

SUPPLEMENTAL INFORMATION

4.5 FADEU DEVELOPMENT PLAN



FACULTAD DE ARQUITECTURA,
DISEÑO Y ESTUDIOS URBANOS
PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

**PLAN DE
DESARROLLO
2012 - 2017**

Working Paper
FADEU 2012-2017 Development Plan

Introduction

This document is the initial work undertaken on the 2012-2017 Development Plan for the Faculty of Architecture, Design and Urban Studies (FADEU for its acronym in Spanish), being carried out during the first year of Dean Mario Ubilla Sanz's tenure.

It lays out the principal guidelines for the Faculty's planned work and growth over the next five years, and coincides with the initial Development Plans phase of each of FADEU's three Academic Units: the School of Architecture, School of Design and the Institute for Urban and Territorial Studies. This is an opportunity for FADEU and its units to grow stronger together and comprehensively address the new challenges in teaching and research excellence that are the hallmarks of the Catholic University of Chile and our Faculty.

This document lays out the correspondence between the vectors (or axes) of the Faculty of Architecture, Design and Urban Studies' 2012-2017 Development Plan and the axes of the Pontificia Universidad Católica's 2010-2015 Development Plan, and includes their associated project proposal and budgets.

The Provost's proposed methodology was used in preparing this Development Plan for the Faculty of Architecture, Design and Urban Studies. This methodology, which is described in detail in Appendix A, essentially comprised: 1. Gathering of background information about the Faculty, 2. Dissemination of the University's Development Plan, 3. Community participation via a questionnaire distributed to professors, administrators and student representatives, seeking opinions as to their aspirations and concerns, 4. Group meetings by level and academic unit, 5. Extended session for presentation and discussion of ideas, 6. Gathering of ideas and projects to be developed, 6. Definition of the general guidelines for the Faculty's and Academic Units' Development Plans for presentation to the Provost's Development Plan Committee and 7. Preparation of the Faculty's and Academic Units' Development Plans, which is summarized in this document and will be presented to Senior Management.

FADEU's Development Plan Vectors and Projects

The Vector, in its Euclidean geometry definition, comprises more than one axis (which is Cartesian and two-dimensional). A vector is three-dimensional. Its sum and projection are volumetric: its origins, foundation and source, as well as its direction are found in its measured length and value. We use vectors as they lend a spatial dimension to the Development Plan's objectives, which is in keeping with the elements of our discipline.

The four proposed Vectors are:

1. Institutional
2. Interdisciplinary
3. Advanced Knowledge
4. Reciprocal Links

Thus, the Vectors' ultimate purpose is to achieve a consolidated Faculty, strengthened in its original and foundational purpose. To this end, the Plan will consider elements such as:

- Meaningful leadership and projects with a social emphasis
- Proposals in the sphere of the city and its inhabitants
- Theory, Practice and Research: Innovation in Education and Research + Publications
- Strengthening of technological laboratories
- Integrated Undergraduate Program (Degree + Master's)
- Interdisciplinary and transversal relations between FADEU / University and the external environment
- Effective Latin American leadership and international relations
- Implementation of sustainable spaces and processes

Institutional Vector

This Vector is associated with the Faculty's administrative and management conditions, the choice of authorities and political rights. It also includes the contractual status of the academic staff.

It also involves the institution as such including the campus space, the physical property in regard to the profession, and a place for life, and the coming together around work and study.

Promote a campus with high standards

a) Institutional Building

- Improve current and habitability standards: rooms, buildings and furniture maintenance, campus signage.
- Software and Technology, higher capacity wireless networks.
- Construction of new buildings: the first is the institutional building. This building should address:
 - Expansion of Model and Prototype labs.
 - Openings to the neighborhood and meeting spaces: Cafeteria, Cafe and Exhibition Hall.
 - Sustainability (detailed in the next point).

b) Sustainability:

- Sustainable Lo Contador campus: Energy saving (lighting, acoustics, climate, ergonomics) and measurement of carbon footprint.
- Spatial, olfactory, visual and acoustic hygiene.
- Integrate sustainability initiatives (FONDAP Centers, Masters, etc.)

Support for Academic Faculty Development

a) Retirement Plan (1 professor every two years)

b) Rotating staff for professors who by virtue of their areas of expertise can teach classes in all three units.

c) Ongoing education and support of academic activity:

- Approval of new FADEU statutes.
- Welcoming day for new professors: folder with information and FADEU welcome, presentation of key people and data.
- Committee and Program for teaching academic methodology and content updating.
- Mentored academic training (transfer of academic experience).
- Review of academic pay and application of grading processes.

Administrative and Professional Staff Development

a) Study and implementation of administrative and professional staff, in keeping with their academic activities and their sustainable long-term development.

b) Plan for administrative and professional staff development and improvement.

c) Income Review and Performance Evaluations.

Interdisciplinary Vector

Interdisciplinary is understood as academic, teaching and research relationships, both within the Faculty and with other University Faculties, while seeking to incorporate greater Cross-disciplinary undergraduate and graduate content, courses and curriculum at FADEU.

This vector also provides a concept to help us understand ourselves and our differences, as units that are complementary yet possess sufficient autonomy to establish boundaries and individual connections with other fields of knowledge within the UC.

Implement an Integrated Undergraduate / Graduate Program

a) A single degree path via a Master's degree for the three units in accordance with the new 2013 Architecture Curriculum.

- Reflection Studio: "Advantages and Limitations of the Curriculum Reform" FADEU + UNITS

Implement an Integrated Undergraduate Matrix

a) Interdisciplinary Courses:

- Cross-disciplinary courses for the three coordinated FADEU units - three courses per semester.
- Courses with other Faculties: OPR
- Interdisciplinary programs: Associated Courses, Integrated Studios (ARQ / IEUT / DNO) with overlapping and nationally relevant themes.
- Interdisciplinary Laboratory.
- Multi-disciplinary Service Experience: coordination between units.
- Flexible loan management.
- Multidisciplinary Programs: Integrated Curriculum.

Strengthen and Sustain the External Services

a) Convene teachers for External Services projects:

- R & D Consulting.
- Encourage the patenting of R & D products.
- Have an updated standards and norms database.

b) Dissemination plan for DESE activities

Create Opportunities for Interdisciplinary Meetings

a) FADEU Week: Joint commissions (academic teams + students).

- Integration activities: Fairs and celebrations, Culture, Sports, joint undertakings to strengthen workplace bonds.

b) International Workshops and Seminars regarding cutting edge topics:

- Guest experts and scholars from other units.
- Advisory committees representing the community on important issues.

Advanced Knowledge Vector

This Vector relates to support for the Research project, undergraduate study at the Instituto de Estudios Urbanos (Institute for Urban Studies) via College and Master's plus Urban Planner degree. Includes the Doctorate in Architecture, Design and Urban Studies triad, while also incorporating the Accreditation Program.

Also, considering our role as well respected authorities in the areas addressed by the Faculty, this Vector aims to employ our high visibility Latin American platform to consolidate our domestic and international leadership.

Provide Continuity to the Doctoral Platform

a) PhD sustainability and projection: scholarships, administrative structure, academics with teaching hours, thesis committees, international guests, financing for workshops, seminars and overhead.

Support for Research Development

a) Consultancy and support in the formulation and management of research and development projects. Publications and patenting as research products

b) Strengthen FONDAP's appeal as an activity of interest to the FADEU community

Promote Publications

a) Consolidate the publishing efforts of the various Faculty units in one umbrella publishing house

- Develop ARQ, EURE, DISEÑA issues:
 - New management structure
 - Review of journal content
 - New Business Plan (Commercial Subdirectorate)

- Indexing of Diseña Magazine

Support for Internationalization

a) Increased number of international and domestic Graduate Students.

- Support for the dissemination of national and international programs.

Consolidate Centers

a) Strengthen the FADEU Centers of Excellence: Heritage, Wood, Integrated Design and Engineering, Desert, Public Policy and Innovation.

- Dissemination of the Center's Activities and Annual Reports.

Reciprocal Linkages Vector

Refers to the links between the Faculty and society and its contributions to the country, including communications, extension, continuing education and projects with a socially useful emphasis. Considers an effective network of activities to promote a permanent informational structure on the different available platforms.

Looks to create a meaningful dissemination, based on the understanding that this is not a unidirectional process, rather one that is beneficial in reaching publication agreements, press contacts, reciprocal invitations with the external environment, and ultimately contributes to the country.

Increase Communication

a) DECOM as coordinating body: Media Management, Integrated Faculty Agenda

- FADEU newsletter: A Faculty with opinions.
- Internal: Communication protocols between the Deanship and Unit Leadership.
- Internal: Socialize research, in terms of execution and / or formulation.
- External: Strategic networks, including links with NGOs, government, industry (private), other universities, UC alumni.
- Directorate for specializations.
- Internationalization: Domestic and international dissemination of programs, theses, and thesis authors.

b) Debates / gatherings

- Architecture Today
- From the studio to the design office

Strengthen Continuing Education

a) Alumni network.

b) Increase number of interdisciplinary and interfaculty Diplomas/Certificates, open themes.

Contribute to the Country

a) Interdisciplinary projects with a social emphasis and a focus on contributing to solutions to the country's problems based on the PUC's diverse talents, whether with an academic, pastoral, or external services emphasis.

b) FADEU bus: Promote FADEU's knowledge in the field, through a means of transportation used by students and academics linked to the urban and rural context.

Academic Units' Vectors and Development Plan Projects

Each of the units also has a Development Plan with its own objectives and projects, developed in line with the Faculty's Development Plan.

School of Architecture

Institutional Vector

A campus with high standards

a) Infrastructure - Study of space requirements for teaching, research, management, meetings and recreation.

- Define New Curriculum space requirements
- Generate the layout of one or more Architecture buildings in accordance with the plan.
- Obtain financing (partially obtained).
- Conduct architectural contest for the School of Architecture's buildings.
- Construction of new buildings.

b) Execute Laboratory Equipment Renewal Plan with input from the School of Architecture

- b) Sustainability: Adjust laboratory regulations to be congruent with digital sector and energy sector requirements
- Develop Safety Manual for the laboratories.

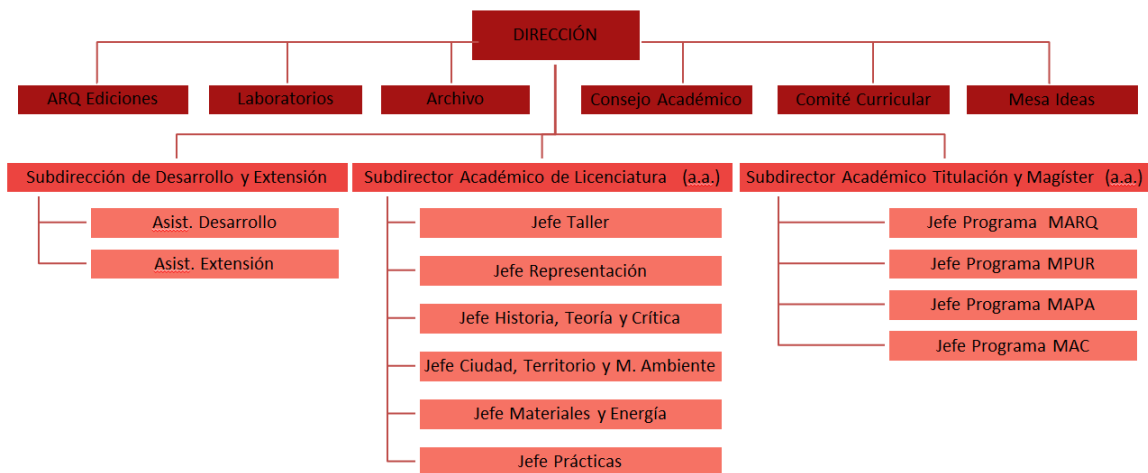
c) Assessment and Report on computer equipment (hardware) and software

- Upgrade equipment as per the reports.
- Special emphasis on BIM licenses.
- Teacher training and development on new software.

Strengthen new Curriculum management

a) Adapt the academic, teaching and research management structure in accordance with the new Curriculum, as shown in the figure below:

Figure 1. New management organization for the School of Architecture Curriculum



Source: EAUC, 2012.

Continuing Education for Teachers

a) Professor teaching skill development.

b) Call for new professors.

c) Early Assessment System

d) New methodologies related to measurement, simulation, and prototyping processes

Interdisciplinary Vector

Foster interdisciplinary approach

a) Foster participation in interdisciplinary centers, programs and projects.

b) Foster interdisciplinary teaching

- Participation in the PUC's College Architecture Major.
- Participation in the Engineering and Architecture Major.
- Integrated Architecture / Engineering studio.
- Integrated Architecture / Design studio.

Advanced Knowledge Vector

"Research"

a) Generate support and information for researchers.

- Assess the state of academic research and publications.
- Generate low-cost publications for intermediate research stages.

Provide continuity to the Doctoral Platform

a) Inclusion of teaching scholarship recipients in the School of Architecture.

b) School of Architecture participation in the PhD Steering Committee.

c) School of Architecture Professors involved in Doctoral teaching, thesis advisory, management positions, and thesis commissions.

Implement a new Curriculum for Excellence: Deeper foundational work in shorter times

a) 4-year degree phase, and a 1½ year Master Degree phase (professional and specialty training) and General Foundational Training organized into certificates.

Strengthen areas for in-depth study, relate research and teaching.

ÁREAS DE PROFUNDIZACIÓN CURRICULAR	SUPER-AREAS	DIPLOMAS	DOCENCIA	INVESTIGACIÓN	EXTENSIÓN	PRÁCTICAS	MAGÍSTER
Proyecto Arquitectónico Representación	S-A Talleres y Representación						Magíster en Arquitectura MARQ
Teoría, Historia y Crítica Patrimonio	S-A Teoría Historia y Patrimonio	Diploma en Arquitectura y Patrimonio.					
Materialidad y Sistemas Producción digital	S-A Tecnología Sustentable	Diploma en Tecnología y Sistemas de la Arquitectura					
Arquitectura y Energía							
Arquitectura del Paisaje	S-A Ciudad y Paisaje	Diploma en Arquitectura y Proyecto Urbano					Magíster en Arquitectura Del Paisaje (MAPA)
Proyecto Urbano							Magíster en Proyecto Urbano (MPUR)
Habitación Colectiva							
Administración y Gestión							
	2007						
	2010						
	2013						

Integrate "Mindful Practice" in teaching, uniting the profession, teaching and research

a) Distinguished professional guests (domestic and international): 2 every semester)

- Lecture and exhibition cycles by distinguished professionals.

b) Value reflective practice in ratings and categorizations (Supplementary Standards)

Reciprocal Linkages Vector

Assume national leadership in the discipline

a) Participate in projects of national importance (Public Policy)

- Participate in applied research projects.

b) School Yearbook

c) Extension Notebook.

d) Dissemination of distinguished projects in the media.

e) Maintain and strengthen School Week.

Improve the International Relations System

a) Develop at least 1 international workshop a year and 3 seminars a year (related to disciplinary areas).

b) Participate in international research networks.

c) Assess international exchange agreements.

- Refine the Dual Degree agreements with TU Berlin, IUAV Venice, P. Turin, P. Milan

d) Finalize NAAB Accreditation, review RIBA accreditation.

Respond to student demands

a) Participate in the Talento-Inclusión (Talent-Inclusion) and PentaUC programs.

b) Collaborate with the School of Architecture's Student Center.

School of Design

Institutional Vector

Promote a campus with high standards

a) Consolidation of the FADEU Laboratories Building into a dynamic unit.

- Presence and consolidation of Design in the FADEU Laboratories Building.
- Lighting Laboratory I and II.
- Ergonomics Laboratory (FONDEF IDeA: SMAFA).

Support faculty development

a) Consolidation of strategic professors within the School.

b) Professors actively involved in the country's transformation.

c) Inclusion of new PhDs on the School of Design staff.

Administrative and Professional staff development

a) Study and implementation of an administrative and professional staff that is in accordance with academic activities and their sustainable long-term development.

- Inclusion of a night time administrator.

Interdisciplinary Vector

Implement an Integrated Undergraduate / Graduate program

a) Curriculum update: adjustments and refinements.

- Bachelor's Degree and new OPR in Strategic Design

- New knowledge incorporated into the design of the integrated undergraduate curriculum. *Needs-Finding*, Methodologies for Innovation and Design and User Research, Strategic Design, Entrepreneurship, *The Business Model Canvas*.
- Creation of new Master's Programs: Lighting, Typography and Information Design.

Strengthen and sustain the External Services

a) UC Information Design research and consulting unit

b) Integrated Design and CIDI Engineering Center Certification as a UC Center for a Consulting and Research Unit in mining resources, as an example.

Advanced Knowledge Vector

Support for Internationalization

a) Master's in Advanced Design MADA: Admission granted to professionals with at least four years of experience, international focus.

"Research"

a) To strengthen and consolidate research activity.

b) Combine network of design schools that conduct research.

Support the accreditation processes

a) International accreditation for the School of Design.

- Accreditation for the Master's in Advanced Design.
- National reaccreditation for 2014 School of Design.

Provide continuity to the Doctoral Platform

a) Inclusion of the School of Design in the FADEU Doctoral program.

Reciprocal Linkages Vector

Increase communication

a) High-profile professors, opinion leaders on important issues.

Strengthen dissemination opportunities

a) Craft Program: everything from traditional craft fair to museum displays.

Publish what we do

a) School of Design Yearbook.

Institute for Urban and Territorial Studies

Institutional Vector

Restructure the academic faculty and professional staff profile

a) Move towards shaping a cohesive and complementary academic staff (50% academic and 50% professional).

b) Build a professional and technical team to support key tasks.

Redesign the relationship between teaching (undergraduate and graduate) and research to improve academic productivity.

a) Continuing education to improve faculty teaching skills.

b) Redistribute academic loads according to new demands.

c) Improve the mechanisms that ensure knowledge and skills transfer to students.

Interdisciplinary Vector

Orient a newly formed professional in the academic and professional world

- Develop and implement an urban planning degree path and an Urban Planner degree.
- Redesign and update the Master's programs.
- Placement and recognition for urban planning's role in society.

Advanced Knowledge Vector

Focus on and strategically profile cutting-edge research

- Strengthen core areas associated with priority research.
- Strengthen UC's intramural and external research networks.

Reciprocal Linkages Vector

Contribute to society's quality of life through planning

- Advanced professional development. Redesign course structure and modulation for Continuing Education Certificates relative to Master's degrees.
- Media strategy: Establish a position of undisputed ability to influence matters related to the field.
- Regional positioning of IEUT publications: Selective diffusion and distribution in Ibero-American university libraries.

Funding Strategy

In order to meet the objectives and complete the Faculty's Vector Development Projects and those of its three Academic Units the following 2013 - 2017 resources will be required:

VECTOR INSTITUCIONAL	FONDOS CENTRALES + DESCENTRALIZADOS FADEU	SOLICITUD DE FONDOS	TOTAL
FADEU	1.088.378.410	2.749.924.000	3.838.302.410
ARQUITECTURA	603.023.710	3.922.511.800	4.525.535.510
DISEÑO	125.053.710	453.000.000	578.053.710
IEUT	260.375.000	28.142.500	288.517.500
TOTAL	2.076.830.829	7.153.578.300	9.230.409.129

VECTOR INTERDISCIPLINA	FONDOS CENTRALES + DESCENTRALIZADOS FADEU	SOLICITUD DE FONDOS	TOTAL
FADEU	1.520.511.260	105.800.000	1.626.311.260
ARQUITECTURA			0
DISEÑO	150.020.000	16.000.000	166.020.000
IEUT	300.275.000	306.355.000	606.630.000
TOTAL	1.970.806.260	428.155.000	2.398.961.260

VECTOR SABERES AVANZADOS	FONDOS CENTRALES + DESCENTRALIZADOS FADEU	SOLICITUD DE FONDOS	TOTAL
FADEU	618.437.420	1.070.000.000	1.688.437.420
ARQUITECTURA	728.877.273	16.500.000	745.377.273
DISEÑO	127.554.190	52.000.000	179.554.190
IEUT	90.000.000	114.712.500	204.712.500
TOTAL	1.564.868.883	1.253.212.500	2.818.081.383

VECTOR VINCULOS RECIPROCOS	FONDOS CENTRALES + DESCENTRALIZADOS FADEU	SOLICITUD DE FONDOS	TOTAL
FADEU	308.597.792	55.000.000	363.597.792
ARQUITECTURA	356.419.000	40.000.000	396.419.000
DISEÑO	205.903.862	25.000.000	230.903.862
IEUT	114.750.000	0	114.750.000
TOTAL	985.670.654	120.000.000	1.105.670.654

Appendix B details the resources, costs and financing proposed for the Plan's development over a five year period. These are broken out in accordance with the budget items established by the University.