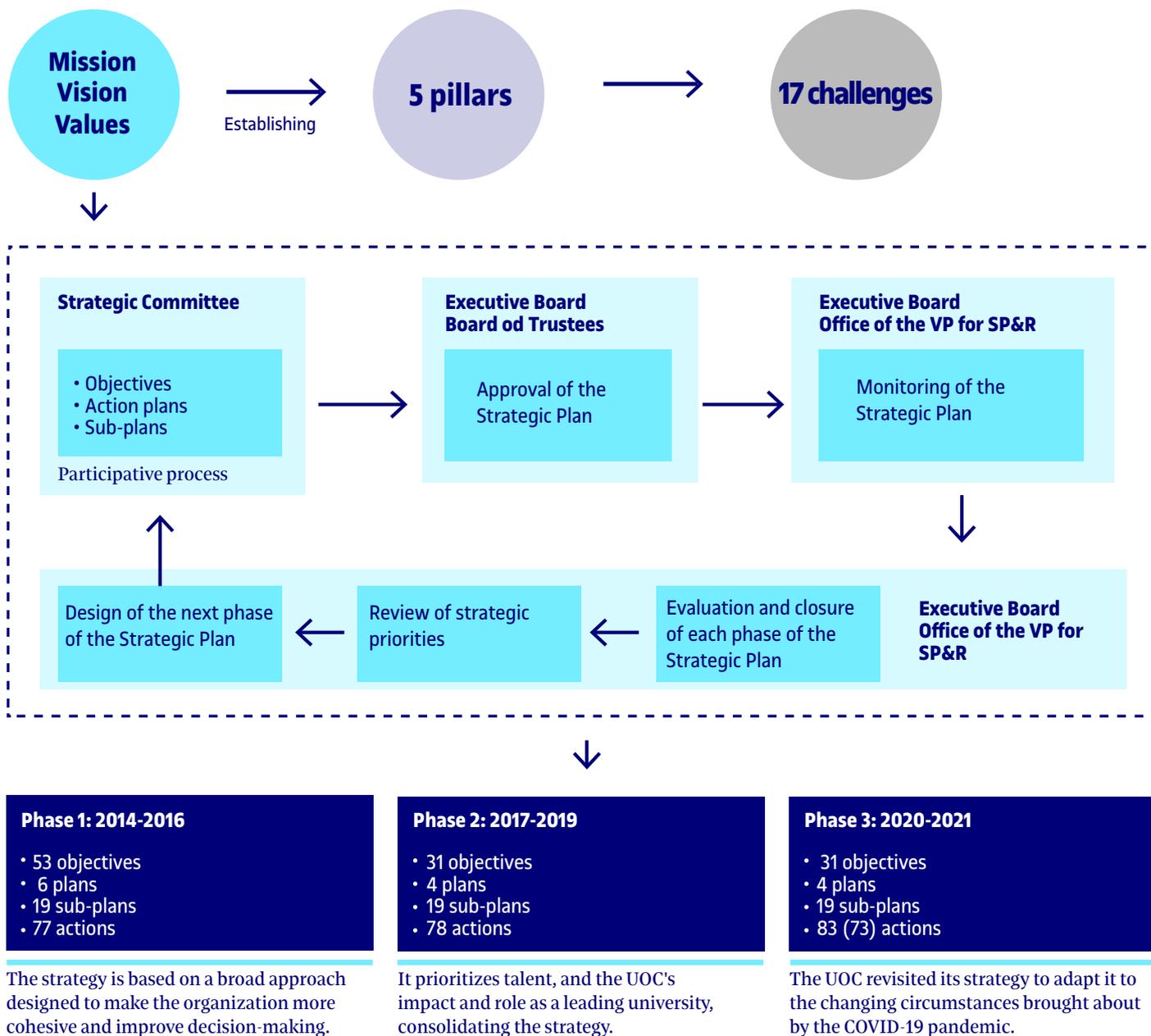


Phase 3

[Reference document](#)



A three-phase process



03

Pillars and challenges

The 2014-2021 Strategic Plan

5 pillars, 17 challenges

The 2014-2021 Strategic Plan was based on 5 key pillars: cross-disciplinarity and flexibility, collaborative governance, commitment to globalization, focus on skills and employability, and excellence in research.

Based on these five pillars, the university identified 17 challenges to be tackled in this period. Specific objectives were set and actions established to meet each challenge.

Pillar 01

Cross-disciplinarity and flexibility



Create a learning environment that provides an intellectually stimulating, socially transforming and inclusive educational experience.

Offer high-quality and multi-disciplinary education with the option to personalize curricula to give students the best chance of satisfying their personal and professional expectations.

Make available at all times the technology necessary for providing ubiquitous learning and support services.

Pillar 02

Collaborative governance with common goals



Achieve a work environment characterized by trust, shared leadership, institutional commitment and the recognition of professional expectations and successes, which enables us to retain and attract talent.

Structure the UOC, academically and in terms of management, as a system oriented towards the student's educational experience.

Exercise leadership based on autonomy and accountability through participation, prior discussion and transparency in processes and decisions.

Make decisions that take into account the financial sustainability of the institution.

Pillar 03

Commitment to globalization



Make the UOC one of the world's leading online universities.

Compete in new and broader markets to diversify revenues.

Attract talent and cultivate the international and intercultural skills of UOC staff and collaborators.

Incorporate international and intercultural dimensions in the curricula so students may acquire these competencies regardless of where they live.

Pillar 04

Focus on skills and employability



Gain recognition for targeting the needs of society and for our active learning approach, which emphasizes the reality of employment and integrated cross-disciplinary skills in all areas of knowledge.

Make visible societal gains from UOC activities for promoting cultural change that attract philanthropy.

Make the UOC community (students, lecturers, management staff, researchers, affiliated teaching staff, alumni, and associated companies and institutions) a truly active network that benefits the community itself and society in general.

Pillar 05

Excellence in research



Be an internationally recognized university for cutting-edge research into the knowledge society and for excellence in translational research into online education.

Offer doctoral training that is in touch with the academic and professional world, based on excellent research that allows the undertaking of doctoral theses in the UOC's knowledge areas.

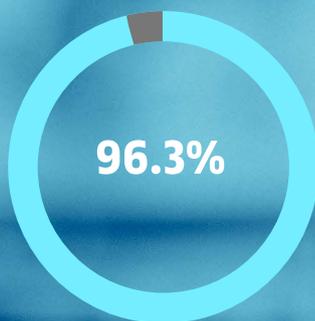
Increase the productivity of excellent research at the UOC as a whole and establish a strategy for the dissemination and transfer of knowledge that encompasses all UOC activity.

Pillar 1

Cross-disciplinarity and flexibility

Strategies for strengthening the university with a quality learning model that is sensitive to the needs of each student and enables them to follow individualized, multi-disciplinary learning pathways.

96.3% of the actions planned for this pillar were implemented



100% of the objectives set for this pillar were met





Carles Sigalés

Vice President for Teaching and Learning

Obtaining institutional accreditation was one of the UOC's key achievements during the period of this Strategic Plan. This was significant in terms of the recognition and quality of the UOC's educational model and the digitalization and updating of said model through the course transformation plan and the online assessment project, and the growth and renovation of the learning portfolio, based on the needs of society and sustainability, and a more in-depth competencies model. All this has enabled the organization to take a more cross-disciplinary approach, from both an academic and a management perspective, to systematize processes and to take a broader view of the future of the university and its role in the education system.

Looking to the future, the internal quality assurance system needs to be strengthened and the UOC must start to seek recognition of its excellence nationally in Spain and internationally. The outstanding work on the digitalization of the educational model includes completing the implementation of the plans in progress, migrating all teaching activities to the new Learning Management System (LMS) and starting a new stage in the development of the model, with the whole community more deeply involved, supported by data, to provide better support for learning and make it more individualized and flexible at all levels.

Cross-disciplinarity and flexibility

Challenges met

Challenge 1

Create a learning environment that provides an intellectually stimulating, socially transforming and inclusive educational experience.

Challenge 2

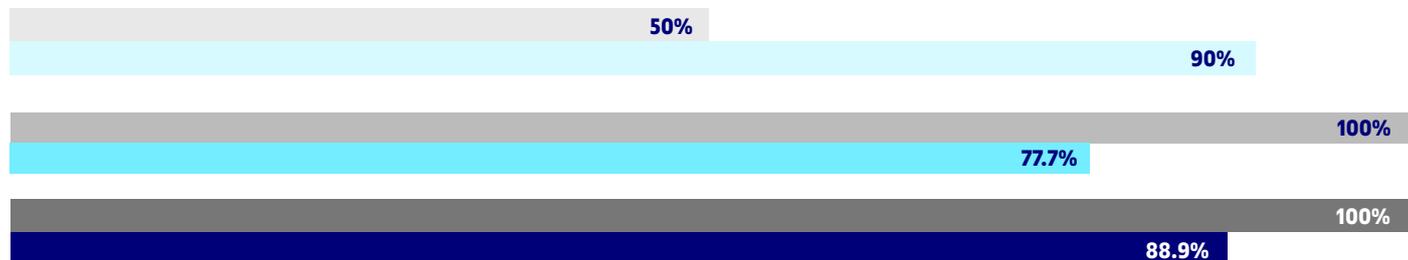
Offer high-quality and multi-disciplinary education with the option to personalize curricula to give students the best chance of satisfying their personal and professional expectations.

Challenge 3

Make available at all times the technology necessary for providing ubiquitous learning and support services.

Objectives

Phase 1 Phase 2 Phase 3



Actions

Phase 1 Phase 2 Phase 3

Pillar 2 Collaborative governance with common goals

Strategies for fostering collaborative work and decision-making in order to achieve institutional objectives, based on talent and technology, seeking sustainable, scalable growth.

99.5% of the actions planned for this pillar were implemented



94.9% of the objectives set for this pillar were met





Antoni Cahner

General Manager

During this strategy cycle, governance mechanisms have been introduced that, based on objectives shared by everyone, have encouraged the organization's academic and management teams to work collaboratively. Attracting and retaining talent is key for the organization; in a period of growth such as that envisaged, it is essential that the university works with the best talent.

The roll-out of the New Way of Working has also begun, a change that will result in a better-distributed leadership structure, with greater autonomy for employees and a more efficient organization, bringing a transformation in the UOC's culture.

These changes have been crucial for our plans to transform the technological systems used in all the university's operations; we are creating more secure, online and scalable technological environments.

On the financial side, efforts have been made to ensure the university is financially sustainable, based on a better understanding of its internal resources and the ability to anticipate training needs in the areas where it operates. All this has enabled the university to balance its books. Accountability and target monitoring have also been strengthened, together with mechanisms to make the institution more transparent.

Work must continue on these transformative projects to ensure that the organization remains competitive and capable of generating greater impact.

Collaborative governance with common goals

Challenges met

Challenge 4

Achieve a work environment characterized by trust, shared leadership, institutional commitment and the recognition of professional expectations and successes, which enables us to retain and attract talent.

Challenge 5

Structure the UOC, academically and in terms of management, as a system oriented towards the student's educational experience.

Challenge 6

Exercise leadership based on autonomy and accountability through participation, prior discussion and transparency in processes and decisions.

Challenge 7

Make decisions that take into account the financial sustainability of the institution.

Objectives

Phase 1 Phase 2 Phase 3



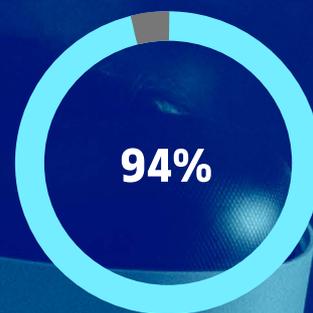
Pillar 3

Commitment to globalization

Strategies for strengthening the international recognition of the UOC, extending access to higher education in different areas of the world and consolidating the global dimension of the UOC community, demonstrating our commitment to people and the planet.

98.3% of the actions planned for this pillar were implemented

94% of the objectives set for this pillar were met





**Pastora
Martínez-Samper**
Vice President for
Globalization and Cooperation

One of the key achievements linked to the globalization pillar has been the consolidation of the university as an open knowledge hub that is committed to meeting the Sustainable Development Goals. It is a porous node, that generates and increases knowledge from within and shares it with the academic community and society in general.

The COVID-19 pandemic highlighted the importance of this approach and demonstrated the societal impact of our work, at the same time as raising the UOC's profile. We have strengthened the university's presence and role in key international higher education bodies and forums.

We have worked to transform teaching, research and innovation, as well as our internal organization, in line with the various plans we have put into action in areas including the digital transformation of higher education, open knowledge, gender equality and environmental sustainability. All these measures have been implemented on a participative basis, from definition to execution. Pooling our intelligence allows us to generate, transform and exchange knowledge.

Although great strides have been made, there is still some way to go for the UOC to be recognized as a truly global university.

Commitment to globalization

Challenges met

Challenge 8

Make the UOC one of the world's leading online universities.

Challenge 9

Compete in new and broader markets to diversify revenues.

Challenge 10

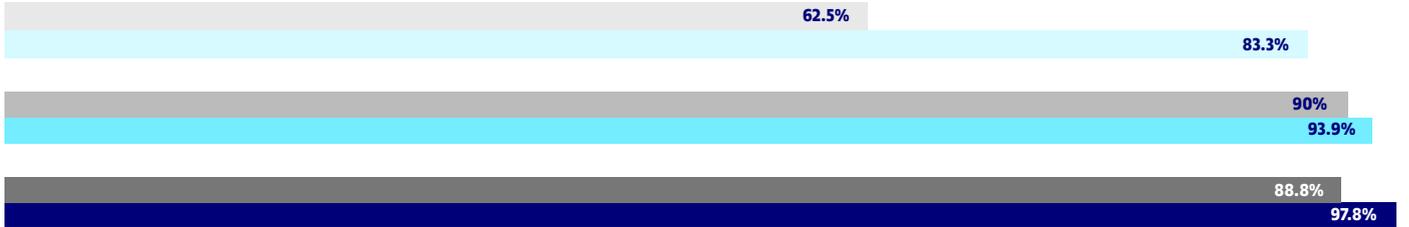
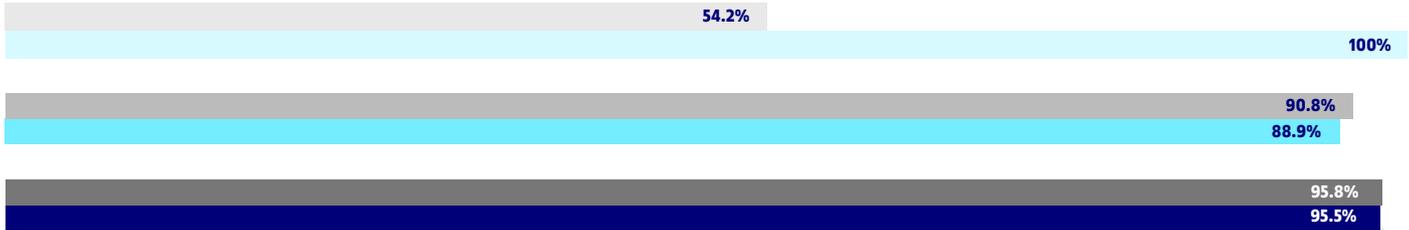
Attract talent and cultivate the international and intercultural skills of UOC staff and collaborators.

Challenge 11

Incorporate international and intercultural dimensions in the curricula so students may acquire these competencies regardless of where they live.

Objectives

Phase 1 Phase 2 Phase 3



NOT EVALUATED



Pillar 4

Focus on skills and employability

Strategies for improving competitiveness and employability, making the UOC community a dynamic space for exchanging experiences and fostering entrepreneurship, with a comprehensive value proposition developed in partnership with businesses and institutions.

100% of the actions planned for this pillar were implemented



99.1% of the objectives set for this pillar were met





Àngels Fitó

Vice President for
Competitiveness and
Employability

The university has grown organically, appointing associate deans for emerging programmes to foster the exchange of knowledge between the UOC's academic activities and industry, and strengthening its Professional Guidance and Career Services and Corporate Development departments to provide support to people and organizations on matters related to employability and competitiveness. The UOC has also defined and implemented a knowledge chain, establishing links between the labour market and its careers guidance services for students, managed by the Labour Market Research and Analysis Unit, the careers guidance team and a new tutoring function. New lifelong learning programmes have also been created, and measures to enhance the employability of the entire university community included the UOC Employment Fair, internships, our job bank, and workshop cycles to develop specific competencies for employability. All of this has made us more open to change and has contributed to making the UOC a more porous, collaborative and entrepreneurial university.

The challenges for the future include providing more personalized guidance for thousands of students and alumni, establishing beneficial alliances with industry, implementing mechanisms for evaluating our programmes' alignment with the job market, at the same time as rolling out our new knowledge transfer plan and linking our academic activities to the needs and challenges of areas at risk of becoming depopulated.

Focus on skills and employability

Challenges met

Challenge 12

Gain recognition for targeting the needs of society and for our active learning approach, which emphasizes the reality of employment and integrated cross-disciplinary skills in all areas of knowledge.

Challenge 13

Make visible societal gains from UOC activities for promoting cultural change that attract philanthropy.

Challenge 14

Make the UOC community (students, lecturers, management staff, researchers, affiliated teaching staff, alumni, and associated companies and institutions) a truly active network that benefits the community itself and society in general.

Objectives

Phase 1 Phase 2 Phase 3

Actions

Phase 1 Phase 2 Phase 3



Pillar 5

Excellence in research

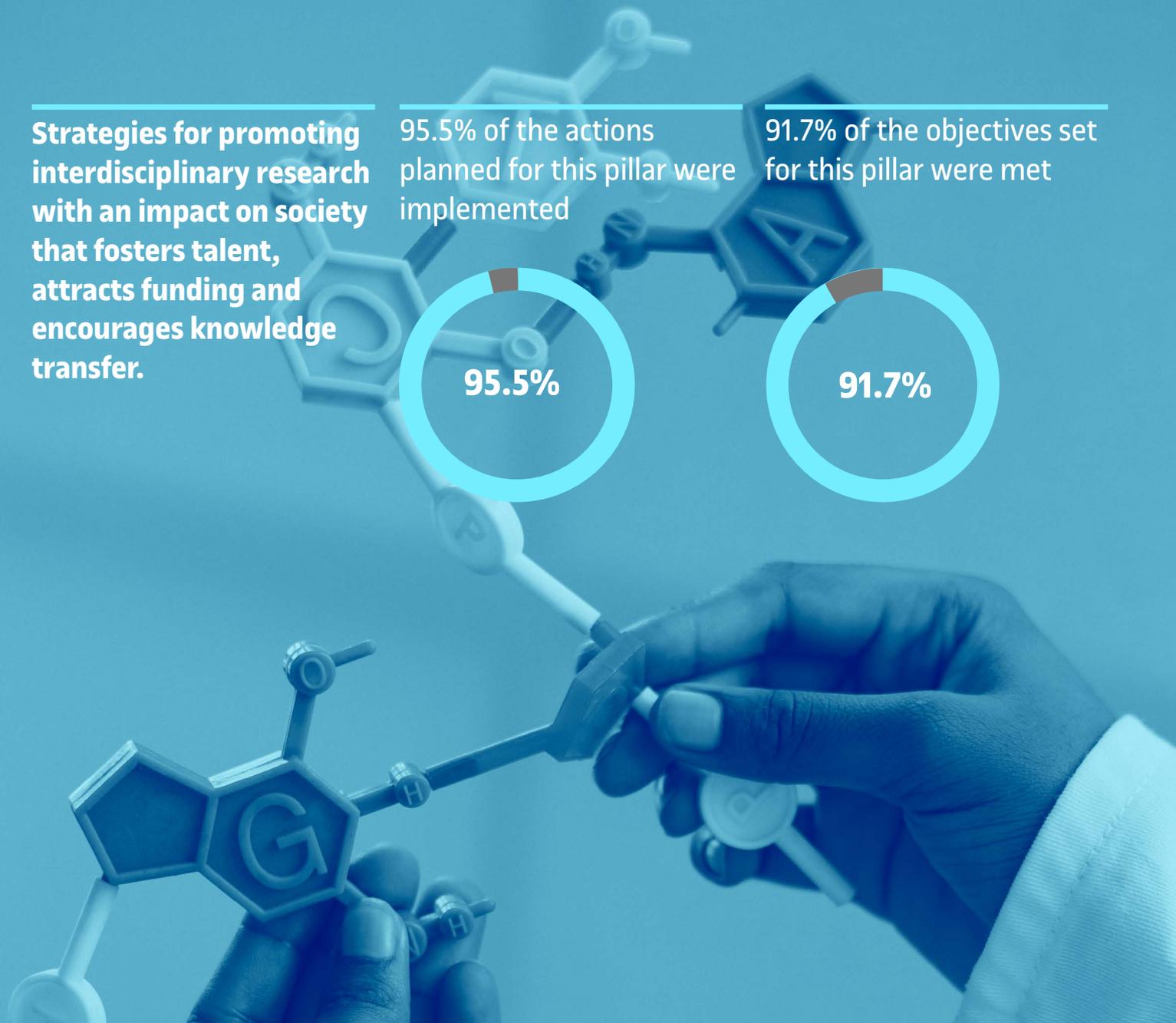
Strategies for promoting interdisciplinary research with an impact on society that fosters talent, attracts funding and encourages knowledge transfer.

95.5% of the actions planned for this pillar were implemented

91.7% of the objectives set for this pillar were met

95.5%

91.7%





Marta Aymerich

Vice President for Strategic
Planning and Research

During this strategy cycle, the UOC has built on its commitment to research and has become a key figure in the university system. We have strengthened skills, resources and governance, and created a research ecosystem that has enabled us to recruit more research staff, increase the work done by our research centres, foster research in the various faculties, set up the Doctoral School, create the eHealth Centre and get the Interdisciplinary R&I Hub (with over 3,000 m²) and the UOC Labs up and running.

Research at the UOC is engaging, outstanding, and meaningful. Engaging in fostering in-house talent (with more people and time dedicated to research) and attracting new talent and new competitive funding for research projects (€45 million in this period). Outstanding in publishing and disseminating more and better, with almost 4,000 indexed articles in the period, 60% of those in open formats. And meaningful in carrying out research that has an impact on society, where technology and the human and social sciences come together, prioritising the university's three key research areas: the network society, online learning and e-health.

It will always take time for a research strategy or policy to produce results. We must strengthen and maintain the UOC's strategic support for its research ecosystem to remain useful to society and to provide responses to the complex global challenges facing us.

Excellence in research

Challenges met

Challenge 15

Be an internationally recognized university for cutting-edge research into the knowledge society and for excellence in translational research into online education.

Challenge 16

Offer doctoral training that is in touch with the academic and professional world, based on excellent research that allows the undertaking of doctoral theses in the UOC's knowledge areas.

Challenge 17

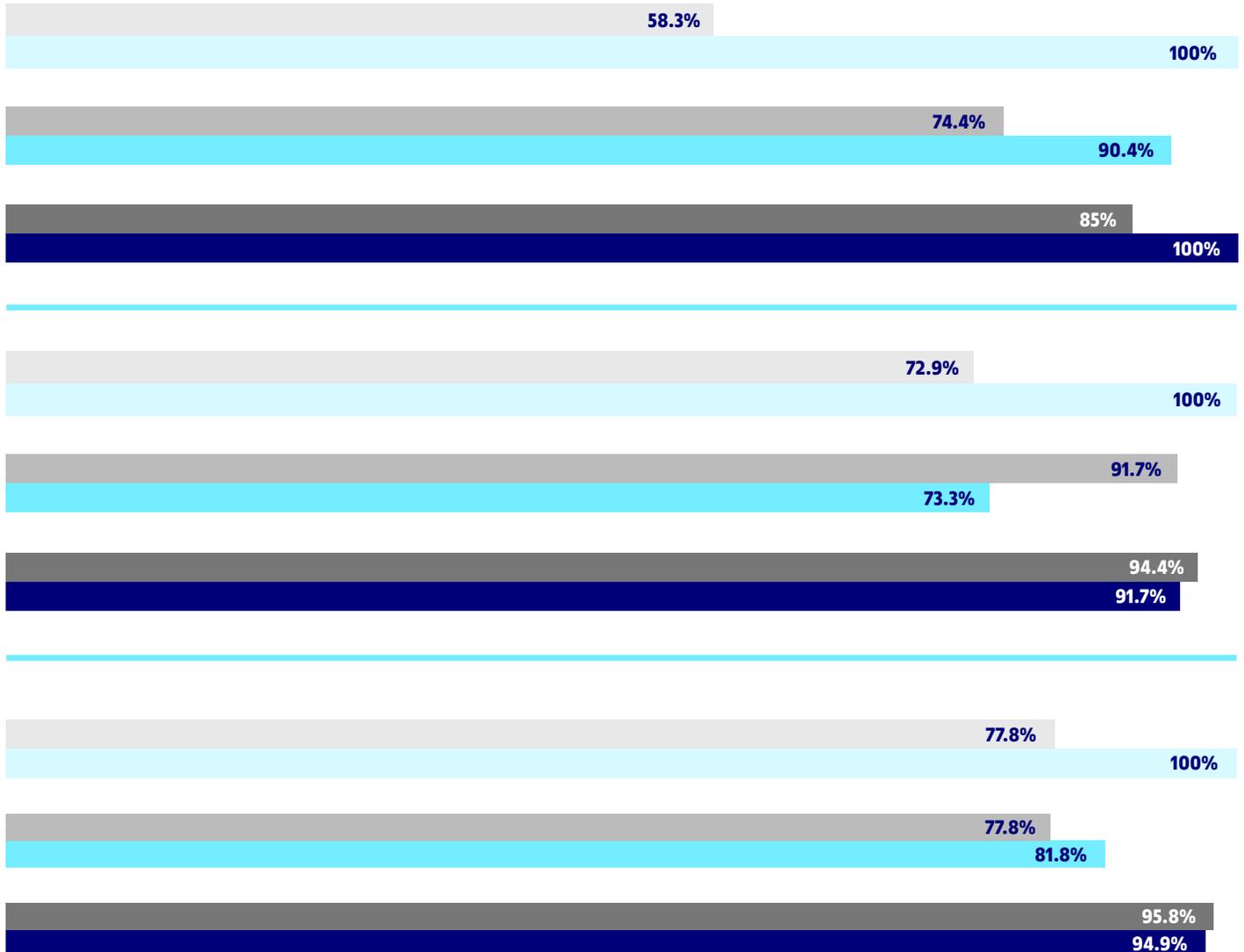
Increase the productivity of excellent research at the UOC as a whole and establish a strategy for the dissemination and transfer of knowledge that encompasses all UOC activity.

Objectives

Phase 1 Phase 2 Phase 3

Actions

Phase 1 Phase 2 Phase 3



004

Continuation of the strategy



The university's strategy for 2022 to 2025

The UOC began work in the last quarter of 2019 on the design of the 2022-2025 Strategic Plan, following on from the previous plan for 2014-2021, setting out the roadmap for the organization for the coming years.

The 2022-2025 Strategic Plan was drawn up through a process that gave the entire university a voice. Several working sessions took place with the university's representative bodies (the University Council, the Student Council, the Alumni Council, the UOC entrepreneurship representatives and the Strategic Committee) between November 2019 and July 2020. This participatory process was widened from April to July 2021, with discussions and consultations with the entire workforce, managed via the Decidim platform.

Via this process, 12 challenges facing the university were identified, broken down into 33 specific objectives.

[See all the challenges and their related objectives](#)



[Go to the Strategy page on the UOC's website](#)



[See the strategic map](#)



[See the full document](#)



05

Appendix: Strategic maps

UOC

The UOC implements this strategy via six plans and 19 action plans for achieving pillars in the five pillars of its roadmap.

UOC IN PROGRESS

Covers all projects being implemented and/or designed that affect UOC activity, students, tools and the educational model. Continual improvement as a quality constant in the educational and support process.

ROLE REVIEW

Specify the position, levels and profiles of UOC collaborating teachers.

Define measures for achieving greater participation from collaborating teachers in the development of the UOC.

Develop measures for increasing sense of belonging of collaborating teachers.

Review the various academic duties and roles.

Devise measures for assessing the quality of the teaching of collaborating teachers.

RESOURCE MANAGEMENT AND COORDINATION

Implement a new system of management, commissioning and developing of learning resources.

Improve the process for producing learning resources in the current model.

Establish an open access policy for disseminating excellence in the production and the maximum visibility of content.

Design an innovative and benchmark experience for the UOC student that makes use of ubiquitous learning resources.

NEW EDUCATIONAL MODEL

Revise the current educational model.

Design the new educational model.

Implement the new educational model.

Assess the new educational model.

Disseminate the new educational model.

Extend the culture of the digital lecturer.

Phase I 2014-2016

BE UOC

Defines how the UOC organizes work, how the resources are managed efficiently for contributing to the organization's sustainability, and how the UOC is committed to developing staff and their careers and promoting accountability, the recognition of success and the social conscience of the institution.

UOC COMMITMENT

Devise a comprehensive communication plan.

HUMAN RESOURCES

Create a performance assessment system.

Devise and implement internal staff career plans.

Create a map of UOC sites (current and future).

Implement a system for defining and assessing objectives.

Establish a coaching and training plan.

TEAM IMPLICATION

Develop policies and actions for developing affinity with the University.

Action plans for fostering leadership and responsibilities.

Increase communicative actions.

VIALE UOC

3-year financial projection.

Rationalize expenses–investment.

Analytic accounting.

Internal control.

NEXT UOC

Includes the long-term action plans aimed at rethinking the educational model and services from a global and ubiquitous perspective that must improve the UOC's social contribution and constitute a competitive advantage.

UOC viable tech (Information systems master plan)

Community relations and sales management (CRM).
Create a new work environment and improve the user experience (UXP).
Review the classroom and create new teaching tools.
UOC work mobility and ubiquity (sub-plan 0301).
Business intelligence and data management (BI).
Create a new global academic management system (SIS-ERP).
Other business transformation projects.
Cloud technology and migration plan.
Digital training and empowerment.
Technological security plan.

UBIQUITY TOOLS

Define the UOC mobility policy and ubiquity strategy.
Review the current situation.
Create the mobile and multi-device learning workspace (for students and teachers).
Dissemination and support to the UOC community.
Create a new workspace, taking into account the ubiquity of the UOC worker.
Make progress with assessment ubiquity.
Create an observatory of future trends.

NET.UOC

Groups the areas that connect us to society, which makes the institution's value contribution more effective and strengthens the relationship ecosystem and the institution's presence and position.

UOC COMMUNICATION

Devise a comprehensive communication plan.
Define a global brand.
Create the UOC Spokesperson Catalogue for providing knowledge to society.

INSTITUTIONAL DEVELOPMENT

Develop a proposal for priority presence in formal networks.
Define a regional presence proposal.
Develop a philanthropic funding search programme.
Define the institutional strategy for local and international collaboration.
Foster the cooperation channel as an instrument for creating institutional ties.

GLOBAL UOC

Sets out the action plans for defining (framework/alliances), structuring (business) and guaranteeing (processes) the increase of the UOC's international presence in a constant and sustainable manner.

GLOBAL DIMENSION

Identify countries for prioritising commercial actions.
Contact universities in target countries to establish alliances for increasing the number of international UOC students.
Work with UOC departments to create a portfolio adapted to the needs of international markets.
Consolidate international commercial presence (Chile, Colombia) and define a new commercial strategy for Mexico.

EXPANSION PLAN

Detect new portfolio opportunities.
Identify and implement BI strategy.
Identify and promote LATAM opportunities.

INTERNATIONALISATION PROCESSES

Align processes for carrying out an expansion plan.

NEW BUSINESS MODEL

Build an internal value proposal.
Define a commercial strategy for each market.
Promote the growth and consolidation of UOC Empresa.

UOC R&I

Promotes action plans for improving research, innovation and transfer at the UOC, contributing to the improvement of competitiveness and employability.

IMPROVE R+I MODEL

Assess and recognize R&I activity.
Promote quality in research and innovation to foster excellence and productivity.
Define conditions for becoming an innovative university.

R&I DISSEMINATION FOR ATTRACTING OPPORTUNITIES

Transfer knowledge and technology for obtaining resources derived from R+D+i.
Define measures for increasing participation in R+D+i projects.
Improve the impact of internal and external communication for all R+D+i activity.
Promote quality in R&I activity to increase excellence and productivity.

COMPETENCIES AND EMPLOYABILITY

Assess competencies.
Define an end-of-degree work experience programme.
Create a line of research for analysing the impact on e-learning and employability.
Devise a proposal of valuable services for the UOC community.
Create a business intelligence tool for assessing how well courses match the labour market.

ENTREPRENEURSHIP

Devise an entrepreneur programme.

UOC

The UOC develops its strategy through 4 plans, 19 sub-plans and 78 actions that contribute to attaining the pillars defined in the University's roadmap.

BE UOC

Promote talent, organization of work, management of resources, technology, and a commitment to professional development, while delivering accountability, recognition of achievements and social awareness, and ensuring the institution's growth and sustainability.

0101. Attracting and recruiting talent

Define and implement a plan to attract and recruit talent for the academic staff.

Define and implement a plan to attract and recruit talent for the administrative staff (including group companies).

0102. Staff: detecting, developing and gaining the loyalty of talent

Define a global talent development and retention plan through the creation of career paths and training plans.

Implement and consolidate people review for academic and administrative staff (including group companies).

Consolidate and implement an objectives-based model both at the UOC and in the group companies.

Develop the skill profile of the Research and Innovation project manager.

0103. Affiliated teaching staff: detecting, developing and gaining the loyalty of talent

Define and implement the integrated affiliated staff management model.

Increase the number of affiliated teaching staff with doctoral degrees who can supervise theses.

0104. Culture and organization

Define and implement a plan to improve the management systems.

Instill the UOC's values in the organization's culture and establish a plan to disseminate them.

0105. Growth and sustainability

Increase activity on official and UOC-certified programmes.

Increase UOC Corporate's activity.

Increase UOC X's activity.

Increase resource capture for R&I.

0106. UOC Tech

Align the Master Plan with the Strategic Plan 2017-2020 in order to implement it.

Establish and deploy the competitive and business intelligence services, and the data analytics systems.

Develop the requirements of the Data Science Lab.

Bolster and increase the flexibility of the computer services to adapt them to the increase in the number of students, globalization and cyberthreats.

Phase II 2017-2020

NEXT UOC

Improve the educational model's effectiveness and the service model's efficiency to help boost the development of students' personal and professional skills, while assuring the quality of the learning experience.

0201. Transformation of teaching

Provide support based on the learning resources.

Define and develop the new LMS.

Develop and implement the NIU model.

Innovate in the design of courses focused on the student's activity.

Improve support of teaching activities.

Assess in terms of aiding competence acquisition.

Improve effectiveness in monitoring of final bachelor's/master's degree projects.

Innovate in the design of virtual internship systems.

Strengthen the ways for students to collaborate.

0202. Competences

Update the UOC's cross-disciplinary competences to cater for the new demands of society.

Enhance competence-based work in the design of programmes and courses.

Include competences in the final project and practicum courses.

Include the competences in the student's academic record to make them more employable and competitive.

0203. Cross-disciplinary approach to teaching

Increase the interdisciplinary nature of courses.

Define and implement a new concept for the recognition and adaptation of prior studies.

Design flexible pathways that allow internal mobility between programmes.

Define and implement a new concept of course relationship to foster interdisciplinary work.

Guarantee learning resources for the deployment of new programmes and update them for existing programmes.

Apply the open-access teaching material policy.

0204. Quality to drive change

Certify the internal quality assurance system.

Define the course catalogue in accordance with the demands of society.

Accredit the maximum quality level in the qualifications being programmed.

0205. Reduction in the drop-out rate

Design programmes and courses based on a unit of time.

Implement focused actions during the first three semesters.

Detect the drop-out risk profile.

GLOBAL UOC

Drive the UOC's transformation toward a global university with greater social impact and position it in the international arena, fostering responsible research and innovation, and open knowledge.

0301. The UOC model as a global point of reference

Position the learning model internationally.

Transfer the UOC model to improve educational systems around the world.

Broaden the scope of the UOC's programmes internationally.

"The UOC welcomes". Increase access to UOC courses, fostering the inclusion of underrepresented population groups and student diversity.

0302. The UOC in the 2030 Agenda

Make sure the UOC has a voice in internationally influential networks, organizations and debates.

Train global citizens and professionals.

Develop specific thematic projects within the framework of the 2030 Agenda.

0303. Knowledge open to everyone and for everyone

Develop and implement an internal policy for open and responsible research and innovation.

Open the UOC's knowledge to everyone to become leaders in open science.

Create forums and promote knowledge co-creation processes with social agents, and increase the social impact and relevance of the UOC's research.

0304. Evolution toward a global and social UOC

Consolidate the UOC as a responsible and sustainable workplace.

Foster global skills among the UOC's staff.

Strengthen the UOC's international offices.

Adapt internal processes and tools to that of a global, social UOC.

Measure the UOC in global and social terms.

UOC R&I

Improve research and innovation by developing transdisciplinary research, and foster transfer and entrepreneurship through an active relationship with the different stakeholders in society.

0401. Research with scientific impact

Deploy the IN3's strategy for the period 2017-2020.

Design and roll out the UOC eHealth Center.

Promote publication by international experts in the UOC's scientific journals.

Establish the structure and governance of research and innovation in the faculties.

Design a programme to foster translational research and innovation in e-learning.

Define the UOC's Data Science Lab.

0402. Transdisciplinary approach

Include interdisciplinarity as a priority and criterion for grant applications.

Create mechanisms for sharing the research being carried out in the various faculties and centres, based on their research and innovation plans.

Promote research projects that combine the interests of different faculties in areas such as e-learning, e-health and the knowledge society.

0403. Research partners

Set up a programme of stays in high-profile centres for researchers.

Design and obtain ITN (International Training Network) programmes.

Increase the UOC researchers' involvement in high-profile projects and initiatives.

Design a plan for the presence of the UOC's researchers in international communication media.

Establish an induction programme for visiting lecturers and stays.

Increase the number of doctoral degree co-supervision and co-tutorship agreements with high-profile centres and companies.

0404. Valorization of knowledge

Enhance entrepreneurship among the UOC's students, particularly those performing final bachelor's and master's degree projects.

Create investment tools to engage the UOC community in funding start-ups and spin-offs.

Foster cooperation between the expertise available in the UOC community and the start-ups and spin-offs.

Develop a plan to attract e-learning entrepreneurs and potential start-ups.

Promote research transfer and valorization, particularly in less technologically-oriented fields.

Create a service catalogue targeting companies and institutions (R&I, philanthropy, etc.) that pools the UOC's expertise.

UOC

Phase III 2020-2021

The UOC is adapting to the new crisis situation by placing a **focus on** four strategic aspects: (1) **staking its place in terms of knowledge of online education;** (2) **intensifying the generation and connection of knowledge;** (3) **preparing feasibility scenarios for a liquid present;** and (4) **becoming a digital organization in a new global age.**

The Strategic Plan has been extended to 2021 and its actions have been updated: 4 plans, 19 sub-plans and 83 actions in 2020, of which 73 will continue until 2021.

BE UOC

Promote talent, organization of work, management of resources, technology, and a commitment to professional development, while delivering accountability, recognition of achievements and social awareness, and ensuring the institution's growth and sustainability.

0101. Attracting and recruiting talent

Define and implement a plan to attract and recruit academic and management talent.

Attract talent in the context of the 'new normal'.

0102. Staff: detecting, developing and gaining the loyalty of talent

Define a global programme to develop talent and build loyalty by establishing professional career paths and training plans.

Implement and consolidate the People review for faculty and administrative staff.

Consolidate and implement an objectives-based model.*

Develop the skill profile of the Research and Innovation project manager.

Adapt the IDP to the new work scenario.

Work on development measures linked to teleworking, new ways of working and online management: team and time management, productivity and efficiency.

0103. Affiliated teaching staff: detecting, developing and gaining the loyalty of talent

Define and implement the integrated affiliated staff management model. *

Analyse and adjust the relationship with affiliated teaching staff (tutors and course instructors).

0104. Culture and organization

Define and implement a plan to improve management systems.

Instil the UOC's values in the organization's culture and establish a plan to nurture and disseminate them.

Assess the experience of lockdown: the trigger for becoming a truly digital, ubiquitous organization.

Consolidate telework as a means to attaining environmental sustainability and geographical equity.

0105. Growth and sustainability

Increase activity in official and UOC-specific master's degrees and make it sustainable.

Increase UOC Corporate's activity.

Increase UOC X's activity.

Increase resource obtainment in R&I.

Monitor and analyse student behaviour.

Find new ways of reaching students.

0106. UOC_Tech

Align the ICT Plan and ICT Governance with the Strategic Plan.

Help to roll out the UOC's data strategy and governance.

Develop and implement the technological side of the Data Science Lab.

Strengthen our services and infrastructures and make them more flexible so they can adapt to growth in student numbers, globalization, and cyber threats.

Introduce new assessment models in line with the new digital context.

Drive the transformation of the UOC's academic management in accordance with the University's strategic challenges.

NEXT UOC

Improve the educational model's effectiveness and the service model's efficiency to help boost the development of students' personal and professional skills, while assuring the quality of the learning experience.

0201. Transformation of teaching

Define and develop the new LMS.

Develop and implement the NIU model.

Innovate course design that focuses on students and their learning.

Provide assessment to strengthen the acquisition of competencies.

Improve effectiveness in monitoring final master's degree and bachelor's degree projects.

Innovate in the design of virtual internship systems.

Implement Valid Next in the UOC.

0202. Competencies

Update the UOC's cross-disciplinary competencies to cater for the new demands of society.

Enhance competence-based work in the design of programmes and courses.

Include competencies in the Final Project and Internship courses.

Include competencies in students' academic records to produce a more employable, competitive CV.

0203. Cross-disciplinary approach to teaching

Design flexible pathways that allow internal mobility between programmes.

Guarantee learning resources for the deployment of new programmes and ensure the resources of existing programmes are kept up to date.

Apply the policy of open access teaching materials.

0204. Quality to drive change

Certify the Internal Quality Assurance System (IQAS).

Shape the course offering in accordance with society's demands.

Accredit the maximum quality level in the qualifications being programmed.

0205. Reduction in the drop-out rate

Design programmes and courses based on a unit of time.

Implement focused actions during the first three semesters.

Detect the drop-out risk profile.

GLOBAL UOC

Drive the UOC's transformation toward a global university with greater social impact and position it in the international arena, fostering responsible research and innovation, and open knowledge.

0301. The UOC model as a global point of reference

Promote and improve the standing of quality online education globally.

Transfer the UOC model to strengthen education systems around the world.

Broaden the international coverage of UOC studies.

Promote equal access to education.

0302. The UOC in the 2030 Agenda

Strengthen the UOC's international status, binding the University to the 2030 Agenda.

Train global citizens and professionals.

Implement our Equality Plan.

0303. Knowledge open to everyone and for everyone

Strengthen the UOC's international reputation in open knowledge and open science.

Work towards transforming the UOC into an open knowledge hub, following the strategy defined by the Open Knowledge Plan.

Develop spaces and knowledge co-creation processes with social agents, and increase the importance and societal impact of the UOC's research.

0304. Evolution toward a global and social UOC

Draw up and implement the Environmental Sustainability Programme.

Foster global skills among UOC staff. *

Strengthen the UOC's international branches. *

Adapt internal processes and tools to that of a global, social UOC.

Measure the UOC in global and social terms.

UOC R&I

Improve research and innovation by developing transdisciplinary research, and foster transfer and entrepreneurship through an active relationship with the different stakeholders in society.

0401. Research with scientific impact

Roll out the IN3 strategy for the 2017-2021 period.

Roll out the UOC eHealth Center strategy.

Strengthen the implementation of the academic research strategy.

Promote publication by international experts in the UOC's scientific journals.*

Define the UOC's Data Science Lab.

Ensure data governance for research.

Drive the Research and Innovation Communication Plan.

0402. Transdisciplinary approach

Integrate an interdisciplinarity criterion in our various grants and prioritize this approach in research calls.

Create mechanisms for sharing the research being carried out in the various faculties and centres, based on their research and innovation plans.*

Promote research projects that align the interests of different faculties in areas such as e-learning, e-health and the knowledge society.

Create a map of cross-subject synergies in the UOC.

0403. Research partners

Design and obtain ITN (International Training Network) programmes. *

Increase UOC researchers' involvement in high-profile projects and initiatives. *

Increase number of doctoral degree co-supervision and co-tutorship agreements with high-profile centres and companies. *

Define a suitable methodology for conducting online research.

Step up collaboration with health centres, offering the UOC's expertise.

0404. Valorization of knowledge

Enhance entrepreneurship among the UOC's students, particularly those performing final bachelor's and master's degree projects.*

Create investment tools to engage the UOC community in funding start-ups/spin-offs.

Drive measures for the transfer and commercialisation of research, especially in the UOC's areas of knowledge.

Create a catalogue of services aimed at companies and institutions that sets out all the UOC's expertise.

Strengthen the online incubator as a UOC tool to consolidate management and support for entrepreneurial activities.

Place the talent of the UOC community at the service of entrepreneurship.

* These actions completed in December 2020.

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**Building the
#newUOC**

**A global, innovative
and flexible university
ready for the challenges
of the 21st century.**

LEARNING TRANS- FORMING

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