Strategic Plan
Stage II
2017-2020
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Today we can design the UOC of the future, connected to new markets, alert to new needs and ready to enter new territories. Today we are prepared to take on new challenges and new risks.
"A new horizon that only makes sense if we are able to meet a two-fold challenge: generate and connect knowledge. A new horizon that aspires to respond to and anticipate the needs of society, the labour market, research and, above all, the needs of the future."

"The UOC has the necessary agility to reinvent itself and contribute to defining the higher education model of the future"

"If we do things right and consolidate our university – we make it grow, we give it more power, we make it global, we create a social impact, we attract talent – there is nothing we need fear. Our vocation is to be a global, world-class university"
The UOC’s origins

The UOC was born in 1995, before the popularization of the internet: the world’s first online university, conceived totally on the internet. It started with 206 enrolled students. Today, 22 years later, it has 58,792 graduates, 54,022 students and 3,692 teachers.

It was an initiative of the Government of Catalonia to provide access to lifelong learning through the use of information and communication technologies and an educational model based on personalization and mentoring.
Universitat Oberta de Catalunya
Our mission, vision and values

<table>
<thead>
<tr>
<th>Mission</th>
<th>Vision</th>
<th>Values</th>
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</table>
| The UOC is an innovative university that is rooted in Catalonia and open to the world. It offers people lifelong learning to help them, and society, advance, while carrying out research into the knowledge society. Its educational model is based on personalization and accompanying students using e-learning. | The UOC wants to be a university that, by being connected to the network of the world’s universities, drives the creation of a global knowledge space and cutting-edge research in the knowledge society. The UOC has an innovative educational model that focuses on the student. The University offers them a top quality and personalized education that helps them to be more competitive and contributes to the progress of society. | The five values that guide the UOC’s activities are:  
**Commitment** to students, graduates and society; to service quality, and to constant innovation within the organization.  
**Respect** for people, ideas, cultures and the world.  
**Transparency** in information, data and processes.  
**Professionalism**, to empower the people who form part of the organization, to recognize our successes and to learn from our mistakes.  
**Sustainability**, whether economic, social or environmental, of the activities undertaken by the organization. |
## A moment of change

### We find ourselves in a moment of change. The context of online higher education has changed dramatically

| Online education has no geographical limits. |
| Competition has increased markedly, with an explosion in the supply of online universities and also conventional universities that include an online offering. Other competitors have emerged such as MOOCs, campuses run by private companies (Google, Apple), platforms with content but without any educational structure (YouTube), platforms for specialized courses (Foxize), new formats (TED), etc. |
| There is a high demand for education, which can be seen everywhere and in Latin America in particular. |
| Barriers to entry have increased: high prices and few grants. |
| New student profiles and perspectives, and also new faculty profiles and perspectives, have emerged. |
As a result, the online higher education sector has become increasingly demanding. Faced with this changing scenario, the UOC presents itself as a university that is adapting to an evolving world.
The Strategic Plan 2014-2020

The UOC’s current strategic plan encompasses the period 2014-2020. It is structured in five areas, which are implemented through 17 strategic objectives:

Area 1
Promotion of transversality and flexibility

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

Offer a high-quality, multidisciplinary education with the possibility of personalizing the curricular pathway so as to maximize for all students the opportunity to satisfy their personal and professional expectations.

Have at any given moment the right technology to ensure ubiquitous education and tutoring.

Area 2
Collaborative governance with common goals

Create a work environment characterized by trust, distributed leadership, institutional commitment and recognition of professional expectations and achievements, enabling the University to attract and retain talent.

Structure the UOC, academically and administratively, as a system centred on the student’s formative experience.

Exercise a leadership based on autonomy and accountability, grounded on participation, prior debate and transparency in processes and decisions.

Make decisions taking into account the institution’s financial sustainability.
**Area 3**  
**Strong commitment to globalization**

Position the UOC as a leader among the world’s best online universities.

Enter new, broader markets to diversify revenues.

Attract talent and nurture the international and intercultural skills of the UOC’s professionals and affiliated teaching staff.

Integrate the international and intercultural dimensions in the course offering so that students can achieve this type of skill, irrespective of their geographical location.

**Area 4**  
**Focus on skills and employability**

Be recognized for its focus on the needs of society and active learning, placing emphasis on the reality of the work world and integrating cross-disciplinary skills in all fields of knowledge.

Give visibility to the social return contributed by the University’s activity with the goal of bringing about a cultural change that attracts philanthropy.

Develop the UOC community (students, faculty, managers, researchers, affiliated teaching staff, alumni, and partner companies and institutions) into an active network that works for the benefit both of the community and of society in general.

**Area 5**  
**Fostering research excellence**

Be a university that is internationally recognized for its frontier research on the knowledge society, and its excellence in translational research on online education.

Offer doctoral training that is valid in the professional and academic world; is based on the pursuit of excellence; and enables students to prepare doctoral theses in the UOC’s areas of knowledge.

Increase the productivity of excellent research in the entire UOC, and establish a strategy for knowledge transfer and dissemination that covers all the UOC’s activity.
The deployment of the Strategic Plan has been divided into two stages:

**Stage I**
**2014-2016**
- 53 operational objectives
- 6 plans
- 19 sub-plans
- 77 actions

**Stage II**
**2017-2020**
- 31 operational objectives
- 4 plans
- 19 sub-plans
- 78 actions
Stage I: 2014-2016
## Stage I:
### 2014-2016

### 01 Be UOC
- On work organization, efficiency and sustainability, professional career and accountability.

### 02 UOC in progress
- On continuous improvement, the quality of the education process and technological tools.

### 03 Next UOC
- On continuous improvement, the quality of the education process and technological tools.

#### Sub-plans

<table>
<thead>
<tr>
<th>UOC Commitment</th>
<th>Role Review</th>
<th>Viable-Tech UOC (Information Systems Master Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Capital</td>
<td>Resource Management &amp; Coordination</td>
<td>Ubiquity Tools</td>
</tr>
<tr>
<td>Teamwork</td>
<td>New Educational Model</td>
<td></td>
</tr>
<tr>
<td>Viable UOC</td>
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</tbody>
</table>
The first stage of the Strategic Plan (2014-2016) was structured into 6 plans and their respective sub-plans:

<table>
<thead>
<tr>
<th>04</th>
<th>05</th>
<th>06</th>
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<tbody>
<tr>
<td><strong>Net.UOC</strong></td>
<td><strong>Global UOC</strong></td>
<td><strong>UOC R&amp;I</strong></td>
</tr>
<tr>
<td>On the connection with society, sustainability, alliances and action plans.</td>
<td>On increasing international presence, sustainability, alliances and action plans.</td>
<td>On the increase of production and impact, specific action plans and social commitment.</td>
</tr>
<tr>
<td>UOC Communication</td>
<td>Global Dimension</td>
<td>Improvement of the R&amp;I Model</td>
</tr>
<tr>
<td>Institutional Development</td>
<td>Expansion Plan</td>
<td>R&amp;I Dissemination to Attract Opportunities</td>
</tr>
<tr>
<td></td>
<td>Internationalization Processes</td>
<td>Skills and Employability</td>
</tr>
<tr>
<td></td>
<td>New Business Models</td>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>
Overview of Stage I:
2014-2016

50 objectives attained

95%

3 objectives not developed

5%
Main achievements

1. Capture of funding for research and innovation

<table>
<thead>
<tr>
<th>2014</th>
<th>2016</th>
</tr>
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<tbody>
<tr>
<td>1.9 million euros</td>
<td>4 million euros</td>
</tr>
</tbody>
</table>

2. Increase in scientific production

Scientific publications 2013-2016:

- **2,018 publications**
- **1,227 articles**
  - Increase in the first quartile (Q1):
    - Scopus: +106%
    - ISI: +141%
- **83 theses**
- **9 industrial doctorates**

3. More official courses

<table>
<thead>
<tr>
<th>2014</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Master’s degrees</td>
<td>28</td>
</tr>
<tr>
<td>16 Bachelor’s degrees</td>
<td>20</td>
</tr>
<tr>
<td>8 Official joint degrees</td>
<td>8</td>
</tr>
<tr>
<td>3 Not coordinated by the UOC</td>
<td>3</td>
</tr>
</tbody>
</table>
Main achievements

4. Revenue

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme agreement</td>
<td>81.8</td>
<td>83.3</td>
<td>93.3</td>
</tr>
<tr>
<td>R&amp;I and Corporate, other revenue</td>
<td>24.4</td>
<td>25.1</td>
<td>6</td>
</tr>
<tr>
<td>Enrolment</td>
<td>52.5</td>
<td>53.1</td>
<td>62.2</td>
</tr>
</tbody>
</table>

5. Reorganization of the faculties and the administrative teams that support them

6. Definition of the Academic Staff Policy

7. New portfolio strategy

8. Update of the educational model with the creation of a new learning environment (activity-based classroom)

9. Attainment of quality objectives in accordance with existing standards

10. New brand strategy

How the UOC Strategic Plan came to be
http://w.uoc.edu/est1

Strategic Plan: Overview 2014-2016
http://w.uoc.edu/est2
Stage II: 2017-2020
The UOC has defined its strategy for the period 2017-2020 on the basis of three related priorities that have been at the forefront of the University since the beginning but which must now be updated to endow it with the capability of adapting to a changing environment. These three priorities are:

<table>
<thead>
<tr>
<th>Foster talent</th>
<th>Be leaders</th>
<th>Generate social impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UOC of 2020 has set itself challenges that mean its professionals need a series of skills that will enable it to build a global university.</td>
<td>The UOC is renowned for its model; in a world in which the dividing line between on-campus and online is becoming increasingly blurred, and where the student is being put at the centre of education, the UOC is influencing how university learning is imparted.</td>
<td>The UOC is committed to making a social impact. It seeks to have a global reach and contribute to improving people’s education.</td>
</tr>
<tr>
<td>New professional profiles.</td>
<td>Translational research: looking to impact education.</td>
<td>A global, inclusive university.</td>
</tr>
<tr>
<td>Emerging areas of knowledge.</td>
<td>Transdisciplinary research and innovation.</td>
<td>Competitiveness and employability.</td>
</tr>
</tbody>
</table>

Presentation of the second stage of the Strategic Plan
http://w.uoc.edu/est3
Implementing the strategy for stage II: 2017-2020

The UOC develops its strategy through 4 plans, 19 sub-plans and 78 actions that contribute to attaining the strategic goals 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.
• Instil 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.
## 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.
| We’re building the newUOC | A global, innovative, flexible university that is prepared for the challenges of the 21st century. |