Strategic Plan
2014-2020 (2021)
Phase three
2020-2021
Strategic Plan
2014-2020 (2021)
Phase three
2020-2021
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

In 1995, a time before the internet had really taken off, the UOC was founded as the world’s first exclusively online university. Initially there were 206 students. Now, 25 years later, there are 85,700 graduates, 77,500 students and 5,600 members of teaching staff.

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

Mission

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.

Vision

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.

Values

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.

How we learn has changed and, in fact, it’s still changing.

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

The second phase (2017-2020) of the Strategic Plan was due to finish in 2020. However, the unexpected arrival of COVID-19 led to the existing Strategic Plan being extended into a third phase (2020-2021), set to last until December 2021.

2014-2021

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 Strategic Plan

2014-2021

Executive Board

Mission
Vision
Values

establish
5 pillars

17 strategic objectives

Closing of the Strategic Plan

Drafting of new Strategic Plan

Set each year

Executive Board

Institutional objectives*

Personnel department

Specific objectives

General objectives

* Institutional objectives are general in nature and aid development of the University's strategy. They are assigned individually to members of the organization.
Strategic Committee

- Operative objectives
- Action plans
- Sub-plans

Participative process

Executive Board
Board of Trustees

Approval of the
Strategic Plan

Executive Board
Office of the VP for SP&R

Monitoring of
the Strategic Plan

Design of the next
phase of the Strategic Plan

Review of strategic priorities

Evaluation and closure of each phase of the Strategic Plan

Executive Board
Office of the VP for SP&R

Phase 1: 2014-2016

- 53 operational objectives
- 6 plans
- 19 sub-plans
- 77 actions

Phase 2: 2017-2019

- 31 operational objectives
- 4 plans
- 19 sub-plans
- 78 actions

Phase 3: 2020-2021

- 31 operational objectives
- 4 plans
- 19 sub-plans
- 83 (73) actions

Closure of each phase of the Strategic Plan provides input for the next phase. Closure involves evaluation of the level of achievement of each action and operative objective. This provides indication of the level of achievement of the strategic objectives.
The deployment of the Strategic Plan has been divided into three phases:

| Phase one | 2014-2016 | **53 operational objectives** | 6 plans  
| | | | 19 sub-plans  
| | | | 77 actions  

| Phase two | 2017-2020 | **31 operational objectives** | 4 plans  
| | | | 19 sub-plans  
| | | | 78 actions  

| Phase three | 2020-2021 | **31 operational objectives** | 4 plans  
| | | | 19 sub-plans  
| | | | 83 (73) actions*  

*83 actions for 2020 and 73 for 2021
Phase one:
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.

<table>
<thead>
<tr>
<th>BE UOC</th>
<th>TEAM IMPLICATION</th>
<th>HUMAN RESOURCES</th>
<th>VIABLE UOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>UOC COMMITMENT</td>
<td>Devise a comprehensive communication plan.</td>
<td>Create a performance assessment system.</td>
<td>3-year financial projection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Devise and implement internal staff career plans.</td>
<td>Rationalize expenses—investment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a map of UOC sites (current and future).</td>
<td>Analytic accounting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement a system for defining and assessing objectives.</td>
<td>Internal control.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish a coaching and training plan.</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>UOC IN PROGRESS</th>
<th>ROLE REVIEW</th>
<th>RESOURCE MANAGEMENT AND COORDINATION</th>
<th>NEW EDUCATIONAL MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specify the position, levels and profiles of UOC collaborating teachers.</td>
<td>Implement a new system of management, commissioning and developing of learning resources.</td>
<td>Revise the current educational model.</td>
</tr>
<tr>
<td></td>
<td>Define measures for achieving greater participation from collaborating teachers in the development of the UOC.</td>
<td>Improve the process for producing learning resources in the current model.</td>
<td>Design the new educational model.</td>
</tr>
<tr>
<td></td>
<td>Develop measures for increasing sense of belonging of collaborating teachers.</td>
<td>Establish an open access policy for disseminating excellence in the production and the maximum visibility of content.</td>
<td>Implement the new educational model.</td>
</tr>
<tr>
<td></td>
<td>Review the various academic duties and roles.</td>
<td>Design an innovative and benchmark experience for the UOC student that makes use of ubiquitous learning resources.</td>
<td>Assess the new educational model.</td>
</tr>
<tr>
<td></td>
<td>Devise measures for assessing the quality of the teaching of collaborating teachers.</td>
<td></td>
<td>Disseminate the new educational model.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extend the culture of the digital lecturer.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>NEXT UOC</th>
<th>UOC Viable tech (Information systems master plan)</th>
<th>Ubiquity tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Define the UOC mobility policy and ubiquity strategy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the current situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create the mobile and multi-device learning workspace (for students and teachers).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissemination and support to the UOC community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make progress with assessment ubiquity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create an observatory of future trends.</td>
</tr>
</tbody>
</table>
The UOC implements this strategy via six plans and 19 action plans for achieving strategic objectives in the five pillars of its roadmap.

**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.

**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.

**UOC R&I**

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

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**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 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.

**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.
Overview of Phase one:
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>
</thead>
<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:

<table>
<thead>
<tr>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12</td>
<td>18</td>
<td>35</td>
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</tbody>
</table>

- Increase in the first quartile (Q1):
  - Scopus: +106%
  - ISI: +141%

<table>
<thead>
<tr>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12</td>
<td>18</td>
<td>35</td>
</tr>
</tbody>
</table>

3. More official courses

<table>
<thead>
<tr>
<th>2014</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
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<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

- Master’s degrees
- Bachelor’s degrees
- Official joint degrees
- Not coordinated by the UOC

- 2,018 publications
- 1,227 articles
- 83 theses
- 9 industrial doctorates
Main achievements

4. Revenue
- Programme agreement
- R&I and Corporate, other revenue
- Enrolment

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
Phase two:
2017-2020
The strategy for phase two: 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:

**Foster talent**

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.

- New professional profiles.
- Emerging areas of knowledge.
- International growth through singularity.

**Be leaders**

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.

- Translational research: looking to impact education.
- Transdisciplinary research and innovation.
- International recognition and influence.

**Generate social impact**

The UOC is committed to making a social impact. It seeks to have a global reach and contribute to improving people’s education.

- A global, inclusive university.
- Competitiveness and employability.
- Relational ecosystem: a knowledge space that reinforces itself and grows exponentially.

Presentation of the second stage of the Strategic Plan
http://w.uoc.edu/est3
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.

<table>
<thead>
<tr>
<th>0101. Attracting and recruiting talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and implement a plan to attract and recruit talent for the academic staff.</td>
</tr>
<tr>
<td>Define and implement a plan to attract and recruit talent for the administrative staff (including group companies).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0102. Staff: detecting, developing and gaining the loyalty of talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define a global talent development and retention plan through the creation of career paths and training plans.</td>
</tr>
<tr>
<td>Implement and consolidate people review for academic and administrative staff (including group companies).</td>
</tr>
<tr>
<td>Consolidate and implement an objectives-based model both at the UOC and in the group companies.</td>
</tr>
<tr>
<td>Develop the skill profile of the Research and Innovation project manager.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0103. Affiliated teaching staff: detecting, developing and gaining the loyalty of talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and implement the integrated affiliated staff management model.</td>
</tr>
<tr>
<td>Increase the number of affiliated teaching staff with doctoral degrees who can supervise theses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0104. Culture and organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and implement a plan to improve the management systems.</td>
</tr>
<tr>
<td>Instil the UOC’s values in the organization’s culture and establish a plan to disseminate them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0105. Growth and sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase activity on official and UOC-certified programmes.</td>
</tr>
<tr>
<td>Increase UOC Corporate’s activity.</td>
</tr>
<tr>
<td>Increase UOC X’s activity.</td>
</tr>
<tr>
<td>Increase resource capture for R&amp;I.</td>
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</table>

<table>
<thead>
<tr>
<th>0106. UOC_Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align the Master Plan with the Strategic Plan 2017-2020 in order to implement it.</td>
</tr>
<tr>
<td>Establish and deploy the competitive and business intelligence services, and the data analytics systems.</td>
</tr>
<tr>
<td>Develop the requirements of the Data Science Lab.</td>
</tr>
<tr>
<td>Bolster and increase the flexibility of the computer services to adapt them to the increase in the number of students, globalization and cyberthreats.</td>
</tr>
</tbody>
</table>
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.

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.

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.
Phase three (2020–2021)

The UOC has revised its strategy to adapt to the post-COVID-19 context.

March 2020
The COVID-19 crisis hits Spain, where the government declares a state of emergency, impacting the UOC’s activity.

April 2020
As the situation is monitored, the UOC starts revising its strategy based on the changes brought about by COVID-19.
Future scenarios are studied, as the situation is shrouded in uncertainty. The existing Strategic Plan is extended to include a third phase for 2020-2021. Four priorities are established:

- Positioning the UOC as an expert in online education.
- Enhancing knowledge generation and exchange.
- Developing feasibility scenarios in a fluid present.
- Becoming a digital organization in a new global age.

Road map actions are revised in order to promote, prioritize and extend key measures for tackling the new challenges posed by the crisis.

The Strategic Transition Plan is approved, with a duration of 18 months.

In this third phase of the Strategic Plan, 56 of its actions are extended until 2021, amending their scope, 10 will conclude in 2020, 12 are given less priority and 17 new actions are added.
Phase three: 2020-2021

Strategic Transition Plan
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.
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 competences 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.
We’re building the #newUOC A global, innovative, flexible university that is prepared for the challenges of the 21st century.