

SUPPLEMENTAL INFORMATION

4.6 ESCUELA DE ARQUITECTURA COMÚN

THE COMMON SCHOOL OF ARCHITECTURE

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Director

"Society has stopped valuing the contributions of our discipline. Architects today have a passive attitude when it comes to engaging in the ongoing discussion that is a necessary part of progress and in the act of decision-making itself. Architects are neither understanding nor synthesizing the sides of this debate. When all is said and done, architecture's commitment is to mankind, not to its own field."

"Half of the university's focus must be directed outward, away from itself, toward the world in which it participates...The university should be participatory, belonging to all. It should not be an institution on the peripheries of society, ignoring the country in which it exists. I believe that a university's excellence should not be grounded in how it develops its own science, but rather in thinking about how to incorporate that science into the culture of a people. A culture that transforms and develops it."

Fernando Castillo Velasco

April 25, 2012

1. **A Humanist School of Architecture**

A school that identifies with humanist values and with the mission of the Universidad Católica de Chile.

A school that sparks excellence and ethical integrity, and that places creativity in service of the common good.

A school that is committed to connecting the field of architecture to the broader cultural context, bringing the unique contributions of our discipline to it.

A school that teaches that a commitment to mankind begins with the responsible management of scarce resources and with caring for the city, heritage, landscape and territory.

A school that understands that architecture is a value system capable of bringing dignity to people, regardless of their position or wealth.

2. **A Public School of Architecture**

A school that stands shoulder to shoulder with the society and culture in which it participates.

A school that instills in its students the responsibility that they must bear in the building and development of cities.

A school that officially builds bridges with society and contributes to the creation of public policy from its academic perspective.

A school that contributes to the public good with research and projects.

A school that works to restore the role the architect has played in society, along with their professional and political commitment to the overall development of the country.

3. **A Diverse School of Architecture**

A school comprised of academics, researchers, students, professionals, and administrators who value and respect diversity.

A school in which teaching, research, management and extension all coexist, enriching each-other and spurring leadership in innovation.

A school that values its professors while at the same time bringing in new ones, with the goal of continued engagement through shared experience.

A school that through its undergraduate post-graduate and continuing education programs recognizes and addresses the growing diversity of experience, interests and talents among its students.

A school that is an important part of a Faculty and of a complex university, and is an active participant in that structure's richness.

4. **An Innovative School of Architecture**

A school that recognizes that the architectural project and studio methodology are places for experimentation and the generation of knowledge.

A school that encourages independent learning in its laboratories, which are places for exploration and experimentation.

A school that inspires instructional innovation as a journey of shared exploration for instructors and students alike.

A school that is able to establish concrete connections between its research and academic activities and the interests of society at large.

A school that fosters innovation and the development of new research that is connected to our regional, social and cultural reality.

5. **A Mindful School of Architecture**

A school that is able to maintain the tension between the strictest intellectual rigor and the concrete problems of reality.

A school that delivers a robust theoretical foundation to its students while understanding that history is a fundamental part of understanding the demands of the contemporary project.

A liberal school that helps its students to develop a critical eye for the problems of the discipline, society and urban development.

A school that is distinguished by the mindful practices of its teachers, not only in their research but also in the realized architectural piece.

A school with a full-time corps of researchers, which publishes and distributes the results from its many areas of work in a variety of media.

6. **A Collaborative School of Architecture**

A school that instills in its students an ethic of collaboration rather than competition within the field of architecture.

A school that seeks ongoing connection within its community; a community made up of the empowered parts of a whole.

A school that inspires teamwork not only within the academic community but with other academic institutions and their different administrations, centers, programs, laboratories and professorships.

A school that supports interaction among disciplines as a way of dealing with complexity and enriching understanding of the issues of architecture.

A school that thinks in terms of networks and establishes strategic alliances, connections and exchanges with universities both in Chile and abroad.

7. **A Professional School of Architecture**

A school that takes responsibility for the professional education of its students through concrete instruction in the profession of architecture.

A school that instills a sense of the ethical responsibilities of practicing the profession in the contexts of the city, heritage, landscape and territory.

A school that understands the scope of both teaching and professional practice within the broad panorama in which architecture functions today.

A school that has an ongoing commitment to finding and inviting distinguished architects to share their knowledge within the academic environment.

A school that delivers the tools to build a very good city with all commissions, not only the ones for exceptional works.

8. **A Transparent School of Architecture**

A school that includes its extension program as a fundamental part of the students' education and intellectual dialogue among its teachers.

A school that offers a full schedule of conferences, seminars, workshops and exhibitions that are open and free throughout the semester.

A school that has a prestigious architectural press that plays a leading role in the spread and interchange of the culture of architecture.

A school that clearly and consistently makes its positions known on themes of interest to society and the discipline of architecture, by virtue of the leadership its members.

A school that involved in the country's professional growth through its graduate and continuing education programs.

9. An International School of Architecture

A school that operates in an international arena and is always up to date with current issues.

A school which has developed an ongoing program of visiting professors from abroad who are distinguished in their fields.

A school that is continuously expanding and strengthening an international network through published works, collaborations, student exchange, and extension cycles among other things.

A school that recognizes travel as a fundamental part of the architect's formation.

A school that attracts foreign students to its masters and doctoral programs.

10. A Project-Oriented School of Architecture

A school that understands that the design of architectural form is an act of syntheses of profound cultural value.

A school that promotes learning the discipline of architecture through the execution of projects in the studio, and through a mentoring relationship between teacher and student.

A school that places the transformative possibilities of the project at the core of its academics and research, at both the undergraduate and graduate levels.

A school that understands project-oriented thinking as architecture's main means of reaching society and improving people's relationships with their surroundings.

A school that carries out the project in a broad context, from the object to territory, because there are no issues of built form that are unfamiliar to architecture.