School of Architecture
Pontificia Universidad Católica de Chile
Architecture Program Report (APR)

Submitted to
The National Architectural Accrediting Board
August 2009
Architecture Program Report (APR)

School of Architecture
Pontificia Universidad Católica de Chile

DEGREE PROGRAMS

Licentiate in Architecture

Professional Title in Architecture
INSTITUTION

Pontificia Universidad Católica de Chile
Av. Libertador Bernardo O’Higgins 340, Santiago, CHILE.

Grand Chancellor
Monseñor Francisco Javier Errázuriz

Rector
Pedro Pablo Rosso R.

Pro-rector
Carlos Williamson Benaprés

Secretary General: Raúl Madrid Ramírez
Vice-Rector for Academic Affairs: Juan José Ugarte Gurruchaga
Vice-Rector for Economic and Administrative Affairs: María Rosa Millán Massa
Vice-Rector for Communications and Public Affairs: Francisca Alessandri Cohn

FACULTY

Faculty of Architecture, Design and Urban Studies
El Comendador 1916, Providencia, Santiago, CHILE.

Dean
José Rosas Vera

Academic Secretary
Paz Cox Irarrázaval

Director of Research and Graduate Studies
Margarita Greene Zuñiga

Director of the Professional Integrated Platform
Hans Muhr Münchmeyer

Director of Economic Management and Administration
Victoria Saud Muñoz

SCHOOL

School of Architecture
El Comendador 1916, Providencia, Santiago, CHILE.

Director
Juan Ignacio Baixas Figueras

Subdirector of Academic Affairs
María del Pilar García Alfonso

Subdirector of Development
Sandra Iturriaga Del Campo

Subdirector of Research and Graduate Studies
Horacio Torrent Schneider
TABLE OF CONTENTS

1. INTRODUCTION TO THE PROGRAM
   1.1 History and Description of the Institution 6
   1.2 Institutional Mission 9
   1.3 Program History 10
   1.4 Program Mission 13
   1.5 Program Self-Assessment 15

2. PROGRESS SINCE LAST VISIT (not applicable for this report)

3. THE THIRTEEN CONDITIONS
   3.1 Program Response to NAAB Perspectives
      3.1.1 Architectural Education and the Academic Context 20
      3.1.2 Architectural Education and the Students 25
      3.1.3 Architectural Education and the Registration 30
      3.1.4 Architectural Education and the Profession 33
      3.1.5 Architectural Education and the Society 38
   3.2 Program Self-Assessment Procedures 43
   3.3 Public Information 46
   3.4 Social Equity 48
   3.5 Studio Culture 52
   3.6 Human Resources 55
   3.7 Human Resource Development 66
   3.8 Physical Resources 98
   3.9 Information Resources 102
   3.10 Financial Resources 105
   3.11 Administrative Structure 109
   3.12 Professional Degrees and Curriculum 113
   3.13 Student Performance Criteria 124
4. **SUPPLEMENTAL INFORMATION**

4.1 Student Progress Evaluation Procedures
4.2 Studio Culture Policy
4.3 Course Descriptions
4.4 Faculty Résumés
4.7 School Catalog
4.8 PUC Faculties list
4.9 Surveys
4.10 Floor plans
4.11 Budget Information
4.12 ARQ Publications
1. INTRODUCTION TO THE PROGRAM

1.1 HISTORY AND DESCRIPTION OF THE INSTITUTION

This section should include a brief history and description of the institution.

The legacy of the Pontificia Universidad Católica: 120 years of Leadership and Tradition

The Pontificia Universidad Católica de Chile during its 120 years of existence has created a tradition of prestige and relevance, clearly demonstrated in its graduating professionals, whom, from the origin of this institution, have been prepared with ethical values and academic excellence to contribute to the country.

To the end of the XIX century, many Chilean Catholics, with the example of the Europeans, promoted a university that united academic excellence with ethical values, inspired in the Christian doctrine. The initiative had an excellent acceptance by the Archbishop of Santiago of that time, Monseñor Mariano Casanova.

The Pontificia Universidad Católica de Chile was founded on June 21 of 1888, to offer training in traditional professions and in technological and practical fields, motivated by the ideal of “working with unconditional fervor for the diffusion of real insights and for the solid education of the youth”, according to the words of the first Rector Joaquín Larrain Gandarillas. It was a very complex historical moment, in which the relationships between the church and the state were very tense given the discussions relating to the freedom of teaching. As such, the foundational phase of the University was marked by the need of affirming, as well as being precautionary with the academic and economic autonomy. It was a difficult beginning, plagued by various misfortunes and serious material limitations, to the extent that the ecclesiastical authorities considered the possibility of closing it. However, once these initial challenges were overcome, the Pontificia Universidad Católica de Chile started to grow and to implement its educational project. On February 11, 1930, Pope Pius XI declared it a Pontificial University and in 1931 it was granted academic autonomy by the Chilean government.

At the start, the Universidad Católica only had two courses: Laws and mathematics. However, with the years classes increased, and the schools and faculties multiplied. In 1894 the first architectural course was given, this one being the origin of the discipline in Chile. The first graduates of the Pontificia Universidad Católica de Chile were civil engineers, architects and licentiates in law. From 1920 onwards, the visionary attitude of the then Rector, Monseñor Carlos Casanueva Opazo, set a new growth rhythm and six faculties were established: Architecture, Commerce, Philosophy and Education Sciences, Medicine, Technology and Theology, and four schools: Social Service, Infirmary, Biological Sciences and Fine Arts, as well as the Sports Club, the Hospital and the Student Federation. Another important goal of that time was the award of a state subsidy, granted in merit to the importance and prestige that the University had acquired to the Chilean society.

Currently, The Universidad Católica is a private (with public support), urban, multi-campus University. Its 18 Faculties are distributed on four campuses in Santiago: Casa Central, Campus San Joaquin, Campus Oriente and Campus Lo Contador; and one regional campus located in southern Chile. Approximately 22,000 students are enrolled in graduate and undergraduate programs, which encompass a wide range of disciplines and professional schools. Its faculty includes approximately 2,700 professors, several of whom have received prestigious international awards for their contributions. Over the last few years the University’s leadership in research and graduate programs has had considerable influence on the country’s cultural and scientific development.
Of these 120 years of an education project that has aimed to contribute to the development of the country, the Universidad Católica has undergone three successive phases, and to an extent, these have overlapped. The first, which goes from the foundation to the end of the forties, is the “Teaching University”, characterized by an academic activity carried out by teachers with part-time contracts. In this period the aim of the activity of the university was only undergraduate teaching.

In the second phase, that covers the early fifties to the eighties, the University gradually established an academic full-time hired nuclei, and likewise, started to develop research activities, and increasingly contribute to the expansion of knowledge. It was a phase that corresponds to “teaching and research university”.

In the third stage, that started in the eighties and continues nowadays, the presence of an important number of investigators, mainly from the fields of knowledge, enabled the creation of doctorate programs, in other words, the formation of independent investigators. In this way, the University acquired the elements that allowed it to be considered an “research and graduate degree university”, thus similar in its structure to the main universities that lead the international academic realm.

To a great extent, the goals that the University has achieved throughout its history reflect virtues that have become part of its institutional culture and of its traditions. Firstly, its faithfulness to the Catholic identity and to the foundational mission of service to Chilean society, which has translated into shared ideals, institutional commitment and a constant requirement of academic excellence. Secondly, the duration and stability of its university governments that has enabled long-term planning and the perseverance of the application of some key policies. To the before mentioned is added the ability and the responsibility of the management of its resources, especially in times of economic crisis in the country, attitude that has allowed the adequate financing of its academic projects. Another virtue has been its openness to innovation, characteristic that has meant successive and important changes to its education offer and to its organizational structure. Finally, in a context where it is usual that student organizations and academic communities join political factions to resolve power confrontations, institutional as well as national, the Universidad Católica has been able to transcend this reality and hence avoid the negative consequences that these practices mean to its academic coexistence and management.

The Universidad Católica is one of eight Catholic universities in Chile, and one of 61 institutions within the Chilean University system. Our University currently enjoys the prestige of being the best in our country, the third in South America, and one of the five best Universities in the Spanish speaking World. A series of indicators and strengths supports this well deserved reputation, some of them being:

- Its capacity to attract the majority of the youth of the country which have the highest academic achievements and best scores in the PSU (The National University Selection Test).
- Having a highly qualified academic body that exhibits the greatest national proportion of professors with graduate studies: 92% of the 33 or 44 hours full-time professors, of whom 75% have Doctorates, and a 17% have a Masters or graduate degree.
- Has research nuclei in the main areas of knowledge, some of which, due to their contributions, have received International recognitions.
- The quality of its undergraduate programs which have been verified by means of national and international accreditations. Likewise, all the doctorate programs that are carried out in wide range of disciplines, are accredited.
- Has a high degree of attention in the more than 1000 annual ISI scientific publications.
- Its teaching infrastructure, as well as the computer and library services, is of very good quality compared to national and continental region standards.
- Has an open disposition to academic innovation, as much as in its educational project as in its internal management.
- Presents a high degree of internal cohesion, in light of a shared project, in favour of the working environment, and in the attainment of demanding goals.
• By means of its affiliated institutions and its extra-curricular projects and social service, the University has an ample insertion in Chilean society, maintaining a close relationship with various sectors thanks to the presence of its alumni in leadership positions.
• Has achieved in maintaining a system of teaching assistants complimentary to the Government’s one, which guarantees the entrance and the permanence of competent students, despite its low and medium incomes.

As it can be easily seen, the good indicators of academic quality reflect in turn, a good management policy, in which uni-personal authorities and the work community participate motivated and technically competent. A particularly favourable aspect has been the administration of financial resources, which have allowed to maintain an adequate equilibrium of the operational budget, conserve significant student benefits, and embark on a massive renovation and expansion plan of the facilities.

The University has an educational infrastructure, including computer science support and libraries services, of very good quality in comparison to national and continental region standards.

On the other hand, being a University located in a young and geographically distant country, we believe that maintaining an active exchange program with foreign universities is crucial for academic development. This interest has lead to the establishment of academic exchange agreements with 380 universities in fifty countries. Each year a growing number of students and professors, largely from the United States, Europe, and Asia study at our university\(^{10}\). Additionally, the University maintains twelve double degree with European and North-American universities.

Upon the 120\(^{th}\) anniversary of its foundation, the UC continues to make every effort to develop its existing facilities and institutions, as well as to make its intellectual, creative, and spiritual capacity available to the community. The University believe that the progress of Chile relies on the contribution that its universities can make through education, the generation of new knowledge, public policy proposals and the promotion of technology transfer. Our University has taken on this challenge as part of its mission.

---

1. Text based on the Rector Introduce speech for the Academic year 2009
2. Monseñor Joaquín Larrain Gandarillas, Founding Speech
3. See 4.8 PUC Faculties list
5. Academic programs: 311; Undergraduate programs: 87, Master programs: 90, Ph.D programs: 29, Graduate Certificates: 105, Minors: 61. See http://www.puc.cl
8. Universities selection National Test. In 2009, of the best 100 grades, the 68% apply for the PUC, the 18% to the Universidad de Chile and the rest to the other Universities
9. The impact index- measured by the number of quotes that motivates each article, it’s higher than other “mega” Universities of the region as the Universidad de Sâo Paulo or the Universidad Autónoma de México. This set us in a clear Latin American leadership. Ref. to the Rector Annual Account, June 2009
10. In 2008, 1.257 students came to study at the PUC and 405 were exchange students all around the world
1.2 INSTITUTIONAL MISSION

This section should include the institution’s mission statement and the date of its adoption or last revision.

Mission

“The Pontificia Universidad Católica de Chile is an educational community that promotes, in a rigorous and critical way, a knowing illuminated by faith and shared with society, in this way contributing to the formation of an authentically human nation, based on truth, liberty, peace and solidarity.”

Vision

The Pontificia Universidad Católica de Chile participates in the evangelical mission of the Church and as such, aims to efficiently contribute from the realm of university education and from the dialogue with culture, by means of:
• An educational project oriented to the formation of well-rounded persons.
• A commitment to the common good and to the search of truth.
• Projecting with the International academic realm.
• A permanent dialogue with society.
• An organizational framework characterized by a people-centered management.
• A generation of stable sources of financing

1 Ref: See http://www.puc.cl
2 Ref: See http://www.puc.cl
1.3 SCHOOL AND PROGRAM HISTORY

This section should contain a brief history of the professional degree program and how it satisfies the local educational requirements for licensure or registration.

The teaching of Architecture at PUC

The teaching of architecture as a discipline at the Pontificia Universidad Católica de Chile began in the late 19th century. The School itself was created in 1894 with the first course of Architecture, which makes it the first formal School of the country and one of the first in the Americas. Since its beginning, the School has focused with uncommon intensity on examining the relations between culture, city, and architecture. During its 115 years of existence, there have been three main stages in the evolution of the School.

The first moment coincides with its origin, when the challenge was to incorporate the discipline of architecture to the recently constituted Universidad Católica. In those first years, the teaching of Architecture oscillated between closeness with civil engineering as a discipline, with which it shared courses, and with the Beaux Arts perspective promoted by the founders and professors of the School, most of them whom had studied under that tradition. This dialogue gave rise to most emblematic buildings in the city, carried out by these same professors or alumni, such as the Museum of Beaux Arts by Emilio Jequier, who also designed the university’s main institutional building. The large number of students that were in the architecture course from the start, as well as the first professional graduation in 1899, reveals the correct vision of its promoters, responding to the need required by the progress of the country. From 1920 onwards, the School of Architecture became the first autonomous Architecture Faculty of the country.

The second moment was mainly concerned with keeping pace up with the turmoil of changes in the world and attempting to stay up to date with the cultural pace of other contexts. Coincident with a period of intense university reforms, this moment is best characterized by achieving the state of the art in the disciplinary debate, stimulating with this the introduction to theory and a new presence of abstraction in the architectural teaching, mainly motivated by the artistic ideas and the personalities that took part in the International Modern Movement. The Benedectine Church by Father Gabriel Guarda and Brother Martín, both PUC architects, is an example of this. Additionally, during this period, an evident international openness of the school is established, manifested by the close relationship with the United States by means of visiting professors, such as Joseph Albers in 1953, Imre Halasz in 1964, Martin Goody in 1965, of visiting programs, and of scholarships for Chilean professors to attend American universities who had the opportunity of interacting with architects such as Neutra, Gropius or Wright. An important number of the graduated architects of that time formed prestigious practices that answered with great quality buildings, not only in Santiago but also in the rest of Chile, winning a large part of the current architectural competitions. Such is the case of Emilio Duhart, Mario Pérez de Arce, and the office of Bresciani, Valdés, Castillo, Huidobro, whose work was included by Reyner Banham in his paradigmatic book “The New Brutalism”, together with the Campus of I.I.T. and the Habitation Unit of Marseille.

More recently, our current Dean has identified the present period as one of enormous richness and risk. The inevitable opening to an increasingly global world and the influence of the new media through which the city and architectural works are being produced and reflected, makes it necessary for the School to pay attention to the academic quality of its teaching and research, to the demands of professional training, and to the debates on professional practice and its consequences for the country. This is our current stage. The interaction of architecture with the city and its territory has produced new challenges that demand an increasingly interdisciplinary approach and at the same time an awareness of architecture’s disciplinary boundaries.
As a reflection of this, since 2003 the Study Plan of the School of Architecture has introduced significant changes that reveal these new challenges. Some of the main changes are: On one hand, the formation of a 6 years Study Plan in three phases of escalating complexity -Formation (I to VII semester), Exercising (VIII to X semester) and Qualification (XI and XII semester), and five disciplinary Main Areas –Architectural Project (AP), Representation and Computing (RC), History, Theory, and Criticism (HTC), System and Building Technology (SET), and Urban project (PU), as well as the internships, and on another hand, the implementation of the General Formation Plan of the University, which incorporates the formation of architecture students with knowledge of other subjects, and the integrated Network of post-graduate degrees, that gives flexibility to the curriculum and promotes more multidisciplinary activity. Each one of these aspects will be explained in detail in the following chapters, especially in relationship to the enormous implication in the formation of our students. Furthermore, the School has its central nucleus in the studios that accompany students since they enter the School until they qualify, obtaining the Licentiate Degree and Professional Title. From this framework, the students achieve an integrated and critical perspective of the environment, develop a capacity for detecting contemporary problems and increase their capacity for proposal and communication. Additionally in the last year, the option of strengthening the expertise in the three thematic areas offered, while attending the higher levels of the career, was implemented through the establishment of Diplomas at the Licentiate level.

### The School of Architecture in the Lo Contador Campus

A significant feat towards the end of the fifties, generated by the increasing number of students in the architecture major, was the transition of the School of Architecture from its original location in the fourth floor of the main center-city building of the University, then to two neighboring houses, and finally to its current location in the grounds of the ancient Lo Contador Farm. Its privileged location, close to two exceptional geographic conditions -at the foot of the Andes and close to River Mapocho- and the existence of an adobe Main Farm House, dating from the end of the XVII century, of undeniable architectural value with the characteristic patios and corridors –nowadays declared National Monument, contributed to the School of Architecture having from the very start, a strong identity related to this new Campus. This fact –perhaps one of the most visionary on behalf of its then Dean, Sergio Larraín Garcia Moreno- allowed for a place for the expansion of the School of Architecture, and at the same time, provide a house for the new Schools of Art and Design, which became an integral part of the Faculty of Architecture and Beaux Arts, set within a context of strong identity and university cohesion. From then onwards, the Lo Contador Campus constitutes an exceptional environment for university activity, in a central location of the city of Santiago, in the North Pedro de Valdivia neighborhood, in the Townhall of Providencia, near the CBD and close to a pedestrian district.

As from the year 2000, given the significant changes carried out by the Faculty, such as the separation of the artistic disciplines and the consequent transition of the School of Art to the Oriente Campus, the School of Architecture became part of a new institutional structure: the Faculty of Architecture, Design and Urban Studies, together with two other academic units, the School of Design and the Institute of Urban Studies -the postgraduate unit founded in 1965, dedicated to cultivating teaching and research regarding the city and the territory. Although this new structure run the risk of reducing the richness of a Faculty embracing the arts widely, it has allowed the development of a Faculty project where the academic units enrich their own fields through interaction among related disciplinary fields and thus provides the opportunity to improve the professional formation of our students.

Coincident with this new structure, a phase of expansion of the Campus occurred with the addition of new territories and adjacent houses, duplicating its original surface, as well as the incorporation of new infrastructures in support of the teaching process, such as computer labs, two new auditoriums and a latest generation Models and Prototype laboratory for the experimentation in the area of technology and energy, and as an opportunity of development and research in strategic alliances with relevant industries.
Currently, the Campus is formed by a complex and interesting group of buildings of different times, ranging from the main Farm House of Lo Contador Farm, up to recent building interventions carried out by professors of the School of Architecture that have received distinctions given their architectural quality. Amongst these, one of the most outstanding is the Sergio Larraín García Moreno Documentation Center that consists in a building underneath the Campus’ central patio, in order to respect the traditional architecture of the original main Farm House, and that houses the specialized library, an original documents Archive, a 150 people Auditorium and computer rooms. This underground is part of a series of exterior routes that completely connects all the installations of the Campus, shifting the university life between patios, gardens and studios.

At the moment the School has 690 undergraduate and 109 graduate students, from a total of 1420 students in the Faculty. It is the School with the highest number of students and professors, as well as being the eldest of the three academic units, fact that grants leadership in the actions to undertake in relation to the Faculty and to the University as a whole. Its graduates feel holders of an architectural teaching tradition of more than one hundred years, and which has situated the School in a highlighted place amongst the pool of national and international schools of architecture. Each year around eighty professionals graduates, many of whom have received national and international recognition of their outstanding professional practice. On the other hand, the School currently has 59 academics tenure staff and 67 non-tenure, with a 64 % of professors with post-graduate studies, many of whom are also distinguished professionals positioning in part the School of Architecture in its current seat of honor, being able to attract the best students in the country.

---

2 Emilio Jequier was child of French immigrants, and had made his studies in the School of Beaux-Arts in Paris. The main building of the Universidad Católica was made with the collaboration of the first graduate of the University.
3 This book, published in 1966, refers to the early international recognition to some of the graduate architects of that time.
4 This hacienda was initially made up of an alquería with its orchard as Mercedes Contador family residence, then it was temporally used for spiritual retreat. During the years was enlarge until its cloister actual structure. For a better description of the origin of the house and its architectonic value. See: Pérez O., Fernando, “Lo Contador: house, borough,city”, ARQ magazine Nº65, Santiago de Chile, April 2007.
5 The then Dean Sergio Larraín Gacía Moreno, convince the Superior Board of the University to buy this land in 1958, and the School of Architecture moved here the next year. Additionally he bought the neighboring land for his own residence and his sons, that from 1996 were add to the campus, double the existing area of the campus. This expansion has been in a gradual development and has preserved the character of the house and its original gardens. This characteristic distinguishes the Campus, because it makes possible the interaction of the students in an unusual domestic environment, which you can walk across gardens and connected courtyards. See: Iturriaga, S. Strabucchi, W. “Jardines a dos tiempos”, ARQ magazine Nº59, Santiago de Chile, March 2005.
6 The Faculty of Architecture and Beaux Arts was made additionally by the School of Theater and the School of Music, that were located in Oriente Campus
7 See Chapter 1.5, item “Reputation”
1.4 PROGRAM MISSION

This section should include the accredited degree program’s mission statement, the date of its adoption or revision, and the date of its endorsement by the institution.

Mission of the Faculty of Architecture, Design and Urban Studies

The School of Architecture belongs to the Faculty of Architecture, Design and Urban Studies of the Pontificia Universidad Católica de Chile:

“Our mission as Faculty is the cultivation and the integration of the Arts and the sciences of Architecture, of design and of urban-territorial studies, constituting an innovative centre of knowledge, creation and education of these designing disciplines in permanent dialogue with culture and faith”.¹

Vision of the School of Architecture ²

The fundamental task of the School of Architecture PUC is to educate people that will be interested and will contribute to the growth of the country in the architectural discipline and in the cultural field based on the Christian principles and values. The study plan aims at forming professionals capable of giving adequate answers from the discipline to the needs of our society.

The formation of the PUC architects is based on an integral formation that considers transmission of knowledge and skills in the discipline itself, as well as giving the student a substantial autonomy through appropriate technologies and management tools, communication and language skills and a critical and informed view of the contemporary world.

According to our latest official documentation “Development Plan 2006-2010”, the vision that our School of Architecture directs is:

1. To summon the most able academics and students in the discipline, embracing their various profiles and personal talents, and providing them with an adequate environment for study.

2. To Create knowledge of the discipline by means of the theoretical and design research, involving teaching in this creative process. Our teaching is oriented by an “ethics of creativity”.

3. To have as a final objective of the teaching, research and management, the construction directly or indirectly, of a worthy, contemporary and sustainable city. Our education and research are thus oriented by a “will of reality”.

The Ethics of the Creativity and the Will of Reality constitute two principles that have been the base of the management of the current Director of the School of Architecture Juan Ignacio Baixas³, and which consolidates a “School Spirit” that in tacit manner has been in formation throughout the years, regarding the task of training our future architects.

“The Creativity Ethics refers to the fact that architecture has to respond in every designed building to an assignment or circumstantial origin, with its own time, place and user. As such, architectural design is necessarily original and thus belong to the creativity realm. Creativity is to the architect an undeniable duty, and as such it enters the domain of ethics. However, such creativity has to sum up in a habitable building, in other words, be capable of embracing the complexity of habiting in both what refers to its necessities, as well as its gratuities. Consequently, it is an obligation of the architect to consider all the aspects related to inhabiting without leaving any aside.”
“The Will of Reality refers to the fact that even though the final purpose of our architectural teaching is the construction of real buildings for a real city, our teaching system has a high degree of abstraction. Moreover study times and funding do not permit many direct experiences in real building. Thus, we give a special value to what we call a “will of reality”, that should be present in all our academic actions and should reflect in aspects such as: dominion of the constructive detail, management of the energies that affect living, consideration of the dynamic aspects of living, command of the structure, ability of management, and all those aspects that comprise the generation of the form, giving it density and richness. We call “will of reality” the preoccupation for the totality of these factors that affect the real architectural quality of the constructed building, quality that nobody except the architect himself can perceive before inhabiting the work.”

1 In the document Development Plan 2006-2010 related to the three units that compose the Faculty of Architecture, Design and Urban Studies, the School of Architecture mission was update in the Faculty context

2 School of Architecture vision, Document: Development Plan 2006-2010, page 9

3 The current School Director Juan Ignacio Baixas Figueras, was elected for the term 2004-2007 and reelected for the next term 2007-2010. Also the current Dean of the Faculty José Rosas Vera was elected for the term 2005-2008 and reelected for the term 2008-2011. During this period the present Development Plan of the Faculty was elaborate.

4 See “Palabras del Director” in http://arq.cl


1.5 PROGRAM SELF-ASSESSMENT

This section should briefly outline the program’s strengths and challenges and include a plan to address those challenges. Candor in conducting and reporting the self-assessment increases its value to the degree program and to the NAAB and, if well done, will largely anticipate the VTR.

STRENGTHS

Some strengths of the Architecture Program are outlined as follows:

Reputation:
The University, School and alumni have a long and rich tradition of being highly reputed in national and international contexts.
- Presents the highest index of quality perception of the forty-four schools of architecture of Chile, expressed by the employers, professional architects, members of the National Institute of Architects, town hall head-foremen, amongst others (See fig.1).
- Our alumni have been distinguished with prizes and awards in every National Biannual of Architecture (in the last 2008 Biannual 60 out of 100 selected works came from our alumni). Many of them have received international recognition of their work, such as the Silver Lyon of the last Venice Biannual awarded to Alejandro Aravena, the distinction of honorary member of the AIA to Smiljan Radic, amongst others.
- 15 out of 24 National Architecture Prize winners have studied at our School.
- Architects formed in our school have had important roles in national and international institutions such as: Head of Cambridge School of Architecture (Marcial Echeñique), Member of the Pritzker jury (Alejandro Aravena), Associate Architect at ARUP (Alejandro Gutiérrez), etc.
- The quality of the buildings of our professors and alumni is additionally reflected in the large amount of appearance in publications, namely magazines, books and specialized media, national as well as international. (See Faculty résumés).

Faculty: The School’s Faculty is the one with the highest quality in the country.
- A high percentage of Faculties are well reputed practicing architects.
- The full time academics are internationally recognized and well considered, many of whom are invited to participate as Visiting professor in international prestigious Universities. Examples of this are: Pedro Alonso in the AA school, Sebastián Irarrázabal in MIT, Alejandro Aravena in Harvard School of Architecture, Fernando Pérez in Uppsala University in Sweden, Rosanna Forray en Leuven Catholic University in Belgium, Renato Dalencon in Technologic University of Berlin, Rodrigo Pérez de Arce in Texas University at Austin, etc.
- A growing proportion of Faculty has postgraduate degrees (37% hold a PhD or Doctorate degree, 6% are in the process of finishing PhD theses, and 27% have a Master degree). With an adequate academic perfecting plan, this percentage should increase in order to equal the standards of the University.

Students: The School has highly motivated and high achieving applicants:
- The School of Architecture of PUC is the first preference of high-school students when applying to the architecture career in comparison to the other forty-four Schools of architecture in the country. This means that every year the best scores of the PSU (The National University Selection Test) apply. For example, in the 2009 admission process, the last accepted student had more than 40 points over the second preference (see fig.2). This poses the challenge of maintaining these indicators with a continuous improvement of the academic project.
- Our students presents an elevated recognition of their academic excellence in relation to the internship practices carried out throughout their study in prestigious offices, national as well as international, such as Zaha Hadid Architects, Jean Nouvel Atelier, Morphosis, ARUP, etc.
- Proof of this are the recommendation letters that the students receive from these offices, or furthermore, their professional hiring after graduating.
The university scholarship system benefits high achieving students with low income, therefore not permitting that economic constraints limit our applicants (50% / 337 de 676 of the School's students receive some kind of economic benefit).

**Teaching**: The School has shown the capacity to maintain its positive aspects while permanently adapting and changing to new realities.

- The Study Plan promotes the general formation in parallel to the main nucleus of the discipline, allowing that together with the level of specialization of the career, the student integrates knowledge outside those of the professional formation, by taking courses in other disciplines. This compliment to the formation translates into Academic certificates (minors) that the students can obtain.
- The articulation of the undergraduate, with a post-degree integrated curriculum, enables the interaction of students of both levels in specialization elective courses, bringing to the undergraduate students a disciplinary debate of the highest level, as well as an entry to the discussion of relevant contemporary problems. This allows to obtain, via another means, a degree path with a Master title, according to the interests of the students.
- The recent implementation of the Concentration Diploma in three specific areas: Architecture and Heritage; Architecture Systems and Technology; and Urban Project; enables the students to acquire a degree of specialization during their study in relation to these issues.
- We ensure the learning-by-doing process by keeping the teacher/student ratio not higher than 1/13 in the studios (as a general average in the studios).
- The incorporation of three practices during the career: a Building Practice, a Social Service Practice and a Professional Practice, give a fair idea about different architectural work environments to all students. Additionally, the students can carry out an research practice in some of the specialization areas that form part of the Concentration Diplomas.
- The incorporation of a compulsory Research Studio in the third year, that teaches and exercises on basic research methods, has been shown to increase theoretical thinking and written expression capacities among students.
- The curriculum provides a quality training that is reflected in the perception of graduates when they start working (see Fig.3)

**Research and Graduate Programs** : The School is considered an important Research Center in Architecture:

- With such purpose we have practically quadruplicated the hours dedicated to research. Since 2006 our school generated a research program with 314 hours/week each semester dedicated exclusively to research (See Indicators in Chapter 3.6). The program also considers promotion and support of research activities, which has permitted to elevate the ISI specialized publications index of our academics. (See Indicators in Chapter 3.7).
- The Graduate Programs of the School of Architecture has positively incrementated in the last years, with two additional Masters to the already existing Master in Architecture (1996): the Master in Urban Project (2008) and Master in Landscape Architecture (2008), both providing to the undergraduate program a higher number of elective courses. New Masters related to the themes of sustainability or heritage are the next challenges.
- The Doctorate program, the only one in its type nationwide, contributes with an intense schedule of activities and lectures of national and international guests, which is available to all the students in the School of Architecture.
- The increase in Research Projects with participation in international networks.

**External links** : Our school sustains active relations between the School and the outer world, at national and international level, among students, professionals and the society:

- An intensive program of student interchange that has allowed around 40 students a year to study one or two terms at Schools of Architecture in 380 universities in almost fifty countries with which there are agreements, being the most frequent in North America, Australia and Europe. On the other hand, the School of Architecture receives more than fifty students every year from these same universities.
The existence of applied Research Centers linked to the School of Architecture, such as the Wood Center (CIDM), the ELEMENTAL program -a think tank dedicated to social low income housing, or the City Observatory (OCUC)- specialized center in territorial information, enable to establish strategic alliances with different society role players, in order to contribute to the applied knowledge in improving the living conditions of the population of the country.

These applied Research Centers, together with others such as the Heritage Cultural Center and the Center of the Desert, where our professors actively participate, integrate in parallel the architecture student participation, not only in practice but also in professional work, allowing a knowledge transfer outside the classroom realm.

The publishing house ARQ, which has been in practice for more than twenty years, that publishes 8 books a year and a trimester Review that belongs to the International Scientific Index (ISI), being highly reputed as one of the best in Latin America in architecture. Our unit neighbor, the Institute of Urban and Territorial Studies, also has an ISI indexed Review on urban and territorial matters (EURE).

The implementation of the Continuous Education Department in 2007, has allowed establishing a program articulated by the different academic units, capable of offering continuous improvement tools to our graduates and professionals in general.

**Infrastructure:** Noticeable strengths in this area are:

- Being housed in a high quality and attractive Campus in a central location of the city.
- Since 2007, an advanced tool laboratory that includes, among other, tools such as a CNC router, a 3D printer, laser cutters, and thus allows CAD-CAM procedures.
- An advanced computation laboratory, with the latest software for design and analysis, such as 3D Studio Max, Autocad, Form Z, Maya, Ecotec, Arc GIS
- A specialized library with a collection of over 88,000 items including books and periodicals. This is part of the PUC Library System (SIBUC), which amounts to over 1,6 million items, and is also accessible to our students.
- An Original Archive that has original collections of 27 offices of renowned Chilean architects, amounting to 85,000 items (including plans, drawings, videos, notebooks)

**CHALLENGES**

To face the challenges mentioned before and coinciding with the mission and vision established by the School of Architecture, we have defined four strategic lines to be developed through specific actions, these being established as part of the Development Plan:

1. **Development of an Academic Structure and a Curriculum for the Twenty-First Century.**

This structure and curriculum is designed to facilitate the student’s mobility among the different disciplinary areas increasing their egress options to different Academic Diploma and with more Masters program option. This also means reinforcing the discipline’s interest areas that relate to teaching, Research and extra-curriculum, articulating in not only courses of the plan of study, but also new Concentration Diplomas (five of them are currently working).

Moreover, to match the current global standards and competences we will have to review our curriculum minimum matters and their methodologies. (Since 2007 we have a Curricular Board working on this issues.)

The described above furthermore implies an improvement plan of the faculty members and a re-ordering of the structure of the academic governing.

Other issues to consider are:

- Implement the policy of the Concentration Diplomas with tutorials that orient the students in adopting academic improvements paths.
- Incorporate teaching courses and methodologies, based in the new technological laboratories.
- Better define the student’s hours for every course. An excessive and continuous workload discourages student involvement in non-compulsory related activities, and therefore does not allow them to make the best of the extension opportunities offered by the School.
2. Becoming a center of disciplinary knowledge creation.

This line of development considers dedicating time to generate research and publications, supplemented by a system of requirements and incentives for academics in concordance with the Faculty of Architecture, design and Urban Studies, and University. This is reflected in a study of our Faculty for 2006-2010, with its consequent economic planning which identifies the following points:

- The implementation of an additional 462 hours/week to research and teaching in undergraduate level
- The implementation of 488 hours/week to implement research and teaching at postgraduate level.
- The implementation of an additional 40 hours/week for the growth of the PhD.

Other issues to consider are:

- Research with recognized impact. Sustain that the hours implemented in Research and in research projects are reflected in cited publications.
- Articulate a larger number of Research regarding issues of social benefit and of interest to the country in relation to the mission of the University.
- Graduates with the capacity of increasing the research level in areas critical for the sustainable development of the country.
- Alignment of the Research themes of faculty members with post-degree thesis.

3. Responding to the country and measuring up with the world

The School of Architecture should assume responsibility for the architectural and urban issues from the Universidad Católica initiating a process to study their demands and future space development. Through the development of national urgent and emergent issues related to areas of research it is expected to position the School of Architecture in the country's public agenda. Likewise, it is sought to strengthen our current international relations, such as joint research, teachers and students interchange, networking, accreditations, double degrees, publications and participation in international events.

Other issues to consider are:

- Implement larger economic support policies to the participation of professors in international academic experiences.
- Although there are some efforts relating the School with relevant urban problems, it is necessary to reinforce the presence of the School in the debate about current problems of the country related to the discipline, such as sustainable urban development, the rescue of heritage, the new infrastructures etc.
- Increase the relationship with the alumni of the School, involving them with more participation, not only in academics but also as professional platforms for the future graduates.

4. Access to advanced logistics and technological resources.

Disciplinary knowledge creation requires access to adequate tools and measurement systems as well as an adequate physical space. This has generated a plan for use and sustainability of the resources available (for example our tool laboratory, computer laboratory, original collections archive etc.) and a growth plan according to the needs of the School of Architecture. The latter is vital given the urgency of space for researchers, teachers, and students due to the changes enlisted above. Other issues to consider are:

- Insufficient space for studios so that students can work in the School, therefore limiting their presence and the interaction among them and with members of Faculty.
- Given the increase of hours dedicated to Research, there is insufficient office space with the necessary physical conditions to optimally develop these tasks for researchers and professors to use.
- Given the increase in the Continuous Education Programs for professionals external to the School, there is insufficient space for lecture rooms, as well as computing equipment, generating uncomfortable teaching conditions.
Fig. 1: Quality Perception Ranking (employers)
Source: Qué Pasa Magazine, Nov 2008

Fig. 2: Admission Scores Variations
Source: La Tercera, January 2008

Fig. 3: UC Architecture Program Graduate Survey: "¿How do you qualify graduates of UC compared with those of other universities in the country in terms of its professional training?"
Source: Dirección Académica de Docencia UC
3 THE THIRTEEN CONDITIONS

3.1 PROGRAM RESPONSE TO THE NAAB PERSPECTIVES

3.1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR (Architecture Program Report), the degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Architecture at PUC: Insertion in a leading University

Being part of the PUC, a university of long tradition and high profile in Chile, has been determinant to our School. The PUC’s reputation is recognized by the high level of its academics and students, by its scientific productivity and by the development of innovative areas in all lines of knowledge. Together with the leadership position that many of our alumni have reached, this has both facilitated the social recognition of our professionals, and has stimulated and demanded from us the keeping of the highest disciplinary level.

The School of Architecture is an integral part of the educational Project of the PUC, where one of the most important events that occurred in the last years, was the creation of a General Formation Plan (PFG), whose objective is to impart wider knowledge than the specific professional training. This consisted in introducing in all the careers the need of studying a significant number of optional credits in other disciplines – in a percentage of approximately 15 percent, intended for the integral formation of the student, within an interdisciplinary and cultural experience as a whole; as well as courses on anthropologic-ethics and theological orientation, devoted to the integral formation of the students within the ethical and catholic principles which inspire the University, and finally the performance of a communicational skills test in English and Spanish, aiming to implement the student in the oral and written communication and in the access to knowledge in other languages.

The incorporation of the General Formation Plan in the study Plan of the School of Architecture, introduced structural changes in the study curriculum, due to the need to reduce and redefine the minimum courses related to the discipline, but overall, it allowed a value enhancement strategy of a window to knowledge generated by other fields of careers, as well as student’s mobility between disciplines, encouraging multidisciplinary teamwork and the ability to establish a dialog with people that have a different cultural point of view. Additionally, this turned into the possibility for students in obtaining an academic certificate or minors complementary to the architect degree, in a specific area related with other discipline. At the same time, the School of Architecture offers to the student of other disciplines, the possibility of obtaining academic certificates in two specific subjects: “Problems and Trends, of Architecture and the City” and in “Media and Techniques of Representation (2D and 3D)”. The interaction that the General Formation Plan has allowed among the different disciplines, has also benefited in the physical integration with other University Campus, in the sense that, the students have to study in any of the four campus’ sites.

The School of Architecture in the Faculty of Architecture, Design and Urban Studies

Within the academic context of the PUC, the School of Architecture (EAUC) belongs to the Faculty of Architecture, Design and Urban Studies (FADEU) which at the same time is formed by the School of Design (ED), and the Institute of Urban Studies (IEU) which constitute post-graduate and research units related to urban and territorial issues. The interaction between these three units and its multiple-disciplinary approach is one of strengths of the School, enabling and enhancing the student’s contact with the different approaches to design at all its scales.

On the one hand, this interaction is performed in a privileged environment for the academic activity within the Campus Lo Contador, strategically located in a centric neighborhood of the city and formed by a group of buildings which includes the traditional Hacienda house, La Casona, with its
patios, corridors and gardens that allows the students to have informal meetings, as well as a series of modern infrastructures, built-in during the last years, which are shared by the three units and intensify the discipline crossing springing with the possibility of witnessing the works, exhibits, conferences or any activity performed therein. Among them, of special interest is the Sergio Larrain Information and Documentation Center, with its Library and Auditorium, as well as the Models and Prototype Laboratory, an academic innovation project with high technology equipments-mechanical and digital, which acts as a real seedbed of disciplinary interaction.

At the same time, there are specific academic activities that the Schools share between themselves each semester, amongst which is the Integrated Studio DISARQ which is oriented to Architecture and Design students of the last years of the career based on interdisciplinary subjects; the Research Projects developed together with the professors of the different units; the Research Studio of the third year of Architecture that is performed indistinctly by the Urban Studies Institute professors in related subjects, as well as a huge and assorted offer of extracurricular activities each semester, carried out by each of the units or all of them together, and being open to all students, turns out of great interest in the interdisciplinary student training. One of the most outstanding public exhibits that is performed every year in relation to the work performed by the Faculty, is the UMBRALES exhibit, which is organized based on a common theme with the professors and the students of the three Schools, and where are displayed the best works done in the year. This exhibit takes place at the Extension Center of the University Central House and reveals the rich disciplinary range that interacts at the Faculty level.

On the other hand, one of the most important contributions promoted in the last years at the Faculty level, has been the increasing growth of the postgraduate Programs and its consequent connection with the Architecture career and with the benefits its presence implies at the interior of the Campus. Since the year 2004, this Faculty grants a Ph.D. in Architecture and Urban Studies, being the only one in the discipline that has this academic degree in the country, and whose main characteristic is its multidisciplinary nature (oriented to Architects, Geographers, Historians, Sociologist among others), with 25 percent of foreign students, and at the same time with a strong internationalization of the students participating in it (all carry out Seminars and Internships with scholarships abroad) with all the professors holding a Ph.D. degree, among which thirty belong to the permanent staff of the Faculty, and with a strong extracurricular activity with Professors and international guests which imbue the academic activity of the School.

Also, there are 6 Master Programs, of which 3 belong to the School of Architecture: Master in Architecture (MARQ), Master in Urban Projects (MPUR) and Master in Landscape Architecture (MAPA), as well as those performed by the Institute of Urban Studies: Master in Urban Development (MDU) and Master in Human Settlements and Environment (MAHMA) and finally the Master in Construction Management (MAC) which is carried out together with the School of Architecture, the IEU and the School of Engineering.

All of them have a strong interdisciplinary component, as they incorporate students of other careers and with an Academic Staff from different units. The impact obtained from the development of these Master programs in the study Plans of the School of Architecture and in the teaching and learning processes of the students, has been of crucial importance, starting with the implementation in the year 2004 of the “Graduate Integrated Curriculum”. This enables that the postgraduate courses are open to undergraduate students as from the Exercising and Qualification phases of professional degree of the career (from VIII to XII semester) as optional Specialization courses (OPR), allowing the student to undertake a disciplinary specialization to later continue with the Master as a professional degree platform, at the same time that it introduces the students in the interdisciplinary work in the extent that the masters admit professionals from other areas.

It is important to mention that along with these study curriculum innovations, the School and the Faculty have maintained, over the last years, a policy of doctorate qualification of its professors, which has impacted in the update, innovation and quality improvement of the contents of the courses.

The structure of the Faculty contemplates as well as the three academic units, a series of Centers and Programs, located mainly at the interior of the Campus Lo Contador, which contribute to enrich, even more, the academic activity of the School and the Faculty as a whole, and to connect it with other academic units of the University with which they jointly participate in promoting a multidisciplinary scope. In it are performed activities of Teaching, Research and Extracurricular, emerging from the participation and direction of the Professors of the School of Architecture –
complementing the academic activity with studies and professional proposals, as well as, fostering the student participation in different learning phases, formal – such as course, research, practices, as well as extra-curricular – seminars or conferences. These Centers and programs are an integral part of the network of 29 existing Centers in the PUC, and are described below with their respective links with other Faculties.

**CENTER AND PROGRAMS FADEU_PUC**

**Wood Innovation and Development Center (CIDM) www.fondefmaderauc.cl**

Director: Paula Martínez T., Assistant Professor EAUC

Is a center focused to the research and development of wood in Chile, and constitutes a strategic alliance between the local wood industry and the university with the participation of the Faculty of Architecture and the Faculty of Engineering. Its objective is to create specific knowledge and to open new application fields for wood in Chile – mainly in relation to housing, based on the concept of “building skins”, and certifying the behavior of these new skins adapted to the different needs of the climate zones of Chile. Professors of the School of Architecture participate, directing and designing specific prototypes that later have to be built in different places of the country. These experiences are transmitted in courses and Studios of the School through the Wood Department.

**Atacama Desert Study Center (CDA) www.puc.cl/geografia/cda**

Director: Pilar Cereceda., Professor Institute of Geography

The Atacama Desert Study Center was created in order to perform excellence level research in science and technology for the integral development of the arid and semiarid zones of the north of the country. It was established as an interdisciplinary research center, integrated by the Faculty of Architecture, Design and Urban Studies; Faculty of Agronomy and Faculty of Forestry; and the Faculties of History, Geography and Political Sciences. Its enhancement is in subjects related with the management of natural resources and landscape, promoting strategies that lead to an environmental care, social and economic development and territorial ordering.

**Cultural Heritage Study Center (CDC) www.patrimoniochile.com**

Director: Fernando Pérez O., Professor EAUC

This is a center oriented to the study, research and preservation of architectural, urban and landscape Heritage of the country. It is integrated by four Faculties: the Faculty of Architecture, Design and Urban Studies, the Faculty of Arts, the Faculty of History, Geography and Political Sciences and the Faculty of Engineering. The center encourages knowledge, conservation, and public and private attention regarding this heritage, perceived in a broad sense and with a contemporary look. The program is addressed by academics of the School of Architecture, being its Director Professor Fernando Perez Oyarzún, and it constitute as an identity reference in the university in order to collect initiatives generated from the heritage subject, and at the same time have an important impact at the interior of the School, by directly contributing with the courses and Studios related to the area, as well as to one of the three Concentration Diplomas.

**Public Policy Program / www.puc.cl/politicaspublicas**

Director: Claudio Seebach, Assistant Professor Civil Engineer

The Program has its headquarters in the Faculty of Architecture, Design and Urban Studies, and it is formed by a multidisciplinary professional team: lawyers, architects, engineers, agronomist, civil engineers, business administrators, journalists, psychologists, sociologists, amongst others. Its scope of action is based on a broad number of programs that aims to foster the active dialog and the cooperation with the society and the public world. On one side, through the applied research – understood as an academic reply to the specific requirements of those who design and/or implement public policies in the country –through the Support Program of Urban and Soil Policies in Chile, Pro Urban; the Habitability Area; Public Management Area; Educational Platform; Social Platform, and the Town Council Observatory. On the other, through the teaching and extracurricular activities at undergraduate and postgraduate level and finally through practices in the public field.
through the *Puentes UC Program*, that links the problems and needs of the Town Councils with internships for students, this being of major to the School of Architecture.

**ELEMENTAL Program**
Director: Alejandro Aravena M., Associate Professor EAUC

The ELEMENTAL Program is a *Do Tank* linked to the Pontificia Universidad Católica and Empresas Copec, which has its focus in the design and implementation of urban projects of social interest and public impact. It is integrated by professors and professionals of the School of Architecture, lead by its Executive Director, Alejandro Aravena, who also develops the Elemental Department, intended for applying this experience in courses and Studios of the School. Among its objectives are, to think and build better neighborhoods, housing and urban equipments for sectors of low resources, as a way to break vicious circles of iniquity in our cities; where the projects are built under market conditions and standard public policies, searching to do “more with the same”, and with a design that assures the valuation of the investment across time, not to be considered anymore as a “social expense”. This initiative and its specific projects have obtained awards and honors in local and international Biennials such as the Silver Lyon Award at the last Venice Biennial.

**DPI**
Also the Faculty has an Integrated Professional Management (DPI), which consists in an unit that renders professional and educational services in order to generate resources and self-financing for academic and research projects developed by professors of the three units. At the same time, it constitutes a support platform for the academic activities related with courses, Studios or student thesis. Three service units integrate it, detailed as follow:

**City Observatory** (*OCUC*)
Director: Pablo Allard, Associate Professor EAUC

The City Observatory whose main objective is to form an information and research platform, applied to territorial and urban subjects, with high capacity of analysis and data prospection, which allows to elaborate indexes and studies that help in the decisions-making processes of the public and private players under the scope of: urban planning, regional planning, urban design, environmental design, heritage recuperation, landscape and architecture design. It is formed by a multidisciplinary team of architects, geographers, civil engineers, sociologists, journalists, cartographers, and economists and guided by the professor Pablo Allard, from the School of Architecture. Professors of different Faculties also joins the group, whom are integrated as advisors and/or directors of a project, according to the requirements of each study. Also forms a strong support platform to the applied research and to the educational units in relation to these subjects.

**External Services** (*SEREX*)
Director: Sonia Reyes, Associate Professor IEU

Its mission is to contribute to the linking of the academic activities of the Faculty with the exterior, through the performance of consultancy, projects and professional works of high complexity related with the Architecture, urban projects, territorial handling, sustainable development and environment. It is formed by professors and students of the three academic units, developing proposals related with specific assignments submitted by the University itself, as well as from public Institutions. They form a unit whose objective is to act as a quality referent in professional works, at the same time that allows the students to come closer to a professional activity in real time.

**Continuous Education Direction** (*DECC*)
Director: Gloria Yañez, Associate Professor IEU

Due to the importance that permanent improvement and updating of knowledge has in the professional world, the Faculty has a continuous education Direction that performs Diplomas and Courses along the year in the subjects of architecture, design, urban and territory study. To perform this objective it takes advantage of the human capital of each of the units that are part of the
FADEU, strengthening the inter-discipline of the units. This allows the link with institutions, companies and the state, around the delivery of educational services beyond the formal degrees that we have already delivered.

RESOURCES FADEU_PUC

Sergio Larraín Information and Documentation Center – Original Archives  (CID- SLGM)
(www.puc.cl/sw_educ/archivodeoriginales)
The original archives is a center oriented to the acquisition, preservation and broadcasting of documentary material considered important within the Chilean, as well as the Latin American architectonic, urban, landscape and artistic scopes. Its objective is to render service to the cultural development of the country and turn it into an important heritage file, open to researchers in the local and international scope. Its almost 85 thousand classified items, consisting of maps, manuscripts and photography of heritage interest, of isolated matters as well as specific documental funds, are available in an open database for permanent consultation by professors, researchers and students. (See more information in Chapter 3.9)

ARQ Publishing house/ http://www.puc.cl/edicionesarq/
ARQ Publishing is a non-profit Chilean publishing belonging to the Pontificia Universidad Católica de Chile. Since 1980 it has published over sixty books and a similar number of magazines on architecture and its related disciplines. The dissemination and appreciation of architecture in Chile and Latin America has constituted its fundamental objective. The content of each publication spans the areas of critique and theory, seeking equilibrium between the professional and the academic. Its prestigious magazine ARQ is one of the University’s publications indexed in the Institute for Scientific Information (ISI). ARQ Publishing is directly dependent on the School of Architecture, which has allowed it to maintain direct contact with an international network of architecture faculties, including GSD at Harvard, the ETSAB, the Faculty of Architecture and Urbanism of the Universidad Central de Venezuela and the Universidad Torcuato Di Tella in Buenos Aires. Therefore, exchanges, conversations and meetings between first-rate Chilean and foreign professors and architects give shape and content to ARQ publications.

Prototypes Laboratory FADEU (http://laboratoriofadeu.puc.cl/)
The FADEU Prototypes Laboratory is the unit of the Faculty focused to enable, within the university task, to a direct proximity, methodologically innovative and experimental on the technique and on the construction as components of the architecture. Its main objective is to narrow the distance between the real building project and the simulation, through the construction of models and prototypes. This step encompasses an intense learning in its approach to the profession, in its tactile with materials and as a privileged mean of adjustment between the idea and the building. Additionally, establish an strategic alliance with industries in the technologic area. To perform these objectives, the LAB-FADEU has an educational, administrative and technical structure that handles the equipments of thematic laboratories with high technology digital and mechanical tools, like CNC, laser cutter, 3D printer, etc, which allows developing the educational and research task in a quality space and with the most strict levels of work and personal care security. (See more information in Chapter 3.8)

1 A Seminarium Head Hunting survey establish that the 41.1% of the corporative leaders of the country studies at the PUC. This constitute a real answer of the present challenges of the country
2 The General Formation Plan was conceived from 2002 in the University, and it was implemented in the Study Plan of the School of Architecture from 2003.
3 Of the 540 total credits that the program in Architecture established to apply for the title, 80 belong to general formation courses
4 This origin the 2003 Curriculum, which is the base of the current Study Plan of the School, with some changes made in 2005.
5 This wish of the Faculty integration is reflected in the introductory words of our Dean José Rosa to the Development Plan 2006-2006 of the Faculty: “we can present us like a coral marked by the bridges that join and the actions that organize us, (…) We have the privilege to be together, the historic opportunity to make a scale jump and achieve the necessary resources to do it, I think that we could carry out the University mission that has been entrust to us.”
3.1.2 Architectural Education and the Students

The professional degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

One of the strengths of our School of Architecture—as mentioned before—is the quality of its students, formed by the best students in the country who apply to the architecture career, who come from various social-economic contexts. The policy of scholarships that the University has, not only those that are oriented to low resources students, but also those that are delivered every year to students with academic excellence, allow that, above all other factors, their quality and academic yield, are the most relevant factors when selecting and in the permanency of the students. This fact represents one of the largest potentials and challenges of the academic and extracurricular activity developed in the interior of the PUC School of Architecture, and as such results in being highly stimulating for both professors and for the students to be able to participate together in an academic project that feeds the quality of both.

The program of study promotes responsibility and autonomy in the formation of the students, as well as, based on a flexible study curriculum, the possibility of defining along the way a professional specialization springing from the student’s interests and talents, focused on the last stage of the career. This enables that the students can orient their undergraduate formation towards interests that can lead to future specializations. On the other hand, the integration of undergraduates with post-graduates in determined courses of the career, based on an integrated study curriculum, allow the undergraduates to take optional post-graduate courses as part of their academic formation, this being very motivating for them. The integration with students who have already completed their studies, is an experience that enriches their own formation.

At the same time, within the activity of courses and Studios, the school has had the tradition to promote the participation of students in teaching assistance from very early as part of their academic activity, as a way of motivating greater degrees of deepening of the acquired knowledge, and to train the critical and reflexive capacity.

Since the beginnings of the School of Architecture, and in all the stages by which it has crossed, the students have maintained a very active participation in academic activities and in their related decisions, as well as regarding the extracurricular activities that occur throughout the year. This participation is reflected in the formal organizations representative of the students in the different instances of the school, in the groups organized by students for specific projects managed by themselves, as well as in the participation of all the extracurricular activities not only in the School, but also in the whole University.

The institutional participation of the architecture students is channeled through the Center of Architecture Students (CEARQ), organism that worries about guarding the interests of the students, through representatives in the different associated instances of the School, the Faculty and the University. At the level of the School of Architecture, the representatives participate in the Academic Board of the School — maximum associated authority for the decisions that concerns the unit of the Curriculum Committee —organism whose mission is to advise the Director in subjects regarding the Study programs, the Broad Direction —periodic meetings with the Director and the different Heads of Phases and areas, to review the subjects that are incumbent on the School, and lastly, in the Elimination Causes Board as student’s defenders on cases of elimination. At the level of the Faculty the student representatives participate in the Academic Board of the Faculty, and at the level of the University, in the Superior Board that addresses the academic-technical issues that affect the University, in any career in particular. In this level, they relate likewise to the Student Federation of
the Universidad Católica (FEUC), through the directives and the territorial advisors, in charge of supervising the University and the FEUC itself in its functions and in carrying out research on problems that afflict the students.

Other tasks developed by the student Center are: collaborating with the Direction of the School in defining criteria for the distribution of physical space, administrating the resources placed at disposition by the School for the assignment of student support scholarships (materials, food, etc.), promote and organize cultural, sports, social and well-being, academic and extracurricular (forums, seminars, exhibitions) activities, as well as all those activities that intend to integrate the students within the school itself or with other entities of the University, and to its academic improvement.

Some of the activities carried out by CEARQ during the 2008-09 year are detailed below:

1. Regular Activities

- Recepción de los alumnos nuevos y asignación de Tutores para cada novato.
- “INVOLUCRA” : Architecture, Construction and Communications students Winter Voluntary work, for poor communities in remotes places of Chile (Freirina 2008, Punitaqui 2009),
- Celebration Activities: Fonda Lo Contador (celebración Fiestas Patrias), RockContador.
- Sports Activities: Liga Lo Contador
- Cultural Activities: Cinema at Lo Contador

2. Activities 2008/09

- Series of Lectures “Al otro del río”
- Arquitectura Caliente – Exposition of the best Professional project of the students
- Fondo ideas, Project of Architecture Competition
- Lo Contador 5 k in San Cristóbal Hill
- Exposition “Diagnóstico Lo Contador”
- Atika lecture: Guillermo Hevia, Edificio Cristal Chile
- Educación 2020. Curricular reflection meetings with faculty and students
- Lecture: Como quieres tu ciudad? Ciudad y Vivienda
- Social Project Competition Involucra LP

On the other hand, many student groups exists that develop extracurricular activities with the school, organizing seminars or discussion forums, or groups that promote the development of the discipline through various autonomous organization with specific ends. A large part of these have had a very important role in the interior and exterior of the School, in positioning issues of public interest or in serving media and discussion channels of the Profession and of good works of architecture, all highly motivating for the students. Some of the recently organized groups are:

Revista 110 (www.cientodiez.cl)
Is an independent magazine with a circulation of 1,500 copies that were released for free in print and through its website. Aims the discussion, dissemination and criticism of architecture and Chilean cities through articles and interdisciplinary interviews with global scale. Considering that in a more urgent and complex reality the architecture should be part of a dense social, political, economic and cultural weave of the contemporary Chilean cities.

0300TV (www.0300tv.com)
Is an architecture television channel that departs from the traditional format. Supported by different resources, can build a current state of architecture to establish critical linkages between contexts, discussions and work through original and unpublished material. It is currently developing an audiovisual catalog of buildings, interviews, articles and events.
Barqo (www.barqo.cl)
The Bank of Chilean Architectural Photography, aims to disseminate works of Chilean architecture recognized for its importance and contribution to the discipline and the country, pretending to be the bank of information with the largest catalog of iconographic Chilean architecture available online, filling the informatics’ void that much of the architectural production is not broadcast on the web - offices that have no website or architectural property with no due recognition.

Plataforma Urbana
Chilean blog for discussion, dissemination and criticism of urbanism, that pretends to be an active support for all persons seeking to be informed about what is happening to our cities, and which are the new trends and vanguard in urban projects.

Plataforma Arquitectura
From the creators of Plataforma Urbana, this blog addresses the issues related to architecture, with a similar format of daily news publication, gives an account of major developments, events and works of architecture, creating a debate and discussion body.

Proyecto Tarapacá (www.proyectotarapaca.org)
Initiative for the reconstruction of the architectural heritage of the northern Chile, particularly in San Lorenzo de Tarapacá, born as a response to the earthquake of June 2005 and is seeking new directions both theoretical and technological, to address the reconstruction of the affected villages. The main objective is the recovery of housing, through sustainable, economic, resilient and durable building systems, with projections to generate strategies for possible implementation in the public sector. In 2007 the first prototype housing was built, in July 2009 library for the neighborhood was inaugurated with funding from the Urban Improvement Program SUBDERE.

Metagénesis
Series of multidisciplinary lectures with national and foreign guests.

Cine Vino
Initiative whose goal is to bring the cinema to places where there is none, either for geographical or economic reasons, through the design and construction of a mobile cinema that tours rural localities. Born in the School in 1997, to then work on public spaces in 2001.

EXCHANGE STUDENTS PROGRAM

Regarding the opportunities that our students have in knowing and experimenting with other realities and cultures during their academic development, the School of Architecture together with the University, maintains student exchange programs with 380 Universities worldwide. This allows that from the 4th semester, the students can apply to this exchange program in any of these Universities, for one or two academic semesters. Within the University itself, it is the School that has the highest indicator –proportional to the number of students- of exchange students to the abroad. In turn the number of foreign students who come to the School has had a substantial increase in the last years.

EXCHANGE STUDENTS DURING 2008

<table>
<thead>
<tr>
<th>Last names</th>
<th>Names</th>
<th>University</th>
<th>Country</th>
<th>Sem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARACENA</td>
<td>MULLER</td>
<td>Nicolas Antonio</td>
<td>Germany</td>
<td>I sem</td>
</tr>
<tr>
<td>CROSS</td>
<td>STREETER</td>
<td>Maria Victoria</td>
<td>Germany</td>
<td>I sem</td>
</tr>
<tr>
<td>DI PARODI</td>
<td>BARRAZA</td>
<td>Ricardo Francisco</td>
<td>Germany</td>
<td>I sem</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Student ID</td>
<td>University</td>
<td>Country</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>--------------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>FUENZALIDA TORAL</td>
<td>Gaston Andres</td>
<td>Technische Universität Berlin</td>
<td>Germany</td>
</tr>
<tr>
<td>5</td>
<td>MUNOZ WACHTENDORFF</td>
<td>Maria del Pilar</td>
<td>Technische Universität Berlin</td>
<td>Germany</td>
</tr>
<tr>
<td>6</td>
<td>BUSTOS DONOSO</td>
<td>Maria Fernanda</td>
<td>Universidad Del País Vasco</td>
<td>Spain</td>
</tr>
<tr>
<td>7</td>
<td>FUENTES PAROT</td>
<td>Consuelo</td>
<td>Universidad Del País Vasco</td>
<td>Spain</td>
</tr>
<tr>
<td>8</td>
<td>ABAUD GEORGUDIS</td>
<td>Joseph</td>
<td>Universidad Politécnica De Madrid, Arquitectura</td>
<td>Spain</td>
</tr>
<tr>
<td>9</td>
<td>GOMEZ VIAL</td>
<td>Rosario</td>
<td>Universidad Politécnica De Madrid, Arquitectura</td>
<td>Spain</td>
</tr>
<tr>
<td>10</td>
<td>STAUDT</td>
<td>Martina</td>
<td>Universidad Politécnica De Madrid, Arquitectura</td>
<td>Spain</td>
</tr>
<tr>
<td>11</td>
<td>MOLINA CRICHTON</td>
<td>Antonieta Maria</td>
<td>New York University</td>
<td>USA</td>
</tr>
<tr>
<td>12</td>
<td>RUIZ BRIANO</td>
<td>Fernanda</td>
<td>Ecole D’Architecture Paris Malaquais</td>
<td>France</td>
</tr>
<tr>
<td>13</td>
<td>RUIZ FUENTES</td>
<td>Gustavo Andres</td>
<td>Politecnico Di Milano, Campus Leonardo</td>
<td>Italy</td>
</tr>
<tr>
<td>14</td>
<td>DIAZ MARINOVIC</td>
<td>Valeria Marcela</td>
<td>Politecnico Di Milano, Campus Mantova</td>
<td>Italy</td>
</tr>
<tr>
<td>15</td>
<td>VALDES ROJAS</td>
<td>Carolina Soledad</td>
<td>Politecnico Di Milano, Campus Mantova</td>
<td>Italy</td>
</tr>
<tr>
<td>16</td>
<td>PEREZ INFANTE</td>
<td>Eduardo Jose</td>
<td>Università Degli Studi Di Roma Tre, Arquitectura</td>
<td>Italy</td>
</tr>
<tr>
<td>17</td>
<td>VELOSO KUSTERIA</td>
<td>Carla Biserka</td>
<td>The University Of Tokyo</td>
<td>Japan</td>
</tr>
<tr>
<td>18</td>
<td>BESA LEHMANN</td>
<td>Antonia</td>
<td>King’s College London</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>19</td>
<td>MEYER LOPETEGUI</td>
<td>Juan Enrique</td>
<td>Technische Universität Berlin</td>
<td>Germany</td>
</tr>
<tr>
<td>20</td>
<td>FRANKE SANCHEZ</td>
<td>Tomas</td>
<td>University Of Technology, Sydney</td>
<td>Germany</td>
</tr>
<tr>
<td>21</td>
<td>RENCORET VALDES</td>
<td>Raul Andres</td>
<td>Universidad Del País Vasco</td>
<td>Spain</td>
</tr>
<tr>
<td>22</td>
<td>RESTINI VILLASANTE</td>
<td>Hernan Felipe</td>
<td>Universidad Del País Vasco</td>
<td>Spain</td>
</tr>
<tr>
<td>23</td>
<td>COVARRUBIAS VALDES</td>
<td>Jose Ignacio</td>
<td>Universidad Politécnica De Madrid, Arquitectura</td>
<td>Spain</td>
</tr>
<tr>
<td>24</td>
<td>SAENZ REYES</td>
<td>Cristobal Adolfo</td>
<td>Universitat Politécnica De Catalunya, Arquitectura</td>
<td>Spain</td>
</tr>
<tr>
<td>25</td>
<td>CORREA SILVA</td>
<td>Pastor Jose</td>
<td>The University Of Arizona</td>
<td>USA</td>
</tr>
<tr>
<td>26</td>
<td>ORTIZ RIBADENEIRA</td>
<td>Maria Fernanda</td>
<td>The University Of Arizona</td>
<td>USA</td>
</tr>
<tr>
<td>27</td>
<td>URZUA SOLER</td>
<td>Nicolas</td>
<td>Ecole D’Architecture Paris Malaquais</td>
<td>France</td>
</tr>
<tr>
<td>28</td>
<td>VARGAS FUENTES</td>
<td>Claudia Ivonne</td>
<td>Instituto Universitario Di Architettura Di Venezia</td>
<td>Italy</td>
</tr>
<tr>
<td>29</td>
<td>BETTANCOURT MUJICA</td>
<td>Maria Pia</td>
<td>Politecnico Di Milano, Campus Mantova</td>
<td>Italy</td>
</tr>
<tr>
<td>30</td>
<td>SEVERINO SAINT-JEAN</td>
<td>Danielle</td>
<td>Università Degli Studi Di Ferrara</td>
<td>Italy</td>
</tr>
<tr>
<td>31</td>
<td>SIERRA CASTILLO</td>
<td>Alejandra Andrea</td>
<td>Università Degli Studi Di Firenze</td>
<td>Italy</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>University</td>
<td>Country</td>
<td>Semester</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>32</td>
<td>LAVIN DE TEZANOS PINTO</td>
<td>Università Degli Studi Di Roma Tre, Arquitectura</td>
<td>Italy</td>
<td>II sem</td>
</tr>
<tr>
<td>33</td>
<td>MUNDI VALDES</td>
<td>Università Degli Studi Di Roma Tre, Arquitectura</td>
<td>Italy</td>
<td>II sem</td>
</tr>
<tr>
<td>34</td>
<td>MELENDEZ SAKURADA</td>
<td>The University Of Manchester</td>
<td>United Kingdom</td>
<td>II sem</td>
</tr>
<tr>
<td>35</td>
<td>BALBONTIN GALLO</td>
<td>Pontificia Universidad Católica De Valparaiso</td>
<td>Chile</td>
<td>I sem</td>
</tr>
<tr>
<td>36</td>
<td>ALDUNCE SOTO</td>
<td>Pontificia Universidad Católica De Valparaiso</td>
<td>Chile</td>
<td>I sem</td>
</tr>
<tr>
<td>37</td>
<td>ALDUNCE SOTO</td>
<td>Pontificia Universidad Católica De Valparaiso</td>
<td>Chile</td>
<td>II sem</td>
</tr>
</tbody>
</table>

1. Admission via PSU (Universities selection National Test) The School of Architecture of the PUC get the best admission grades of the country
2. See chapter 3.4
3. The School of Architecture Student Organization (CEARQ) is make up of a Direction, an Academic Adviser (that represents the students in front of the Academic Council and the Curricular committee) and the Delegates Board (2 representatives of each Studio)
4. The attributions of this organizations are in the “School of Architecture Regulation”
5. The Students Federation of the Pontificia Universidad Católica de Chile (FEUC) is the students organization that represents them in front of all the University and the country authorities. Is compose by the FEUC Direction, Territorial Advisers of each program or Faculties, students organization of each program, and a Superior Board
6. Exercising and Qualification Phase
7. The possibility to do studies in other Universities is ruled by the courses validation system. In the case of the School of Architecture is required that the courses are not minimum of the program (students can only take electives)
8. The students that go to other Universities on exchange program are an average of 35 per year; the main destinations are Europe, Australia and USA. And the students that come to our School are an average of 40 per year, mainly from Europe.
3.1.3 Architectural Education and Registration

The professional degree program must demonstrate that it provides students with a sound preparation for the transition to licensure or registration. The school may choose to explain in the APR the degree program’s relationship with the process of becoming an architect in a country where the degree is offered, the exposure of students to possible internship requirements, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

The Architecture Program at PUC in the framework of the Chilean Legislation

The program of architecture studies at PUC is framed within the attributions that the Chilean legislation grants to higher education institutions in giving degrees and professional titles. The legal regime of superior education in Chile is currently erected on the base of a Ley Orgánica Constitucional de Enseñanza LOCE (Constitutional Statutory Law of Teaching), which establishes the requirements for this effect. The Chilean legislation differentiates between official recognition as qualification to impart teaching conducive to the granting of titles and degrees, and autonomy as the faculty to independently emit titles and degrees.

Until the fifties, only the state Universities had the faculty to grant titles and degrees in an autonomous manner. The rest of the existing Universities had to obtain these by means of an evaluation by the Universidad de Chile –the first University created by the State. Diverse laws liberated the imparted careers from this obligation, until in accordance to the Contraloría General de la República (General Controller of the Republic), “the titles and degrees of the universities recognized by the State, for all legal terms, have the same value as those given by the Universities of the State, according to the constitutional guarantees of freedom of education and of equality to apply to public positions”. Since then, the institutions of higher education in Chile operate autonomously in granting titles and degrees, except private Universities created after 1981 that have to be accredited in their initial period of functioning by the Superior Education Board (CSE).

The Pontificia Universidad Católica de Chile was officially recognized by a Decree with Law Force in 1927 and holds complete autonomy to grant professional titles and academic degrees –amongst which are the associate, licentiate, master and doctorate - without the supervision of any entity.

The State is in charge of vouching for the quality of the Programs and services offered by the Institutions through the Superior Education Board (CSE), the National Accreditation Board (CNA) and the National Post-graduate Accreditation Commission (CONAP). The CNA is responsible for the accreditation of programs leading to a professional or a technical title, or to an academic grade of licentiate, process which is developed voluntarily, and whose objective is to verify the auto-regulation capacity of an institution. The Program of Studies of the PUC School of Architecture is accredited by CNA since 2002 for a maximum period of seven years, and is currently in re-accreditation process. Additionally, the PUC School of Architecture is accredited by RIBA (Royal Institute of British Architects) since 2003 for a period of five years, also currently in re-accreditation process.

The current Study Plan-Curriculum 2005- considers the Licensing and the professional title of architect in a period of 12 academic semesters, organized in three different phases: Formation (I to VII semester), Exercising (VIII to X semester) and Qualification (XI and XII semester). The Formation phase introduces the student to the fundamental themes of the discipline through a set of initial courses and studios, meanwhile the Exercising phase allows the student to initiate a disciplinary specialization by means of optional courses and studios associated to different disciplinary areas, acquiring tools that enable the application of the knowledge and fundamentals obtained in the Formation Phase. The Qualification Phase is the final stage of the career in which the students must demonstrate their capacity of design utilizing tools previously learnt, and integrate the different variables in an architectural project, as well as illustrate the dominion of the evaluation of theoretic and technical aspects according to the case being developed, and its adequate representation and strategic management with the conceptual grounding of the Thesis Project.
The five disciplinary Main Areas in which the courses and studios are divided into are namely: Architectural Project (AP), Representation and Computing (RC), History, Theory, and Criticism (HTC), System and Building Technology (SET), and Urban project (PU)- enable student teaching in subjects fundamental to the discipline, granting a critical view of the environment, develop a capacity for detecting contemporary problems and increase their capacity for proposal and communication. Additionally, an option of strengthening the expertise in the three thematic areas is offered while attending the higher levels of the career, through the implementation of Academics Diplomas (concentrations) at the Licentiate level: Architecture and Heritage Diploma (THC area), Urban Project Diploma (PU area) and Architecture Systems and Technology Diploma (SET area)

At the same time, one of the requirements to obtain the Professional Title of Architect are the internships, incorporated to the Plan of Study as from the fourth year of study, and whose objectives are synthesized in the Internship Plan formulated by the School of Architecture:

“The Internships are formative experiences complimentary to the theoretical courses and studios, whose value lie in being approximations to the professional reality of Architecture, enabling the student to confront the elements of his university experience with those of the place where he interns, incarnating and synthesizing the fundamental aspects for the correct and complete exercise of our career.

In specific, it is sought that the student deepens and compliments his abilities and knowledge by means of the resolution of various requirements of constructive, legal, technological and design nature that an architectural work is submitted to. On the other hand, it is intended that the students incorporates an essential ethical perspective, aiming to place himself in the shoes of the one who seeks his professional action”

The Internship Plan incorporated to the 2005 study curriculum considers as minimum: a Building Internship carried out at the end of the Formation Phase and a Professional Practice that considers at the same time an office internship and a Service Internship, realized during the Exercising Phase. For those students that choose the Academic Diploma (Concentration), an internship practice in the corresponding area is additionally required (THC, PU, SET). The different internship practices and their requirements are detailed as follows:

**Building Internship**

The objective of this internship is to relate the student to activities in the execution of projects, their management, administration and to the most significant constructive processes, working in a Construction firm or in a Building Inspector Office. / 160 hours.

**Service Internship**

This practice seeks to contribute to the social and ethical formation of the student relating him with realities of poverty and service, so that he learns, studies and works with issues of those fields. It takes place in Town Councils, foundations and in the University itself. / 160 hours.

**Office Internship**

Working in a private architectural office where the student can participate in activities that contribute to gaining understanding and a global vision of the processes of management, design and execution of a project. / 200 hours.

**Area Practice & Internship _ Urban Project (PU)**

The objective is that the student be able to identify, analyze and resolve problems of the built environment in an operational manner. This practice is carried out in the Urban Units of Town Councils, Government Ministries or other public and private institutions of the field, developing plans, programs and projects. / 160 hours.

**Area Practice & Internship _Technology (SET)**

It is aimed that the student learn and deal with the restrictions and possibilities of materials, products and technologies, so that with a critical view, he can design knowing what the industry and market offers. This will occur in related companies and institutions, in collaboration with their design, Research and development teams. / 160 hours.
Area Practice & Internship - Architecture and Heritage (THC)
Internship to take place in an institution related to hereditary recycling, restoration, conservation or architectural research. Its main objective is that the student gains an experience relevant to professional work or research, seeking to widen his formation in architectural comprehension. To be carried out. / 160 hours.

INTERNERSHIP GENERAL PROGRAM

<table>
<thead>
<tr>
<th>INTERNSHIP</th>
<th>CREDITS</th>
<th>HOURS</th>
<th>PHASE</th>
<th>LECTURE</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>10</td>
<td>160</td>
<td>formation</td>
<td>yes</td>
<td>Construction Companies</td>
</tr>
<tr>
<td>Professional</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>160</td>
<td></td>
<td>exercising</td>
<td>no</td>
<td>Foundations / Municipalities</td>
</tr>
<tr>
<td>Office</td>
<td>200</td>
<td></td>
<td>exercising</td>
<td>no</td>
<td>Private Architecture offices</td>
</tr>
<tr>
<td>Area (*)</td>
<td>00</td>
<td>160</td>
<td>qualification</td>
<td>no</td>
<td>Municipalities / Public Department / Consultant</td>
</tr>
<tr>
<td>- PU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Construction and Technology Companies</td>
</tr>
<tr>
<td>- ETS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research / Specialty magazines</td>
</tr>
<tr>
<td>- THC.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
<td>520</td>
<td>min</td>
<td></td>
<td>680 max</td>
</tr>
</tbody>
</table>

(*) only for academic diplomas

LICENTIATE AND TITTLE ON THE LAST FIVE YEARS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LICENTIATES</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>83</td>
<td>73</td>
</tr>
<tr>
<td>2005</td>
<td>136</td>
<td>95</td>
</tr>
<tr>
<td>2006</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>2007</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>2008</td>
<td>109</td>
<td>83</td>
</tr>
<tr>
<td>2009</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>487</td>
<td>422</td>
</tr>
</tbody>
</table>

2 Internship Plan 2008-2009 document / Head of Area: Rodrigo Tapia
3.1.4 Architectural Education and the Profession

The professional degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

The School of Architecture of PUC prepares their students to the complex insertion in the working world. This preparation is based in a solid formation, in both its moral values component and in its academic excellence, both characteristics of the PUC educational project.

The study program promotes the creative dimension in a realm of continued thought and of connection with reality, aspects that have especially been emphasized by the current Direction, with the notion of “Ethics of Creativity” and “Will of Reality”1, these being exercised in the project Studio experience as the nucleus of teaching. In the formative experience of the Studio, the student relates to the reality of the profession and the actuality of the discipline by means of many mechanisms: On one hand, by the direct contact with outstanding professionals who are permanent professors of our school and who contribute to the student’s teaching process with their professional experience. This fact has been a distinctive seal to the teaching at the School of Architecture of PUC since its very beginnings, where many of its professors –mostly our own alumni- have received national and international recognition of the exercise of their career, not only professors with many years experience, but also younger instructors who start teaching in parallel to an out-standing professional work.2 Likewise, many renowned architects are invited every semester to participate as studio professors in the Exercising Phase or professors in the Theses Professional Project in the last stage of the career. This permits the student to relate to the problems that occur in the profession in closeness with professionals who work in exemplarily manner and in the stage of the career where specialization tends to be more defined. During the last two years the following architects have participated: José Cruz, Guillermo Jullian, Luis Izquierdo, Matias Klotz, Smiljan Radic, Cristián Undurraga, amongst others3.

Another occasion where professional participation in the field of education occurs is in the Studio examinations at the end of the academic semester or in the Thesis Projects examinations, where professionals are invited to be part of the student evaluation commission, so that the Studios exercises are brought closer in the best possible way, to common criteria of the profession.

Thus, it isn’t by chance, that with this long tradition since the School’s foundation, of permanent participation and collaboration from practicing architects, that these same successful architects have been called to act as directors of the School or deans of the Faculty.

Academic Project Structure and Professional Profile

The Development Plan 2006-2010 of the School of Architecture, defines a set of disciplinary areas - additional to the five Main Areas already described- that allows students to embark upon different paths of professional specialization and opens a professional field with important influence to answer society’s current requirements. This forms a total of eleven disciplinary areas that participate in the academic project from undergraduate to graduate, research and extra-curriculum areas, as well as Academic Diplomas (concentration). These are: Architectural Project (PA), Theory, History and Criticism (THC), Heritage (P), Representation and Computing (RC), Digital Production (PD),
Table 1: Disciplinary Areas

<table>
<thead>
<tr>
<th>DIPLOMAS</th>
<th>TEACHING</th>
<th>INVEST.</th>
<th>EXTENSION</th>
<th>INTERNSHIP</th>
<th>MASTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Project</td>
<td>Architecture &amp; Heritage Diploma</td>
<td></td>
<td></td>
<td></td>
<td>MARQ</td>
</tr>
<tr>
<td>Theory, History and Criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representation &amp; Computing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Production</td>
<td>Architecture Systems and Technology Diploma</td>
<td></td>
<td></td>
<td></td>
<td>MAE</td>
</tr>
<tr>
<td>Systems &amp; Building Tech.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture and Energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MAPA</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Project</td>
<td>Urban Project Diploma</td>
<td></td>
<td></td>
<td></td>
<td>MPUR</td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MAC</td>
</tr>
<tr>
<td>Admin. and Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Likewise, the Internship Plan at the center of the Program of studies of the School of Architecture enables the direct closeness of the students with the professional realities of Architecture, “allowing the student to confront the elements of his university experiences with those of the place where he interns, incarnating and synthesizing the fundamental aspects for the correct and complete exercise of our discipline”4. This is carried out in the Building Internship and by the Professional Practice that form part of the study plan: The Service Internship and the Office Internship, as they have been detailed in chapter 3.1.3.

In the first case, the Building Internship enables the student of being capable in placing himself in a specific context of the professional realm, reinforcing the view of a building as belonging to the buildable realm, arriving at an understanding of the functioning of a construction site, its management, administration and constructive processes, and by the end of the internship, gain a critical vision of each of the aspects involved. The Service Internship on the other hand, is the main occasion that has in its origin, essential to it, an ethical background. This practice focuses in people or communities in poverty conditions, which apart from the clarity of its demands, constitutes an opportunity for discernment of the discipline, where reality is undeniable, including its cultural dimension. The teachings of this practice should constitute a permanent reference to the future professional life of our students. The Office Internship introduces the student to the real world of architecture, and enables him to have an exact idea of the exercise of the profession; allows to become familiar with the functioning of an office and its mode of work, the interaction with other people and occupations; apply technical and constructive knowledge, learn about the stages of a project, the economic breakdown of a building and the application of the regulations.

In all cases, there exist networks of contacts with construction companies and professional architecture practices that permit the students to develop their different internships in offices or industries of the highest level. This permanent link, especially with professional alumni of our own school, enables that many of the students, once they graduate, be hired by the same offices where they carried out their internship. Additionally, there exists an ample range of experiences of Professional Internships in prestigious offices abroad, which are successfully carried out by our students, revealing their excellent preparation. Some of them are:
A relevant issue regarding the strong linkage between the university and the professional world, have been the Studio experiences—especially in the Exercising Phase—or in the Professional Projects, that are based in concrete assignments coming from diverse actors of society, many of them being dealt by the Centers and programs of the Faculty—participated and lead by our own professors, and which articulate the academic activity with studies and professional proposals, allowing the students to take part in different instances of learning, formal (research, courses, exercises), as well as informal (seminars, lectures), in a multidisciplinary realm.

One of the most paradigmatic cases is the *Puentes UC* Program, linked to the Public Policies of the Faculty that relates the University to the different Town Councils of Santiago, giving answers to their specific requirements, and which has given rise to an unlimited number of academic experiences of concrete cases developed by the architecture students. Some of them are listed below.

In the same way, the *Observatorio de Ciudades* relates to relevant academic experiences, such as the urban reconstruction Studio in Chaiten at the south of Chile, devastated by the Chaiten volcano, and which is part of an intense debate with the current Government of Chile. Other examples that
operate in the reverse way are those studios that emerge from academic problematics addressed by professors and students, and that lead to real work opportunities. Such is the case of the seminar Studio given by the architect and professor Alejandro Aravena, carried out in conjunction with Harvard University, which set to carry out an international competition of Social low income Housing in Chile, and given its huge success, set the bases for the current program named ELEMENTAL, entity tied to the University and to the COPEC company (Chilean fuel company), to improve the standard of Social low income Housing in Chile. In this case, the academic experience of the studio gave way to an intense debate previously inexistent, becoming one of the most relevant professional initiatives in the theme of social housing in Chile, and which recently won the Silver Lyon in the last Biannual in Venice, transferring its professional experiences to other countries.

Other experiences that tie to the professional world and that promote work in teams and with many disciplines, as formative to the development of the career, are those referring to the participation in public student competitions, and which have been traditionally handled by the Studios of the school, and with much success. Such is the case of competitions promoted by companies such as CAP (steel company), CORMA (companies related to wood), or in the Architecture Biannuals carried out every two years, where a specific problem to resolve is formulated. The studios integrated to the School of Design, in every semester, are equally stimulating in encouraging inter-disciplinary work.

One could list an important number of similar experiences carried out in the studios every academic semester that aim to establish more ties between the academic world and the professional world, resolving concrete assignments directly related to demands and requirements of society. Some of the ones in the last academic period are:

**Exercising Studios 2´2008:**
- River train studio
- Digital ensemble studio
- Music room for the infant and youth orchestras of Chile
- The energy of the form and form of the energy
- House typology, a constructive system of one’s own
- Heritage and architecture studio:
  - Intervention of the fortifications on the mouth of Valdivia river
- Integrated studio disarq 2´2008 “vulnerable territories”

**Exercising studios 1´2009**
- Santiago / Buenos Aires / Santiago
- a city block, a neighborhood
- Extreme Quinta Normal neighborhood
- The sun: friend and enemy
- CAP 2009 competition “Passenger terminal for a medium sized city”
- Green Paulman skyscrapers of load bearing wood structure, as development differentiator of regional know how.
- Odesur 2014; intensified structures
- Landscape, trace, opportunity: mediation project in Sao Miguel Archangel
- Tpch 09 interventions of the fortifications on Chiloé island, Chile
- Integrated studio of design and architecture
- Professional studio

**Professional projects topics 1´2009**
- Musical center
- Housing towers
- Oreste Depetris, covered urban spaces. Interventions on the modern architecture heritage
- StgoMix trendsetter innovation artifacts in the interior of the interior
- Energy and technology
Professional projects topics 2´2009
- Border territory: a new research library for the UC
- Music hall: kind orchestra in Rapa Nui
- Housing in medium height and density
- New centrality for Maipu

Another one of the occasions that enable the students in approaching the professional world, are the extra-curricular activities carried out by the School of Architecture, and which permits the direct relationship of the students with the professionals which participate in these activities. The activities that best represent these are the set of lectures “Architecture to the Day” and “Unpublished architecture”, which are defined as discussion and thought spaces on the current professional activity. In the first case, outstanding professionals are invited to show their work, which in most cases has been published in the ARQ Magazine, generating a wider discussion of the work. Unpublished architecture, on the other hand, is a space where works, not yet published, of young distinguished architects is presented. This requires a permanent awareness of the developed professional activity, national and international, and to put it at the disposal of the students for a broader discussion of the achieved.

**Arquitectura al día 2008 ("Architecture to the Day")**
May 2008 Rodrigo Pérez de Arce, Patricio Mardones, Sebastián Bianchi, Humberto Eliash, Jorge Marsino, Claudio Santander, José Cruz, José Domingo Peñafiel, Ana Burell. Crítica a cargo del arquitecto Wren Strabucchi.
Aug 2008 Sebastián Adamo y Marcelo Faiden - Pezo von Ellrichshausen

**Arquitectura Inédita 2008 ("Unpublished architecture")**
May 2008 Far Frohn & Rojas conference
Aug 2008 Alberto Mozó + Alvano & Riquelme
Sept. 2008 Smiljan Radic + Supersudaka
Oct 2008 Proyectos de Título U.Talca + Juan Román
Nov 2008 OWAR + Alejandro Aravena + ELEMENTAL

Lastly, the School of Architecture has an intense policy of following its alumni by means of an “Alumni Study” that is carried out periodically by means of a survey especially prepared with the help of the UC Companies and the respective unit, and whose objective is to obtain information regarding the process of insertion into the job market of the Architecture graduates, as well as their perceived level of preparation. In the last survey carried out, it can be said that almost everyone was working at the time of the survey (91.7%), mainly in consolidated architectural offices, freelancing or in real-estate developing companies. A 32.8% stated that they found work before graduating; a 35.4% said they found work within two months of graduating and a 15.7 % in six months. This is hugely significant in the very competitive job market of Chile, where 44 Schools of Architecture exist and where every year more than 800 architects graduate. Likewise, addressing the question of how UC graduates qualify when compared to those of other universities in the country, regarding their “professional preparation”, 83.7% answered being better prepared.

---

1 These terms have been explain in the chapter 1.4
2 Most of them have received awards and distinctions for their work. See Faculty Résumés
3 During the period 2004-2009 152 architects have been invited to be part of the non tenure staff to teach during an academic term.
4 Internship Plan 2009 document
5 The *Puentes UC program* have been defined on chapter 3.1.1
6 The *Observatorio de Ciudades* have been defined on chapter 3.1.1
7 “Arquitectura al Día” are a series of conferences with a large tradition in the School of Architecture and has got together the most important architect in the national context, and “Arquitectura Inédita” are a series of conferences of young architects with quality work of architecture that haven’t been published.
3.1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

During its history, and as part of its foundational mission, the Pontificia Universidad Católica de Chile has played a decisive role in the development of the country. As such, the Development plan 2005-2010 Duc in Altum, the challenge of servicing society by our University is accentuated: “The University wishes to increase its gravitation in Chilean society by means of its contribution to the country’s development and enrichment of the spiritual, cultural and material. As well as its educative duty, it seeks to achieve this goal by its contribution to the development of public policies, and the study and support of the solutions to some of the problems that afflict Chilean society. Likewise, the university considers essential to deepen the activities of informative character and social dialogue, by means of the social communication media of the University, as well as promoting the participation of the directives and academics in issues of national relevance.”

Coinciding with this, the University establishes the characteristics of its graduates as being cultured people, with ample and self-formed visions of the world, holders of solid values, very competent in their specific areas, motivated and trained to improve life, capable of critical thinking and embarking on complex problems in a systematic manner, with a reflexive and proactive attitude towards change, respectful of people, and with a talent for service, capable of team work and exercising a positive leadership. In this way, the teaching of abilities of interpersonal communication, leadership, care for the environment, social co-existence and service to the country are promoted.

In this context, one of the instances common to the whole University where our students can develop their interest in service to the society, is through the Dirección General de Pastoral y Cultura Cristiana (Pastoral and Christian Culture General Direction) It constitutes a space for thought and opinion that promotes the dialogue between faith and culture within the University and towards society, driving the formation of the students and all the university community in light of missionary and solidarity actions, amongst other things. Some of the different Missions carried out every year are: Country Mission, Latin-American Mission, Internal Academic Mission, and Internal Administrative Mission. Additionally, it promotes the exercise of research programs and solidarity projects (Belén UC, Solidarity Practices, etc).

The university also has the Programa Aprendizaje Servicio (Teaching Service Program, A+S) of the Centre of Educational Development, which consists in a pedagogical modality based on solidarity service experience, in which students, professors and members of a public or a community institution, work together to satisfy specific community needs, integrating and applying academic knowledge, in order to mutually expand the study curricular objectives with the objectives of service of quality. This effort is framed within a broader view, which is to promote the formation of professionals who are socially responsible, and who work in search of social justice.

The School of Architecture—with this same challenge- incorporates the link to society in its program of study, stated in its Mission and Vision previously described: “Have as a final objective of the teaching, research and management, to construct, directly or indirectly, a worthy, contemporary and viable city. Our education and research are oriented by a “will of reality”2. In the same way, and in accordance to the established in the Development Plan 2006-2010, this aspect constitutes one of the four main Axis of Development of the School of Architecture.
"The School of Architecture proposes to assume responsibility of the architectural and urban themes on behalf of the Universidad Católica, initiating a study of its demands of space and future development. By means of the development of contingent subjects related to research areas, it is hoped to position the School of Architecture in the public agenda of the country."

It is therefore sought to create a link with social realities through the presence of the School of Architecture in contingent problematics, not only at public debate and research levels, but also at the level of projects that allow for greater relationship between students and social reality. A series of initiatives at the interior of the School of Architecture promotes these relationships, mainly sustained by three principal actors; The Centers and programs that gravitate around them, the Service Internship that the students carry out in the Exercising Phase, and the sequence of Studios that occur as from this stage onwards.

In the first case, and according to the pointed out in 3.1.1, the Centers and Programs that take part in this mission, represent an enormous potential of relating the profession with different social problems. Each one of them establishes their field of action according to the ends that it seeks, linking directly to teaching, to research and to extra-curriculum. They are units mainly integrated by professors of the School of Architecture, and thus, relate directly to them through specific activities, detailed as follow:

1. **Wood Innovation and Development Center (CIDM)**
   Academic activities: Wood professorship, elective courses, Professional Projects, Internships
   Main activities 08-09:
   - Prototype for Social Housing in Santiago, Puerto Montt, Villarica and Temuco, developed by Juan I. Baixas, Mario Ubilla, Teodoro Fernández.
   - Construction of a nursery prototype in Villarrica and Maria Pinto, developed by Juan I. Baixas and Mario Ubilia.
   - “Guía de eficiencia energética Vivienda Social” for the Housing and Urbanism Department.
   - Design and energetic simulation of housing consulting, Chile País de Eficiencia Energética Program (PPEE) of the Treasury Department, the GTZ and the MINVU (Housing and Urbanism Department)

2. **Cultural Heritage Study Center (CPC)**
   Academic activities: Area Internship, Architecture and Heritage Diploma,
   Specialization elective: "Introducción al patrimonio Arquitectónico y Urbano".
   Design of the Major in Heritage for the UC College
   Main activities 08-09:
   - MECESUP Project “Fortalecimiento y desarrollo del estudio y la investigación del Patrimonio Cultural en la Pontificia Universidad Católica De Chile, a través de su Centro del Patrimonio Cultural”
   - VRAID Project “El interior de la catedral, antecedentes histórico morfológicos y bases para su conservación”
   - CORFO Project “Rutas Patrimoniales e Itinerarios Culturales en Tierra del Fuego”
   - Agreements with: Cabildo Metropolitano (for the Cathedral restoration) Santiago Archbishopric (for the Church Heritage restoration)

3. **Atacama Desert Study Center (CDA)**
   Academic activities: Specialization Elective: Paisaje Xerófito
   Main activities 08-09:
   - CONAMA Project: GUIA DE OBSERVACIÓN DE CAMPO EN ALTO PATACHE: Estaciones de observación geográfica.
   - CONAMA Project: “Bases geográficas para la elaboración del Plan de manejo para la conservación de la biodiversidad del área protegida Oasis de niebla de Alto Patache”
   - National Competition: “GENERACIÓN DE BIENES PÚBLICOS PARA LA INNOVACIÓN EN LA INDUSTRIA TURÍSTICA DE INTERESES ESPECIALES” INNOVA CHILE. LA RUTA DE LAS MISIONES. Circuito Turístico Patrimonial para la Precordillera de Arica y Parinacota

4. **ELEMENTAL Program**
   Academic Activities: Elemental Professorship, Professional Projects, Internships
   Main activities 08-09:
   Developed Projects (Architecture and Urban Design):
   - Renca (170 housing units and a local center)
   - Temuco (152 houses and a local center)
   - “Comité Nuestra Vida”, Pudahuel (40 housing units and a local center)
- Antofagasta (96 housing units and a local center)
- Valparaíso (150 housing units and a local center)
- "Comité Cabo de Hornos", Renca (74 housing units and a local center)

5. City Observatory (OCUC)
Academic Activities: Exercising Studios (Chaitén), Internships
Main activities 08-09:
- "Propuesta de estudio de Análisis de Demanda Localizada para construcción de Infraestructura de Telecomunicaciones" for Telmex S.A.
- "Propuesta Estudio de Cabida e Imagen Objetivo. Desarrollo de Equipamiento de Estacionamientos, Servicios, Comercio y Transporte Público en Superficie en el Entorno de la Estación Terminal de Línea 1 de Metro Los Dominicos, Comuna de Las Condes" for Empresa de Transporte de Pasajeros Metro S.A.
- "Evaluación de predios para el Desarrollo del Proyecto Parque Científico Tecnológico UC" for the PUC
- "Lineamientos Estratégicos de Reconstrucción / Relocalización y Plan maestro Conceptual Post Desastre Chaitén" for the Los Lagos Regional Government.
- "Formulación de un Sello de Eficiencia Hídrica" for the Water General Direction of the MOP
- "Anteproyecto de Arquitectura para Estacionamientos, Servicios y Mejoramiento de Accesibilidad Estación Terminal Los Dominicos" for the Metro S.A.
- "Análisis de situación de ferias libres en la región metropolitana y su relación con el transporte público de pasajeros" for the Transantiago
- "Estudio Análisis Residencial de Edificación en Altura" for Telmex S.A.
- "Plan Maestro Etapa I y Diseño de Anteproyecto Parque Tecnológico", for the PUC

6. External Services (Serex)
Academic Activities: Internships
Main activities 08-09:
- "Estudio de la Modificación al Plan Regulador Comunal, Comuna de La Florida", for the Municipality of La Florida
- "Análisis Normativa Urbana Vigente" for the SUBIERE
- "Asesoría Análisis Crítico y Recomendaciones de los Proyectos de Laboratorios de Diseño Industrial en la UADE" for the Universidad Argentina de la Empresa en Argentina
- "Plan de Implementación de Gestión Social Ambito Identidad y Patrimonio Local, Programa de Recuperación de Barrios", Unidad Vecinal Portales, Comuna de Estación Central, for the MINVU
- Proyecto Licenciaturas Generales 1º Etapa Bachillerato, San Joaquín Campus, PUC
- "Guía de Diseño para la Eficciencia Energética en la Vivienda Social, Estrategias y Criterios de Sustentabilidad" for the MINVU
- "Dimensionamiento y Costos de Habilitación Infraestructura Administrativa y Comercial Empresa Modelo y Proceso Tarifario" for Aguas Andinas S.A.
- "Tierra del Fuego" CORFO
- "Proyecto Evaluación de dos Eventuales Nuevas Líneas de Metro" for the Metro S.A.

7. Public Policy Program UC
Academic Activities: Thesis, Professional Projects, Service Internships, Researchs
Main activities 07-08: School of Architecture projects in collaboration with Puentes UC Program:

- Design of Carol Urzúa Sports Center / Santiago Municipality
  The project seeks to redesign the facilities of the Carol Urzúa Sports Center, one of the few places in which to practice sports in Santiago Centro.
  Associated Course: Professional Project / Prof.
  Student: Arturo Monsalve

- Projects for Socio-spatial Integration in Peñalolén / Peñalolén Municipality
  Study on the coexistence of different socio-economic realities and on how the design of space can help or hinder this relationship.
  Associated Course: Professional Project / Prof. Rodrigo Tapia
  Students: Andrés Alvear - Luis Arenas - Alejandro Beytía - Javiera Contreras - José Vial - Diego Wenz

- Design of a Public Services Building for San Felipe / San Felipe Municipality
  Proyecto para un centro de servicios públicos en los terrenos del ex regimiento Yungay.
  Associated Course: Professional Project / Prof. Patricio Schmidt
Student: Jorge Gran

- Urban Infrastructure Project for Cerro Renca / Renca Municipality
  The goal is to create an architectural project to enhance the edge of the Cerro Renca. Associated Course:
  Professional Project I & II / Prof. Patricio Schmidt
  Student: Sofía Valderrama

- Project for the Quebrada de Macul II / Peñalolén Municipality
  Project for the Quebrada de Macul Park, which provides a long-term development for the park incorporating
  various stages.
  Associated Course: Professional Project / Prof. Luis Eduardo Bresciani
  Students: Rocío Andrade Castro

- Support in Developing a Master Plan for the Barrio Cívico Comunal / Maipú Municipality
  Contempla el desarrollo de la Manzana Municipal, la Plaza de Maipú, el Metro, etc., como polo de servicios
  para la comunidad de Maipú y las comunas aledañas.
  Associated Course: Professional Project / Prof. Patricio Schmidt
  Students: Francisca Sfeir

- Public Spaces Associated to the Subway in Maipú / Maipú Municipality
  Transformation of the subway exits into small public spaces that contribute to the community. Incorporation of
  a system for bicycle storage, so to give more activity to these zones, as well as to incorporate the bicycle as a
  legitimate means of transportation within a larger network of transport.
  Associated Course: Professional Project / Prof. Patricio Schmidt
  Student: Verónica Illanes

- Parque Intercomunal las Palmeras: Integrated Development Project / Renca Municipality
  Development of the Parque Las Palmeras project.
  Associated Course: Professional Project I & II / Prof. Patricio Schmidt
  Student: Claudia Wagner

- New Bus Terminal for San Felipe / San Felipe Municipality
  The project seeks to address a deficiency in the current bus terminal, with a proposal that incorporates stores
  and a system of concessions for its financing.
  Associated Course: Professional Project / Prof. Patricio Schmidt
  Student: Tomás Ortúzar

**Service Internship**

In parallel to these initiatives and to its application realm in the architecture Study Plan, another
instance that strengthens the link between student and society are the Service Internships. This
practice –carried out as part of the Professional Internship- has a clear emphasis in the learning
about the realities of poverties in our country, by means of concrete experiences of work in
institutes related to the theme, such as Town Council, Corporations, Foundations and the University
itself. The student must put in action, in these institutes, his capacities and knowledge of
management, design and construction of social and common good projects. Some of ones carried
out in the 2008 academic year were:

**Table 2:**
Service Internship 2° Sem 08

<table>
<thead>
<tr>
<th>Subject</th>
<th>Institution</th>
<th>Project</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Space</td>
<td>Munic. La Pintana</td>
<td>Plan Red de Ciclovías</td>
<td>ADVIS, Javiera</td>
</tr>
<tr>
<td>Planning</td>
<td>Munic. Linares</td>
<td>Catastro comunal y remodelación Jardín Infantil</td>
<td>RINOARDO MONSALVE, Arturo</td>
</tr>
<tr>
<td>Social Housing</td>
<td>Munic. De Peñalolén, gerencia de vivienda</td>
<td>Tasaciones para subsidio de vivienda usada</td>
<td>BARRIENTOS SARABIA, Logna</td>
</tr>
</tbody>
</table>
Finally, regarding the Studios Area, a large number of the Studios carried out in the exercising phase, promote professional closeness to the resolution of problems related to all realms of society, these being detailed in the previous Chapter.

1 Reference to the Development Plan 2005-2010 Duc in Altum, Chapter 4.4 Relations with the Society
2 Reference to the Faculty of Architecture, Design and Urban Studies (FADEU) Development Plan 2006-2010. 3.2.2 Development axes of the School of Architecture.
3 Reference to the Faculty of Architecture, Design and Urban Studies (FADEU) Development Plan 2006-2010. 3.2.2 Development axes of the School of Architecture.
3.2 PROGRAM SELF-ASSESSMENT PROCEDURES

The professional degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

The School of Architecture of the Pontificia Universidad Católica de Chile in its purposes and permanent assignments must ensure, according to the principles and academics that inspire it, to develop an ongoing critical and corrective review related to their educational project. To sustain its academic excellence; participating in the state of the art and contemporary culture in the national and international context.

There are several instances where the formal purpose is set and occurs at several levels:

Development Plan School of Architecture 2006-2010

One of the most important and complete processes of review in relation to the School of Architecture, is the Development Plan 2006-2010. Before the drafting of this document, there was an annual review required by the University, to review the progress of the School during the passed academic term, establishing a strategic planning in the areas of teaching, extension, research infrastructure and financing. Beginning in 2005 a more thorough and longer-term review was conducted by the Direction of the School, which led to the current Development Plan for 2006-2010, which set of indicators of the vision to be revised each year according to the goals and development strategies established by each unit.

Teacher Rating

The entire tenure faculty is subject to periodic evaluation of the quality of their work, which is taken into account for their promotion in the academic career and the determination of their wages.

This process is made by an Evaluation Commission integrated by a minimum of three Full or Associate Professors, where at least one must be from another Faculty and designated by the Chancellor, which meets every two years to decide about the academics quality and execution of activities, and recommend their qualification.

These qualifications count on precise guidelines approved by the Academic Vice Chancellor and by the Faculty Board, with the purpose that this process is developed in a clear and objective way. The academic staff is evaluated in five categories: “Very good”, “good”, “Sufficient”, “with observations:” and “deficient”. The qualification “Very Good” is an indication of high-level performance, according to the standards set by the University and the Faculty. Obtain this qualification at least in recent biennia, should constitute an important precedent, but not sufficient to be promoted to the next higher category. Grading "Good", on the other hand, reflects an outstanding performance. As “sufficient” will have the effect that the academic cannot be promoted, their wages may not increase and won’t be eligible for positions at the university. Finally, the rating "Poor" or the repetition of the mark "with comments" should be understood, as an emphatic recommendation to end the contract and appointment of qualified academic.

The results of this process are given to the Dean and him to the person evaluated and the Chancellor.

Work environment survey

This survey is conducted annually to obtain information about the area in which the academic work of the faculty and staff is developed. It’s possible to see aspects of the physical spaces and work places that they occupy; the interaction and communication between peers, etc.
Staff survey
One of each of the staff in our University must be evaluated by his direct boss at the end of each year. This assessment evaluates the development of the staff through different criteria (responsibility, service, leadership, etc) that the position and person should fulfill.

Course evaluation
The theoretical courses and studios are critically evaluated every semester using different methodologies. These are analyzed by the Direction of the School and are considered an important input for future academic programming. In fact they have been fundamental in providing important pedagogical lineaments. The first method is related with the direct evaluation of the courses and studios through surveys to students and faculty.

a. Faculty Assessment survey
This survey is organized by the University and implemented in all its academic units. It is carried out by the students who answer an anonymous and obligatory survey at the end of each semester. In it must be qualify with a percentage of 1-100% aspects related with: importance of the course in the student's education, depth of the course content, the domain of knowledge by the teacher, the matter quality, formal aspects like timeliness, fulfillment of goals, etc (see 4.9 Surveys). The results are part of a private document to be assessed by the Director of the School of Architecture, and are an important precedent for the bi-annual evaluation of the academic staff.

b. Studio survey
This survey is related to the studio's examination, at the end of every semester, and aims to collect and systematize the observations that teachers establish with regard to the progress of the formation and exercising studios of the School. Corresponds to an evaluation by the examining board of each workshop, and covers aspects related to: the thematic, the achieved level, the methods used for representation, and the approach proposed by the studio, and offer comments on aspects that seem relevant at the time.

c. Professional Project Assessment
Conducted annually to all students and teachers that participate in the qualification phase. Try to learn mainly a perception in the experience of the process of qualification, dedication of the student, input from the various stages of qualification, performance of the guide teacher, and surveys system used for the reviews and for the final exam of the professional project.

d. Internship Assessment
Corresponds to a survey that is conducted annually to the students that has finished the exercising phase, in addition to the teachers evaluation that is conducted every six months in relation to the internships. The purpose of this survey is to know about the student's appraisal with regard to the contribution played by the set of internships in professional performance, meaningful experiences that derive from them, among others.

Studio Exhibition
Another method is that once every semester the School organizes a public exhibition of the best projects developed by the students in each studio. A jury is invited, frequently including academic staff from others school of architecture practitioners from outside the university and international guests. They are asked for an open comment of the standards reached by the School globally, and by each of the levels, handing out distinctions for studios and students. Most of the projects plus the best works of each theoretical course are published in our school yearbook. Additionally there is a system of the exercising phase studios evaluation, called "Fair Workshops" that is in the middle of each semester. With the same format for public exhibition, it aims to assess the level and progress of the studios with all the players of the school.
National and Internacional Acreditations
In addition, the School has as a principle to measure its performance with external actors, and for this has developed a program of international accreditations in different fronts. In the eighties was especially significant the "Report to the School of Architecture: Objectives, Evaluation and Recommendations" made by Lawrence B. Anderson, Dean of the School of Architecture of the Massachusetts Institute of Technology, that was consulted by our authorities for years. More recently, between 1994 and 2003 the process of accreditation with the Royal Institute of British Architects (RIBA) was developed, which meant an elaborate process of review of the curriculum, course content, skills taught, among other things, which finally led to the 2003 accreditation for 6 years. This process continues today through periodic reports, and is currently in a phase of re-accreditation for a period ahead. Furthermore, in 2001 the School of Architecture voluntarily submitted to the National Undergraduate Accreditation (CNAP), through the Ministry of Education, obtaining accreditation for a maximum period of 7 years, which is currently being re-accredited for the next period. Under this successful self-assessment process, some Academic staff and administrators of the School of Architecture of the PUC are now part of the AAD SA (Architecture, Design And Art Accrediting Board), an independent body that accredit architecture programs in Chile.

Other surveys:

Alumni assessment
Another important assessment carry out by our School periodically, is the survey made to the alumni, with the objective to obtain information about their jobs once the students has graduated, the supply and quality of the curriculum in their training, the importance of disciplinary interests that lead to master's studies, etc. The latest surveys was conducted the year 2006 to the graduate alumni between 1999 and 2004, and recently in 2008 another survey was conducted, incorporating the area of graduate students between 2003 and 2007, to update those most relevant aspects of their professional training.

MECESUP
In parallel to this, an intense process of self-evaluation has been developed by the School of Architecture, related with a funding project available from the Government of Chile through its MECESUP5 (Quality Improvement in Superior Education) program. Through this project, conducted with three other universities and led by the Catholic University, our school has had access to an invaluable source of information and diagnosis of teaching-learning process of our education project, and the skills necessary for an architect to develop both in the national and international context.

All and each one of these instances require a permanent evaluation on the part of all the members of our academic community and this at the same time promotes a culture of permanent critical attitude, that keeps up a constant internal revision of the strengths and weaknesses of the School, which we think has been the source for stimulating the process of teaching the discipline.

1 To see more details of this survey and its content, 4.9 Surveys
2 See 4.9 Surveys
3 Reference to the document “Evaluation of the Qualification process of the School of Architecture in one year” Academic coordination Jocelyn Morales, March 2009
4 Reference to the document “Students Complementary Evaluation about the internships”, Coordination Jocelyn Morales, June 2009
5 MECESUP Project UBB0401: “Building a network of architecture schools at the national level, to innovate and develop curriculum models in the light of international academic agreements, and promote the interrelation teacher and student”
3.3 PUBLIC INFORMATION

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Substantial Equivalency.

The dissemination of the Architecture program, inside and outside the Pontificia Universidad Católica de Chile, is mainly made from three complementary public broadcasting systems: The website of the University and the School of Architecture, through a Prospectus and a career promotional brochure published by the University, and finally through the yearbook published by the School of Architecture.

Web page
The principal media of public diffusion is the website of the Pontificia Universidad Católica de Chile, with Spanish and English versions. (www.puc.cl)
This portal provides information to applicants, students, academics and the general public. From there you can link up with the School of Architecture website (http://arq.puc.cl) and the library system (www.sibuc.cl)

On the School of Architecture website there is detailed information regarding the authorities and academics, infrastructure and resources, centers and programs that are part of it, information about the extension and research activities and all information relating to academic career goals, curriculum, academic degrees and professional titles, academic diplomas, courses and workshops, and disciplinary areas. Within the website there is a section explicitly devoted to the National and International Accreditations that the architecture program has taken place or is in the process of doing so. As the case with respect to the indications of the NAAB Substantial Equivalency, and the conditions required for it: (http://arq.puc.cl/acreditaciones)

"The PUC Architecture Study Program is accredited since 2001 by the CNAP (National Accreditation Commission), and additionally has chosen credited with two international organizations:
- The year 2003 received accreditation from the Royal Institute of British Architecture, RIBA.
- Is currently under the process of the National Architectural Accrediting Board, NAAB:

The NAAB occasionally evaluates programs outside the U. S., ineligible for NAAB accreditation, to determine if they are “substantially equivalent” to NAAB-accredited programs.
The term “substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery.

Prospectus and promotional brochures of the Architecture program
The print media is the most massive promotional leaflet of the program, edited by the Universidad Católica, equivalent to all the programs in the University. In it is mentioned the general aspects of the education project, the profile of UC alumni, the link with society and vocational guidance. Along with this realizes the study plan of the program, with details of the curriculum and credit requirements for the degree of Bachiller (Associate), Master of Architecture and the professional title of architect. (See 4.7)
At the same time, the University publishes a Prospectus in English with information on all the Faculties that compose it and their respective careers. In it appears the Faculty of Architecture, Design and Urban Studies with the most relevant information for each of their units. The School of Architecture appears with the disciplinary areas and the detailed steps that comprise the curriculum.
School of Architecture Yearbook

Another important curriculum dissemination media is the yearbook of the PUC School of Architecture which is edited from the year 2008. This represents a compilation effort of all the activities, courses and workshops in the year, publishing the best work of students in each. Here is mentioned the School of Architecture accreditation process with the NAAB -Substantial Equivalency-, as a way to spread it among the faculty and students.

Additionally, both the conditions and procedures to carry out this process were distributed among the academic community at the School of Architecture Annual Meeting in January 2009, committing both the faculty and administrators to form an integral part of it. Throughout the Broad Direction sessions, with the group of academics in charge of the various disciplinary areas, where details of each of the criteria established by the NAAB were explain, to be transmitted in the same way to all the academic staff that is part of each area.
3.4 SOCIAL EQUITY

The professional degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The School of Architecture curriculum is inserted into the University policies that have relation with students and academic community equal opportunities, regardless of ethnicity, creed, origin, gender, age, physical ability or sexual orientation. The Principles Declaration that governs it, makes explicit reference to equality to persons that form part of its educational project:

I/3. “The University primarily require to fulfill its mission, from the witness of the faith of its faculty and its other members, but does not exclude from its midst those who do not share the faith of the Church, and is bound to the most delicate respect for their consciences. However, it requires institutional catholicity of the members of the university community who are in this situation required a respect attitude and openness to the principles that inform the University and made the mission she has received from the Church.”

III/7. “The university community includes people of all ages, training, ideas, occupations, socioeconomic conditions and different characters. These and others factors may eventually lead to differences that must be, first, rated as positive and enriching the body of the University and also conducted so as not to undermine the common task, specifically university or authentic Christian living on charity, which is its own lifestyle and the most effective tool for the evangelical witness.”

The regulatory mechanisms of these principles of equality, enshrined in one side by a regulation, and regarding students, faculty and staff:

Faculty and Students Regulations / [www.uc.cl/dara/registro/reglamento/reglamentos.html](http://www.uc.cl/dara/registro/reglamento/reglamentos.html)
The University is governed by internal rules that regulate and organize in order to maintain a peaceful, orderly and fair due to all. In relation to students, the existing rules regulate the admission, retention, access to scholarships and academic life of students at the University. This information is updated in a document entitled "Compendium of regulations and rules governing the student at the Pontificia Universidad Católica de Chile." This manual is available to students in the Student Division of each unit, at the University Libraries and in the offices of the Academic Registers and Services Direction of each campus.

The available regulations both to the faculty and administrators are:

I. Reglamento sobre estructura académica
II. Reglamento del académico
III. Normas para la regulación y evaluación de las actividades que cumplen los académicos dentro de la jornada de trabajo comprometida con la universidad.
IV. Normas que regulan la participación de los académicos de la universidad en otras universidades o instituciones de enseñanza superior, investigación o asesoría.
V. Reglamento para el otorgamiento de grados académicos honoríficos en la universidad.
VI. Reglamento de sala del h. Consejo superior.
VII. Reglamento para designar a los cuatro profesores representativos de los académicos en el h. consejo superior.
VIII. Reglamento de los organismos de la rectoría.
IX. Reglamento de los organismos de la secretaría general y de otros organismos de la universidad.
X. Reglamento de la planta administrativa de la universidad y la provisión de sus cargos.
XI. Reglamento de investigaciones sumarias, sumarios e indagaciones formales que se instruyan en la universidad.
XII. Reglamento del becario.
XIII. Reglamento general de bibliotecas.
XIV. Reglamento sobre el uso del sistema de bibliotecas.
XV. Estatutos del centro de extensión.
XVI. Reglamento del alumno regular de pregrado.
XVII. Estatuto de la facultad de arquitectura, diseño y estudios urbanos.
XVIII. Reglamento interno de la escuela de arquitectura.

All the selection and promotion mechanisms of faculty at the Universidad Católica are defined in accordance with the academic regulations and in the document "Academic Staff Management Policy", which is described in detail in section 3.7. This regulation and the procedures and conditions set ensures that the selection, recruitment and access to promotion of the Universidad Católica academic staff is defined according to merit and objective backgrounds selection. This also ensures gender equality in accessing the various categories of the academic staff, and to administrator positions. According to the details in section 3.11 regarding the administrative structure of the School, is possible to verify all of these charges under this criterion.

One aspect that has great importance in relation to equal opportunities for students, is related to the admission and entry chances of the program: According to the Chilean educational system, access to universities is regulated by the PSU (University Selection Test ) which is an assessment tool that measures reasoning ability of the applicants graduated from high school. Although this process is equal for all students of the country and identifies options for entering the University from the best-scoring, there is a vast inequality in a system where each year the best results come from students from the schools with the best resources of the country, given the low educational level of subsidized schools. While this is a national problem, the University launched from the year 2008 a project to explore new selection criteria, based on a review of the academic selection based on the evaluation of various non-cognitive attributes of the applicant. This initiative, commented favorably in the Report of the OECD - World Bank for higher education in Chile, it is proposed to assess critical thinking skills and motivational aspects of young people attending last year of high school, compared to the subsequent academic performance.

“A Catholic University cannot remain indifferent to these marked social asymmetries. Along with improving public school education, a challenge that our University is strongly committed, it is necessary to review the Chilean university system selection process, looking for evaluating educational criteria less sensitive to the origin of the applicant”

On the other hand, since 17 years ago the UC has a special admission system for student’s admission with some sensory or motor significant limitations, as are people who are in unequal conditions required by Chilean Universities admission process. Additionally, from 2008, an initiative of the Student Department and the School of Psychology was created the Inclusion Program for Students with Special Needs, which provides counseling and guidance, training in the use of specialized software and a classroom with technology resource for these students. Currently studying there are about 50 students with special needs at UC, of whom 30 have been benefited from the activities of the new program.
**Access to socio-economic benefits for low-income students**

To ensure that the economic aspect does not constitute an impediment to entry or residence of any of the students, the University in 2008 again exceeded historical figures of student aid. All of them, including government funds sources, own resources and financial system resources exceeded 15 billion pesos. Through grants and loans, the University covers one third of this amount with its own resources. Below is the access to these resources by students from the School of Architecture in the last 5 years:

![Scholarships](image)

![Total Benefits](image)
<table>
<thead>
<tr>
<th>FINANCING</th>
<th>BENEFIT</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fondo Rotatorio 1:</td>
<td>Crédito PUC</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Créd. Univ_UC_2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Préstamo de Matrícula</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Crédito de Contingencia</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Crédito UC - 2005</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Crédito UC 2-2005</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Préstamo Matrícula Tav</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Créd. UC-Tasa Subsidiada</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Crédito UC 2-2006</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pto. Excelencia Acad.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Préstamo Especial 2006</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Fondo Solidario 2:</td>
<td>Crédito Universitario</td>
<td>103</td>
<td>86</td>
<td>70</td>
<td>64</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Crédito UC - 2005</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>26</td>
<td>40</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Beca Funcionario</td>
<td>21</td>
<td>18</td>
<td>24</td>
<td>23</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Beca de Honor</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Beca de Matrícula</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Padre Hurtado</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td>23</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Beca Subsidio</td>
<td>40</td>
<td>21</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Rebaja Arancel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Beca Carrera Paralela</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Beca Monseñor Casanueva</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Funcionario Ducuc</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Tasa Interés</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B. Tasa Int. Definitiva</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B. Funcionario 2004</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B. Doble Titulacion</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>B. Arancel Referencia</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Prima C. Aval Estado</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>21</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B. Matrícula Especial</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B. Cotutela</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Beca Bancaria</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca de Alimentación</td>
<td>20</td>
<td>27</td>
<td>30</td>
<td>28</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Beca de Residencia</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Beca de Materiales</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>25</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Fondo Centralizado 3:</td>
<td>Beca Juan Pablo II</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Beca Matrícula FEUC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Fondo Mineduc 6:</td>
<td>Beca Mineduc</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Beca Informe Rettig</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Juan Gómez Millas</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>18</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Beca Hijo Profesor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>B. Exc. Mineduc</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B. Trasypo Valec</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Beca Pte. de la República</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Beca Indígena</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Beca Alimt. JUNAEB</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>22</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>B. Pte. JUNAEB</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Fondo Garantía Estatal 7:</td>
<td>Crédito Aval Estado</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>21</td>
<td>26</td>
<td>40</td>
</tr>
</tbody>
</table>

1 Ref. www.puc.cl / Cap. I La Universidad, Institución de la Iglesia Católica, in: Declaración de Principios de la Pontificia Universidad Católica de Chile
2 Ref. www.puc.cl / Cap. III La Comunidad Universitaria, in: Declaración de Principios de la Pontificia Universidad Católica de Chile
3 Rector Anual speech 2009
3.5 **STUDIO CULTURE**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers. The APR must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The studio culture policy should be incorporated in the APR as Section 4.2.

**Teaching and Learning Approaches: Studios**

Among the studios it is possible to distinguish between regular studios, research studio (seventh semester of the career) and Professional Project Studios. The regular studios also differ among those in the Formation Phase or in the Exercising Phase.

Regular studios in Formation Phase have a high number of students (usually over 50 students) and are led by a group of teachers and assistants. The School has made an option to not have parallel studios and there is only one studio per level. Although internally the studio split into sections for tutoring, they maintain their unity in the thematic, timing and assignments. Normally the students meet twice a week with the group of teachers, and are given weekly assignments. Through the semester the students are supposed to develop two projects, which at times are related. Normally also there is a mid term exam where the students are valuated by teachers of the other Formation Studios.

The regular studios in the Exercising Phase differ in that they are much smaller groups –about 12 students each-- but led by only one or two teachers. In this case at the beginning of the semester each teacher proposes a thematic to work and the students choose which studio to join. This is usually done by an exhibition day where the teachers make a short presentation and the students choose according to their academic priority. The thematics of the workshops vary enormously, and the School tries to ensure that there will be at least one studio per disciplinary Area. The teaching method here also varies and is left very much in the hands of the teacher, who can work with weekly assignments or the rhythm that he prefers. Some studios include a one week trip during the semester.

The Research Studio of the seventh semester is a special studio in that there is no design work but the experience of a research project. The organization here is very similar to the traditional exercising studios, with small groups of students (ten to fourteen), thematics proposed by the teacher and students choosing by academic priority. Nevertheless the work done in the studio is very different, since it involves participating in a research experience, building a theoretical framework on a certain subject, identifying a research question, collecting and analysing data, using and elaborating representation techniques and finally producing a paper. This final paper is then presented to the final jury as a ‘conference paper’.

The Professional Project Studios have several characteristics similar to the Exercising Studios: they are directed by one teacher who proposes the subject, the groups of students are even smaller (from five to eight), the students choose and are selected according to their academic score. The School also offer the choice of an Open Studio, where the student takes his own idea of project intervention to the teacher. The particularities of the Professional Project Studios are that they develop their projects in one year: In the first and second period the students work with the professor, and in the last period of three months the student is supposed to work by himself and finish his Professional Project.
Assessment Methods of the Studios

There are two main systems of assessment: one for studio work and another for theoretical courses. Although there is a common way of assessing studio work there are certain singularities according to the level. In Formation Studios (1 to 5) the work is dominated by a weekly rhythm that includes:

- Delivery of an assignment, explained and delivered to the whole studio in an open session
- Delivery, valuation and discussion over student's work, at studio, section and personal level
- Delivery of texts and preparation of exhibitions as an extension and development part of the studio

The Research Studios (semester 7) involve fewer students (15 maximum), introductory sessions, a plan of readings, analysis of research documentation (bibliographic), internal and public exhibitions, site work and/or analysis and reconstruction of buildings, cities or territories.

The Exercising Studios are also of small groups of students (15 maximum), introductory lectures given by the academic staff, and invited specialists, documentation and research on similar cases (similar or related to the thematic), exhibitions.

The final valuation is carried out through public exams with juries. This method of valuation is considered one of the School's strengths and must be understood as a continuation of the exploration carried out during the semester, where teachers of different areas interact among them and with the students. At the end of the exam the juries together with the academic staff of the Studio establish the minimum passing level and grade the work.

The grading system includes a Presentation Grade and Exam Grade. The Final Grade is calculated giving a different weight to the Presentation Grade according to the level of the studio, as follows:

- Formation Studio 1 defined by the academic staff
- Formation Studio 2 60%
- Formation Studio 3 45%
- Formation Studio 4 40%
- Formation Studio 5 35%
- Research Studio 50%
- Exercising Studio (8 – 10) 25%

Additionally the Studio teachers are allowed to use an extra 5% to lower or raise the Final Grade of the student.

In the Formation Studios exams it is important to valuate the quality of the proposals in the projects, giving greater importance to the design, creativity and risk in the projects. There should be a special care and rigor taken for the exams in Studio 6, since this is a definitive threshold for architectural students. In fact, having finished Formation Phase implies, according to current rules, a greater probability of not being eliminated from the career.

It is in the Exercising Studios that the projects have to have a greater degree of concreteness, over and above the general layout. At this level they should have the capacity of integrating the complexity of the architectonic development, especially regarding the structural conception and materiality. It is of great importance that the juries specify the parameters with which they are valuating, and that the studio academic staff specifies these when introducing the Studio to the jury.

The Professional Project Studios (1 and 2) work with a group of five to eight students. There are Thematic Professional Project Studios (where, as suggested by the name, the teacher proposes a thematic field) and Open Professional Project Studios (where each student states his personal interest and develops it with a group of students under the tutorship of one professor). These studios work with weekly sessions and last two semesters. During the first period (Professional Project 1) the students carry out a research that is recorded in a document by the whole group;
during the second period (Professional Project 2) each student develops his pre-project, and in the last three months the students work by themselves and defend their Professional Project to a Permanent Jury. Each period need to approve an exam to pass to the next step.

The Permanent Jury is a system whereas a set of juries consisting of three permanent staff (and one replacement) are defined for three years and assigned different professional Project Studios. In this way each Permanent Jury valuates the work done by the student in his Professional Project at three moments: after finishing Professional Project 1, where the student present the thematic approached, program, location and general layout; at the Professional Project 2 exam, where the student presents the project; and in the Final Exam, given eight weeks later. It is important to point out that during this last eight weeks the student works by himself, and is not tutored.

**Design Studio Culture¹**

"A studio is a place where things are done and people work together. In the architecture studio, therefore, there are works of architecture. In the impossibility of actually constructing the work, is built with drawings and models. The progress of the work is in progress of drawing and drawing the work. If we don’t draw no progress is done as architects. The drawing is a common language that allows the exposure.

In the studios students are teaches to read life in space, the matter of architecture itself. The eye to read the correspondence or the life in space is achieved if the experience is repeated again and again throughout the workshops. You must keep your eye always agile throughout your career.

The studio gives us the opportunity to experience architecture, puts us in front of the architecture. Through the execution of a work we are asked directly for our vocation. The architecture is comprehended if we make it, where we make what is thought and thought what is done.

The work on studios is in a group, the teacher raises the issue that cannot be other than his vision as an architect who is living at the time. In the students, being all in the same situation, promote peer education.

The subject brings the student where he is forced to choose, to risk a journey to discern what is relevant. This process of walking on the uninsured, enabling it to grow and encourages self education. The studio teaches tolerance to uncertainty, in this anguish of uncertainty; the immediate answer is where the creativity is."

¹ Reference: webpage / Head of Studios Area. Enrique Del Rio
3.6 HUMAN RESOURCES

The professional degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

3.6.1 Admissions Policies

The admission policy of the School complies with the system of the whole university, where there is a regular Admission procedure once a year oriented to students who studied in the Chilean educational system, at least the four final years (High School) and have taken the University Selection Test (PSU), and a Special Admission system that is usually carried out once a semester and which is intended for students who are entering at other stages of the career or have special characteristics. The first track is the main way of entrance to this university, as in the rest of the country. In 2009, some 242,130 applicants from all reaches of Chile took the University Selection Test (PSU). In an extremely selective process, out of the 164,118 students who applied to the universities that belong to the Council of Rectors (average equal to or above 450 points), 3,773 of them enrolled at our University.

Regular Admission

The Admission System of the PUC allows students to apply to a maximum of three careers, and only considers those up to third place in preference. The admission follows a strict order according to a score that considers the University Selection Test (PSU) and the average grade from High School (NEM). The following table details the percentage required by the career of architecture for each of the University Selection Test parts.

<table>
<thead>
<tr>
<th>Test</th>
<th>Weigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Average (NEM)</td>
<td>30%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40%</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>20%</td>
</tr>
<tr>
<td>History and social sciences / sciences</td>
<td>10%</td>
</tr>
<tr>
<td>Final Score</td>
<td>100%</td>
</tr>
</tbody>
</table>

With this system the School of Architecture selects in January every year approximately 50 students to start in March, for the first semester of the year, and another 50 to start in August, for the second semester. This target numbers are revised according to the School’s size, but have been kept around one hundred a year for the last ten years. Below are the students’ entry scores via PSU, with vacancies in recent years:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacancies</td>
<td>103</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td>101</td>
<td>103</td>
</tr>
<tr>
<td>First Enroll</td>
<td>788.87</td>
<td>792.5</td>
<td>786.4</td>
<td>804.45</td>
<td>789.55</td>
<td>780.65</td>
</tr>
<tr>
<td>Last Enroll</td>
<td>697.52</td>
<td>683.7</td>
<td>683.9</td>
<td>689.5</td>
<td>684.6</td>
<td>691.6</td>
</tr>
</tbody>
</table>
**Special Admission**

Apart from the normal admission procedure explained above, the PUC has a Special Admission procedure for distinguished students (licentiates, professional titles, career change and/or university change), for people that are at a disadvantage to apply in normal admission (students who have carried out high school abroad and handicapped) or for people outstanding in sports, art or sciences.

The School of Architecture normally opens six special admission openings for each semester. The application system in the special cases considers the grades from the previous School or University, the preparation of a portfolio and/or an interview. A special Commission analyses and selects the applicants, and also decides the level to which the student is to be allowed. Nevertheless the School’s policy is to allow students up to third year of the career, and would only exceptionally accept a student to a higher level.

There is another instance that offer extra openings in the special admission, and correspond to three special openings (one for an outstanding sports person and two to offsprings of PUC’s member of staff) that did not enter in the first selection, but that are above the last normal entry with a 5% bonus.

**Bachillerato Admission**

The other kind of admission corresponds to a two years program that the PUC started in 2002: the Bachelor Program. This Program starts in the first year with a basic sciences program, but during the second they join courses from other academic units. After finishing their degree, they can apply to special openings that all of the PUC academic units were asked to allocate to them. The School of Architecture offers 14 vacancies to this *Bachillerato* Program and selects them according to their grades in the School and in the *Bachillerato* Program.

Table 3 shows the number of admissions during the last ten years, showing that almost 80% enters via normal admission.

<table>
<thead>
<tr>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>96</td>
<td>98</td>
<td>100</td>
<td>102</td>
<td>103</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td>101</td>
<td>103</td>
</tr>
<tr>
<td>Special</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>18</td>
<td>17</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Bachillerato (Ass. degree)</td>
<td>13</td>
<td>8</td>
<td>15</td>
<td>19</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>119</td>
<td>126</td>
<td>135</td>
<td>130</td>
<td>121</td>
<td>123</td>
<td>124</td>
<td>124</td>
<td>117</td>
</tr>
</tbody>
</table>

### 3.6.2 Faculty / Student Ratio

Our School has at the moment 65 permanent academic staff, varying from 44 to 11 hour contracts, equivalent to 1,211 hours. Nevertheless, every semester it hires another around 30 part time lecturers, amounting to some 200 to 250 additional contract hours, and thus reaching the 1,500 contract hours. Of the total time contracted, 72% is dedicated to teaching. On the other hand if we consider the different categories, 76% are permanent professors (of which 23% correspond to full professors, 48% to associate professors and 30% to assistant professors), 8% permanent instructors and 16% invited lecturers. Table 4 shows the distribution of the contract hours during the second semester of 2008.
Table 7: Faculty Contract Hours and their Distribution

<table>
<thead>
<tr>
<th></th>
<th>Academics</th>
<th>Admin. Hours</th>
<th>Teaching Hours</th>
<th>Research Hours</th>
<th>Service Hours</th>
<th>Total Contract Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>48</td>
<td>264</td>
<td>726</td>
<td>292,5</td>
<td>115,5</td>
<td>1,398</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>11</td>
<td>0</td>
<td>132</td>
<td>22</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Non Tenure</td>
<td>67</td>
<td>0</td>
<td>770</td>
<td>0</td>
<td>0</td>
<td>770</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>264</td>
<td>1628</td>
<td>314,5</td>
<td>115,5</td>
<td>2,322</td>
</tr>
<tr>
<td>Percentage</td>
<td>11,5%</td>
<td>70%</td>
<td>13,5%</td>
<td>5%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

An important preoccupation of the School has been to keep the link of practitioners—either private or in government—and the School. It has done this by keeping a proportion of part-time academics with active practices, and a proportion of short-term contracts to invite practitioners to studio work for one or two terms. Also, to ensure that all academics have time to carry out professionals jobs independently, in our School there are no contracts over 33 hour per week.

Another aspect to point out regarding the academic staff is that the University created a system of Complete Dedication Bonus over ten years ago, to promote the academics committed to the PUC. It consists of a monthly bonus in the salary, given for three-year periods at a time, for academics that the university is interested in retaining and who are not teaching in other universities.

On the other hand regarding students at the moment we have 842 students at the School: 412 in Formation Phase, 227 in Exercising Phase and 106 in Qualification Phase, plus 45 students from the old curriculum who are being tutored in their Professional Project and 52 graduate students (see Table 10).

If we calculate the staff and student ratio, we find out that there are 32.9 equivalent full time academic staff (1,449 / 44 hours per day), which amounts to 25.6 students per full time academic (32,9 full time academic staff / 842 students).

Table 8: Students in Design Studio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FStudio I</td>
<td>82</td>
<td>5</td>
<td>74</td>
<td>5</td>
<td>58</td>
<td>5</td>
<td>96</td>
</tr>
<tr>
<td>FStudio II</td>
<td>68</td>
<td>5</td>
<td>65</td>
<td>5</td>
<td>62</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>FStudio III</td>
<td>66</td>
<td>5</td>
<td>65</td>
<td>5</td>
<td>58</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>FStudio IV</td>
<td>65</td>
<td>4</td>
<td>52</td>
<td>4</td>
<td>63</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>FStudio V</td>
<td>51</td>
<td>5</td>
<td>75</td>
<td>5</td>
<td>55</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td>RStudio VI</td>
<td>63</td>
<td>5</td>
<td>44</td>
<td>5</td>
<td>61</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Exercising</td>
<td>148</td>
<td>10</td>
<td>163</td>
<td>10</td>
<td>154</td>
<td>10</td>
<td>163</td>
</tr>
<tr>
<td>Prof. Project I</td>
<td>46</td>
<td>5</td>
<td>29</td>
<td>4</td>
<td>52</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>Prof. Project II</td>
<td>28</td>
<td>5</td>
<td>42</td>
<td>4</td>
<td>27</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>617</td>
<td>49</td>
<td>609</td>
<td>47</td>
<td>612</td>
<td>47</td>
<td>583</td>
</tr>
</tbody>
</table>
3.6.3 Faculty members

According to the Development Plan 2006-2010 of the School of Architecture, Design and Urban Studies in collaboration with the School of Architecture, one of the main goals is to develop and maintain high quality academic staff, with a sufficient critical mass to address this challenge. It becomes necessary to hold a medium to long term planning that considers upgrading the existing faculty, incorporation of new lecturers, intern’s reintegration and a continuity of the work performed by academics in the process of retirement. The project allows acquiring the following competencies:

- Loyalty and retain our key academic projects that are part of our development plan.
- Time, paid recognition to investigate.
- Tutorial teaching, improving the student / teacher ratio.
- Faculty improvement according to the teaching and research required

Academic Categories

According to the Faculty Rules of Policy and Management (art. 4), the academic staff is nominated in categories according to their strengths and develop of their respective activities. The academic activities are: teaching or training; research or the creation in any form: Outreach, dissemination or the application of each discipline, and participation in the University management. There are two types of academic categories:

Tenure:
Those, by virtue of their academic background, perform functions of a permanent nature and are incorporated into an academic career. Each tenure faculty must necessarily, and as part of its academic base activities, carry out teaching and research or development over a certain minimum size to be defined within each unit or faculty.
Categories include academic routine in the hierarchy:
- Professor
- Associate Professor
- Assistant Professor

Non tenure:
The non tenure faculty serves certain special functions, appointed for fixed periods of time, renewable. The non tenure faculty should be equivalent to the tenure name, in addition to the Research Assistant, Instructor and Visiting Professor.
Special academic categories are:
- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Research Assistant
- Visiting Professor

Table 9: School faculty Tenure

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and others studies</th>
<th>Rank</th>
<th>Adm.</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Improv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABUUAUAD RICARDO</td>
<td>MASTER</td>
<td>Assoc. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALONSO PEDRO</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALLARD SERRANO</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Title</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARAVENA MORI ALEJANDRO</td>
<td>DIPLOMA</td>
<td>Assoc. Professor</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAIAXAS FIGUERAS JUAN IGNACIO</td>
<td>DIPLOMA</td>
<td>Professor</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BERTIE ACOSTA IAN</td>
<td>DIPLOMA</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRAVO ANTUNEZ CONSUELO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRESCHI LUIS EDUARDO</td>
<td>MASTER</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRESCHI PRIETO LUIS EDUARDO</td>
<td>MASTER</td>
<td>Professor</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSTAMANTE WALDO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORTEZ MACARENA</td>
<td>Ph.D. (C)</td>
<td>Asst. Professor</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRISPIANI ALEJANDRO</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>5,5</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEL RIO OJEDA ENRIQUE</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FERNANDEZ L. TEODORO</td>
<td>DIPLOMA</td>
<td>Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORRAY ROSANA</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARCES FELIU EUGENIO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARCIA ALFONSO M. DEL PILAR</td>
<td>MASTER (Student)</td>
<td>Asst. Professor</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAY AVINS SEBASTIAN</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREENE ZUNIGA MARGARITA</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HETCH ROMY</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIDALGO CEPEDE NANCY ROCIO</td>
<td>Ph.D. (C)</td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIDALGO H. GERMAN</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRARRAZAVAL SEBASTIAN</td>
<td>GRAD. STUDIES</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITURRIAGA SANDRA</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LABARCA MONTOYA CLAUDIO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDRAGON HUGO</td>
<td>Ph.D. (C)</td>
<td>Asst. Professor</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORENO ZAMORANO ALEX</td>
<td>MASTER (Student)</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALMER TRIAS MONTERRAT</td>
<td>Ph.D.</td>
<td>Professor</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEREZ DE ARCE RODRIGO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEREZ OYARZUN FERNANDO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIOSECO PERRY CARMEN</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROSAS VERA JOSE</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALEH PASHA KHALED</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAROVIC MARCELO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRABUCCHI CHAMBERS WREN</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree and others studies</td>
<td>Rank</td>
<td>Administration</td>
<td>Teaching</td>
<td>Research</td>
<td>Service</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>CAMPINO JOHNSON</td>
<td></td>
<td>Assoc. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEL RIO OJEDA</td>
<td>MASTER</td>
<td>Assoc. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KATZ GAUDLITZ</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LYON ARTURO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARTINEZ PAULA</td>
<td>MASTER (Student)</td>
<td>Asst. Professor</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VERGARA DAVILA</td>
<td></td>
<td>Assoc. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTUGUEIS CAROLINA</td>
<td>MASTER (Student)</td>
<td>Instructor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOPEZ SWETT</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUAN IGNACIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 10: Tenure Track

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and others studies</th>
<th>Rank</th>
<th>Administration</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAPIA VERA-CRUZ</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RODRIGO N.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TORRENT S. HORACIO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>TORRES ARTURO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>5,5</td>
<td>22</td>
<td>17,5</td>
<td></td>
</tr>
<tr>
<td>UGARTE G. JUAN JOSE</td>
<td></td>
<td>Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URREJOLA DITTBORN PILAR</td>
<td>Ph.D. (Student)</td>
<td>Assoc. Professor</td>
<td>11</td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>VALENZUELA LUIS</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>VASQUEZ ZALDIVAR CLAUDIO</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>BANNEN PEDRO</td>
<td>MASTER</td>
<td>Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIDDELL RAFAEL</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UBILLA MARIO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORIS ROBERTO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PODUJE IVAN</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Total               | 264 726 292,5 115,5 55 |               |               |          |          |         |
|                     | 18,2 50,0 20,1 7,9 3,8 |               |               |          |          |         |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and others studies</th>
<th>Rank</th>
<th>Administration</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGELINI AUGUSTO</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCOS VERONICA</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASTABURUAGA FRANCISCA</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAROS MAURICIO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIANCHI SEBASTIAN</td>
<td></td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLANC PHILLIPE</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BROWNE ENRIQUE</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARREÑO MARIO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIANG ARIEL</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULAKOVSKY RODRIGO</td>
<td></td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DE AMESTI FELIX</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIAZ FRANCISCO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FELSENHADT CRIST</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HARRIS ANDREW</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIDALGO PEDRO</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNEMANN PEDRO</td>
<td>DIPLOMA</td>
<td>Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LABBE MARTIN</td>
<td></td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAGOS M.JOSE</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEONARD DOUGLAS</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LYON EDUARDO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARDONES PATRICIO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARTIC DANILO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MINGO ORLANDO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUNEZ DANUS MAX</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OLATE EDUARDO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARDO J. CAMILO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SARIC PABLO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHLACK ELKE</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHMIDT PATRICIO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLER FERNANDO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RODRIGUEZ ERNESTO</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELLEZ ANDRES</td>
<td></td>
<td>Asst. Professor</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TISI RODRIGO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11: Non Tenure
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUCA JOSE</td>
<td>Master</td>
<td>Professor</td>
<td>11</td>
</tr>
<tr>
<td>TUNTE MICHAEL</td>
<td>Master</td>
<td>Asst. Prof</td>
<td>11</td>
</tr>
<tr>
<td>VICUÑA MAGDALENA</td>
<td>Master</td>
<td>Asst. Prof</td>
<td>11</td>
</tr>
<tr>
<td>WULF VERONICA</td>
<td>Master</td>
<td>Asst. Prof</td>
<td>11</td>
</tr>
<tr>
<td>ATANASIO RICARDO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>BONOMO HUMBERTO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>DE LA CERDA EMILIO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>FOLCH TOMAS</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>OLIVOS CRISTIAN</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>PEDRAZA DIEGO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>COSTA ROCIO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>MCKAY TOMAS</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>AGUÍO DIEGO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>ZAMORA RAFAEL</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>CASTILLO EDUARDO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>HERNANDEZ SEBASTIAN</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>RIVERA FRANCISCA</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>BEALS ALEJANDRO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>GUEVARA SEBASTIAN</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>DUNNER EMA</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>SERPELL RODRIGO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>MONTEALEGRE PIA</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>CARRASCO GONZALO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>GREZ MARCELO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>PORTAL FERNANDO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>SCHMIDT CRISTIAN</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>ARROYO DIEGO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>CEPEDA RODRIGO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>CERDA J. IGNACIO</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>VERGARA JAVIER</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>VERGARA CORTES</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>MARIO ANDRES</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>ASSAEL DAVID</td>
<td>Master</td>
<td>Instructor</td>
<td>11</td>
</tr>
<tr>
<td>PINO AHUMÁDA M. CAROLINA</td>
<td>Instructor</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

| Total | 0 | 770 | 0 | 0 |

**Table 12: faculty ratios**

<table>
<thead>
<tr>
<th>Administration</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Improvement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>264</td>
<td>1628</td>
<td>314,5</td>
<td>115,5</td>
<td>55</td>
</tr>
<tr>
<td>%</td>
<td>11,1</td>
<td>68,5</td>
<td>13,2</td>
<td>4,9</td>
<td>2,3</td>
</tr>
</tbody>
</table>

62
3.6.4 School faculty meetings

According to the "School of Architecture Regulations" (See Chapter 3.4) and the “Faculty of Architecture, Design and Urban Studies Statute", the main meetings are:

- Faculty meeting (each year)
- Curricular Committee
- Broad Direction Meeting
- Executive Committee
- Faculty Board
- Graduate Committee

3.6.5 Administrators members / ratios

Table 13: Administrators members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and others</th>
<th>Rank</th>
<th>Position</th>
<th>Adm</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Improv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAIXAS FIGUERAS JUAN IGNACIO</td>
<td>DIPLOMA</td>
<td>Professor</td>
<td>Director</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARCIA ALFONSO M. DEL PILAR</td>
<td>MASTER (Student)</td>
<td>Asst. Professor</td>
<td>Academic Subdirector</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITURRIAGA SANDRA</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>Outreach and Development Subdirector</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TORRENT SCHNEIDER HORACIO</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>Research Subdirector</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEL RIO OJEDA ENRIQUE</td>
<td>Ph.D.</td>
<td>Asst. Professor</td>
<td>Head of Formative and Exercising Stage and Architectonic Project Area</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VASQUEZ ZALDIVAR CLAUDIO</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>Head of Title Stage</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAPO VERA-CRUZ RODRIGON.</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>Head of Practice Stage</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIDALGO HERMOSILLA GERMANY</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>Head of Representation Area</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRISPIANI ENRIQUE ALEJANDRO</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>Head of History, Theory and Critique Area</td>
<td>5,5</td>
<td>22</td>
<td>11</td>
<td>5,5</td>
<td></td>
</tr>
<tr>
<td>LABARCA MONTOYA CLAUDIO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>Head of Digital Production Area</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TORRES ARTURO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>Head of Mather and Systems Area</td>
<td>5,5</td>
<td>22</td>
<td>17,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VALENZUELA LUIS</td>
<td>Ph.D.</td>
<td>Assoc. Professor</td>
<td>Head of Urban Project Area and MPUR Program</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRAVO ANTUNEZ CONSUELO</td>
<td>MASTER</td>
<td>Asst. Professor</td>
<td>Head of Landscape Architecture Area and MAPA Program</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDRAGON HUGO</td>
<td>Ph.D. (C)</td>
<td>Asst. Professor</td>
<td>Head of MARQ Program</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORENO ZAMORANO ALEX</td>
<td>MASTER (Student)</td>
<td>Assoc. Professor</td>
<td>Head of Laboratory</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

63
3.6.6 Staff members / ratios

According to the 2006-2010 Development Plan of the Faculty of Architecture, Design and Urban Studies, a faculty that streamlines the management of FADEU with the complexity of its internal and the environment affairs should be established. The development of the FADEU and the promotion of research, teaching, extension and services requires a skilled professional team that supports and complements the faculty.

This project can acquire the following competencies:
- Efficient management of academic processes and resources.
- Technical expertise in new technologies operations incorporated in teaching.
- Effective communication of the administrative body role.

**Table 14: Staff members**

**School of Architecture**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Unit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALLAD MARGARITA</td>
<td>Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>HERNANDEZ CECILIA</td>
<td>Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>RAMOS XIMENA</td>
<td>Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>SILVA MÓNICA</td>
<td>Direction Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>SOLIS BETSY</td>
<td>Area Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>MORALES JOCELYN</td>
<td>Academic Coordination</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>TELLO CARLA</td>
<td>Administrative Secretary</td>
<td>School of Architecture</td>
<td>44</td>
</tr>
<tr>
<td>NICOLE ROCETTE</td>
<td>Director Assistant</td>
<td>School of Architecture</td>
<td>22</td>
</tr>
<tr>
<td>MERCADO AGUSTÍN</td>
<td>Laboratory Assistant</td>
<td>Model and Prototype</td>
<td>44</td>
</tr>
<tr>
<td>LEON PEDRO</td>
<td>Laboratory Assistant</td>
<td>Model and Prototype</td>
<td>44</td>
</tr>
<tr>
<td>SEPULVEDA A.JOHANNA</td>
<td>Administrative Assistant</td>
<td>Research Subdirection</td>
<td>44</td>
</tr>
<tr>
<td>AHUMADA P. PILAR</td>
<td>Administrative Assistant</td>
<td>ARQ Editions</td>
<td>44</td>
</tr>
<tr>
<td>BRAVO RUIZ MARIA PIA</td>
<td>Editions Coordinator</td>
<td>ARQ Editions</td>
<td>33</td>
</tr>
<tr>
<td>CASTILLO V. ALEJANDRA</td>
<td>Administrative Assistant</td>
<td>ARQ Editions</td>
<td>22</td>
</tr>
<tr>
<td>ESTUARDO G.CLAUDIA</td>
<td>Administrative Assistant</td>
<td>ARQ Editions</td>
<td>22</td>
</tr>
<tr>
<td>HERNANDEZ LOPEZ CECILIA</td>
<td>Administrative Assistant</td>
<td>ARQ Editions</td>
<td>44</td>
</tr>
<tr>
<td>MARDONES HICHE PATRICIO</td>
<td>Coordinator</td>
<td>ARQ Editions</td>
<td>33</td>
</tr>
<tr>
<td>REYES MARTINEZ JENNY</td>
<td>Administrative Assistant</td>
<td>ARQ Editions</td>
<td>22</td>
</tr>
<tr>
<td>TODOROVIC K.FABIAN</td>
<td>Books publisher</td>
<td>ARQ Editions</td>
<td>22</td>
</tr>
<tr>
<td>VALENZUELA M. ANDREA</td>
<td>Books publisher</td>
<td>ARQ Editions</td>
<td>27.5</td>
</tr>
<tr>
<td>GUZMAN M.BERNARDITA</td>
<td>Secretary</td>
<td>OCUC</td>
<td>44</td>
</tr>
<tr>
<td>MORALES R.FELIPE</td>
<td>Professional</td>
<td>OCUC</td>
<td>44</td>
</tr>
<tr>
<td>TRUFFELLO R.RICARDO</td>
<td>Professional</td>
<td>OCUC</td>
<td>44</td>
</tr>
</tbody>
</table>

**Table 15: Staff members**

**Faculty of Architecture, Design and Urban Studies**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Unit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIGORRA MUÑOZ JAQUELINE</td>
<td>Ph.D. Secretary</td>
<td>Faculty</td>
<td>44</td>
</tr>
<tr>
<td>CARRASCO ALIAGA MONICA RAQUEL</td>
<td>Administrative and Comercial Information Coordinator</td>
<td>Faculty</td>
<td>44</td>
</tr>
<tr>
<td>CASTRO ARTIGAS CHRISTIAN ALEJANDRO</td>
<td>Administrative Assistant</td>
<td>Faculty</td>
<td>44</td>
</tr>
<tr>
<td>GARCES ROMERSTEIN</td>
<td>Coordinator</td>
<td>Faculty</td>
<td>22</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>GONZALO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GUTIERREZ LINE SOFIA</td>
<td>Administrative Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>ISABEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GUTIERREZ RIO MYRIAM</td>
<td>Faculty Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>LEON MILLER PEDRO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOLASCO</td>
<td>Technical Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>MASUERO ESPINOSA ANDREA</td>
<td>Ph.D. Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>MERCADO ROJAS REMIGIO AGUSTIN</td>
<td>Studios Supervisor</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>MONSALVE GACHON RODOLFO</td>
<td>Computer Classroom Administrator</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>NEIRA LIZAMA CLAUDIA ANDREA</td>
<td>Accountant and Financial Information Coordinator</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>PARRINI ROSES PALOMA TERESA</td>
<td>Librarian</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>PEREZ VILLALON BLANCA ELVIRA</td>
<td>Faculty Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>POBLETE DIAZ MARIA TERESA</td>
<td>Dean Secretary</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>PUELPAN ESCOBAR HENRY JACK</td>
<td>Computer Classroom Administrator</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>RENDIC RIVEROS MARGARITA TERESA</td>
<td>Director Secretary</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>SAUD MUNOZ VICTORIA ESTER</td>
<td>Economic and Administrative Director</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>SYLLEROS ELLMEN RAUL RODRIGO</td>
<td>Technical Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>VALIENTE CABALLERO ANA MARINA</td>
<td>Computer Technical Support</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>VEGA ESCOBAR MARIA ANTONIETA</td>
<td>Administrative Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>VILLARROEL BARRIENTOS LORETO</td>
<td>Administrative Assistant</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>CECILIA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARDO DE CASTRO JUAN CAMILO</td>
<td>Heritage Center</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.7  HUMAN RESOURCE DEVELOPMENT

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

3.7.1 POLICIES AND ACADEMIC IMPROVEMENT PLAN

The UC has significantly improved its academic quality by clearly defining its priorities for undergraduate, graduate, and research activities, as well as its extension work.

To offer a competitive curriculum at international level is necessary to have demonstrated academic excellence in teaching and research fields and maintain policies that make their stay attractive. This involves the challenge of providing a pleasant and challenging work environment, competitive salaries, opportunities for development and various forms of recognition for the work done in the field of research, teaching and outreach. Complementary to this, a high capacity for academic and administrative management is seek, which makes essential to give priority to training a professional managers contingent aligned with the values and goals and committed to a high-quality management that leads efficiently the set of tasks involved in future development. Priorities within the PUC Development Plan 2005-2010, focusing on the entire faculty of the University are:

• Develop an environment that stimulates and preserves the values of the University.
• Improve policies for selection, qualification, promotion and retirement of academics and managers.
• Promote continuous improvement through the support to access to scholarships, grants and other resources.
• Consider targeted incentives and criteria for measuring academic and management productivity.

According to the guidelines of the University, the Faculty of Architecture, Design and Urban Studies proposed projects, goals and academic activities to achieve these objectives. As proposed by its own Development Plan 2006-2010.

The upgrading program at the School of Architecture is implemented through the following activities:

- Support for Master and Doctoral Fellowship. It is expected that most of the school faculty has at least a Master degree.
- Support to finish graduate studies by working hours for academic improvement
- Agreements with schools in foreign universities for our faculty graduate studies.
- Support for both teaching or research short stays as trips to present lectures at international conferences
- Faculty retirement plan in order to train future lecturers and an updated and flexible faculty that gather the best lectures.

- Establishment of a new structure for academic charges.
- Implement a new assessment and rank system through a new Evaluation Committee.
- Establishment of equivalent academic working days, assessing requirements in teaching, research, academic administration and outreach. On one hand, we review and define the load on each activity and also consolidate an academic body of researchers through increased hours of research on the tenure faculty and incorporation of new associate researchers.
- Establishment of a new performance monitoring system, associated with academic incentives

For this we propose a standard of performance by category and academic working day, establishing equivalency between activities and salary ranges.
Table 16: Academic Improvement Plan FADEU 2007-2010

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Hours</th>
<th>Program</th>
<th>Institution</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALONSO ZUNIGA PEDRO IGNACIO</td>
<td>Assistant Professor</td>
<td>44</td>
<td>Ph.D.</td>
<td>Architectural Association School of Architecture, London, England</td>
<td>MECESUP</td>
</tr>
<tr>
<td>ARAYA GOLDBERG SERGIO ALEJANDRO</td>
<td>Assistant Professor</td>
<td>44</td>
<td>Ph.D. “Computation and Design”</td>
<td>Mass. Institute of Technology (M.I.T) Boston, United States</td>
<td>Presidente de la República Scholarship. School of Architecture Scholarship</td>
</tr>
<tr>
<td>CHATEAU GANNON FRANCISCO</td>
<td>Instructor</td>
<td>44</td>
<td>Ph.D. “The Modern Form”</td>
<td>U.Politecnica Catalunya, Spain</td>
<td>MECESUP</td>
</tr>
<tr>
<td>CORTES MACARENA</td>
<td>Assistant Professor</td>
<td>22</td>
<td>Ph. D. in Architecture and Urban Studies</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Universidad Diego Portales Scholarship + Faculty Scholarship</td>
</tr>
<tr>
<td>CRISPANI ENRIQUEZ ALEJANDRO</td>
<td>Assistant Professor</td>
<td>44</td>
<td>Ph.D. in Cultural Studies</td>
<td>Universidad Nacional de Quilmes, Buenos Aires. Argentina</td>
<td></td>
</tr>
<tr>
<td>GARCIA ALFONSO MARIA DEL PILAR</td>
<td>Assistant Professor</td>
<td>33</td>
<td>Master in Landscape Architecture (II sem 07)</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Employee School Scholarship</td>
</tr>
<tr>
<td>HECHT MARCHANT ROMY STEPHANIE</td>
<td>Assistant Professor</td>
<td>44</td>
<td>Ph.D. History and Theory of Architecture</td>
<td>Princeton University, USA</td>
<td>MECESUP</td>
</tr>
<tr>
<td>HIDALGO CEPEDA ROCIO</td>
<td>Instructor</td>
<td>22</td>
<td>Ph.D. in Architectonic Proyect</td>
<td>Universidad Politécnica de Catalunya, Barcelona, Spain</td>
<td></td>
</tr>
<tr>
<td>LYON GOTTLIEB ARTURO FRANCISCO</td>
<td>Assistant Professor</td>
<td>44</td>
<td>Master “Design Research Laboratory”</td>
<td>Architectural Association School of Architecture, London, United Kingdom</td>
<td>MECESUP</td>
</tr>
<tr>
<td>MARTINEZ PAULA</td>
<td>Assistant Professor</td>
<td>22</td>
<td>Master in Landscape Architecture</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Employee School Scholarship</td>
</tr>
<tr>
<td>MONDRAGON HUGO</td>
<td>Assistant Professor</td>
<td>33</td>
<td>Ph. D. in Architecture and Urban Studies</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Universidad Diego Portales Scholarship + Faculty Scholarship</td>
</tr>
<tr>
<td>MORENO ZAMORANO ALEX HUMBERTO</td>
<td>Associate Professor</td>
<td>33</td>
<td>Master in Architecture</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Academic Improvement Plan FADEU</td>
</tr>
<tr>
<td>PEREZ, BLANCA</td>
<td>Instructor</td>
<td>11</td>
<td>Master Architettura, Storia Progetto</td>
<td>U Roma Tre, Italy</td>
<td>Presidente de la República Scholarship. School of</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Degree</td>
<td>Institution</td>
<td>Scholarship/Institute</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PEREZ DE ARCE ANTONICICH RODRIGO</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Architectural Association School of Architecture, London, England</td>
<td>Employee Scholarship</td>
<td></td>
</tr>
<tr>
<td>PORTUGEIS CAROLINA</td>
<td>Instructor</td>
<td>Master in Landscape Architecture</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAPIA VERACRUZ RODRIGO</td>
<td>Assistant Professor</td>
<td>Master in Urban Development</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Employee Scholarship + Institute of Urban Studies Scholarship</td>
<td></td>
</tr>
<tr>
<td>TORRES CORTES ARTURO ANDRES</td>
<td>Assistant Professor</td>
<td>Master &quot;Building Technologies&quot;</td>
<td>U.Politecnica Catalunya, Spain</td>
<td>MECESUP</td>
<td></td>
</tr>
<tr>
<td>UREJOLA DITTBORN MARIA DEL PILAR</td>
<td>Assistant Professor</td>
<td>Ph.D. in Architecture</td>
<td>Pontificia Universidad Católica de Chile.</td>
<td>Employee Scholarship</td>
<td></td>
</tr>
<tr>
<td>VASQUEZ ZALDIVAR CLAUDIO</td>
<td>Assistant Professor</td>
<td>Ph. D. in Architecture</td>
<td>Universidad Politécnica de Catalunya, Barcelona, Spain</td>
<td>Presidente de la República Scholarship + Agencia Española de Cooperación Internacional</td>
<td></td>
</tr>
<tr>
<td>VILLEGAS KRALEMANN XIMENA JUANA</td>
<td>Instructor</td>
<td>Ph.D. related with Housing</td>
<td>Technische Universität Berlin</td>
<td>MECESUP</td>
<td></td>
</tr>
</tbody>
</table>

### 3.7.2 RESEARCH POLICY / FACULTY RESEARCH

At the Pontificia Universidad Católica de Chile, Research is a cornerstone of the academic activities of our teachers. Becoming a research university that can put us in the center of debate and discussion for global development within contemporary culture are explicit objectives of the Rector’s Development Plan for the 2000-2005 period, where it points out that "the great challenge for the University is to take the cultivation of knowledge across disciplinary and interdisciplinary research as central and indispensable, transforming this activity into the core of academic life".¹

Coincident with this, within the FADEU Development Plan, the “Research Promotion” Project appears as a structuring issue, and it is one of the key development priorities set by the School of Architecture:

1. "To become a disciplinary knowledge creation center"

This development axis considers generating time for research and publications, supplemented by a system of requirements and incentives for academics in line with the Faculty and University. This is reflected in the 2006-2010 Academic staff study:

- Implementation of 462 hours for additional research and teaching undergraduates.
- Deployment of 488 additional hours to implement research and postgraduate levels.
- Deployment of 40 additional hours for the growth of the PhD.

There are different instances, both at University and Faculty levels, enabling faculty to access funding that stimulate research, promoting and developing the production of knowledge. These are the Vice-rectory for Research and Graduate Studies (VRAID), the Direction for Academic and
International Relations (DRAI) and at faculty level, the DIRIP, Direction of Research and Graduate Studies:

A. VICE-RECTORY FOR RESEARCH AND GRADUATE STUDIES (VRAID)

1. Supporting Research in Priority Areas
   1.1 Special competition for interdisciplinary research. The competition is aimed for inter faculties’ projects that address issues that haven’t been studied from the interdisciplinary point of view.
   1.2 Competition for creation and art culture: Promotes initiatives in the areas of art, music, theater, literature, audiovisual, and architecture and design, which give rise to an artistic work or a theoretical essay.

2. Support Projects for the FONDECYT competitions (Knowledge and Technology Fund)
   2.1 Proyectos de inicio This competition is designed to support basic resources for young researchers with no external funding.
   2.2 PUENTE Competition For researchers with a wide experience, having completed a previous project, do not have other funds to continue their research work.
   2.3 LIMITE Competition Incentives to those academics who have presented a very good project in a FONDECYT competition but not have attained the approval of their project.

3. Special Support Areas
   3.1 Program for young researchers. Support the recruitment of full-time young academics for research, artistic creation, graduate teaching.
   3.2 P.R.E.I. This program encourages the publication of the results of research conducted within the University.
   3.3 Competition complement for projects with external financing. Complement FONDECYT, FONDEF (Scientific and Technological Development Promote Funds), or other requests for funds.
   3.4 Program Completion sabbatical period. Promote research stays in external excellence centers.

4. Support for projects development:
   4.1 Funds for projects counterpart: Allow presentation of research projects that require external counterpart.
   4.2 Competition to support the formulation of projects. Encourage the presentation of national projects as FONDECYT, FONDEF, IDF, IAF, FONTEC etc.
   4.3 Advice on sources of external financing. Information about the main sources of international finance for research projects.

5. Incentive for the Internationalization of the Ph.D. programs
   5.1 Grants for thesis students stays abroad.
   5.2 Competition of stay abroad for Ph.D. thesis students Support research activity that students engaged in their doctoral program, in those areas and levels that are not available in our country.
   5.3 Competition for Visiting Professor for Ph.D. thesis. Enhance the training of PhD students, through professors of international renown participation in the development and/or assessment of their thesis.
   5.4 Supporting the participation of doctoral and postdocs students in International Congress
   5.5 Support for PhD and Postdoctoral training
B. DIRECTION FOR INTERNATIONAL AND ACADEMIC RELATIONS (DRAI)

Its mission is to promote, manage and support the academic international development at the University, who work mainly through the following activities and programs:

- Liaison International
- Academic Exchange Program
- Management of international agreements
- Double degree
- Studies of international accreditation
- Academic Program for Regional Studies
- Language courses
- Competitive funds:
  1. Mini sabbaticals / short term stay for UC Lecturers
  2. Foreigners Distinguished Visiting Professors at UC
  3. International Insertion of the PUC Authorities
  4. Broadcasting of the UC Graduate Programs in Latin America
  5. Support for translation / edition of ISI Papers to English
  6. Grants for co abroad guardianship / co management
  (www.puc.cl/drai/)

C. DIRECTION OF RESEARCH AND GRADUATE STUDIES OF THE FACULTY (DIRIP)

The Research and Graduate Studies within the Faculty of Architecture, Design and Urban Studies aims to promote and encourage the academic staff research, in the respective units that built the faculty, focusing on the following support policies:

1. Support for funds postulations:
   Establish partnerships between academics with more experience and instructors or associated researchers, identifying interests and accompanying applications
2. Building a community of researchers and thematic areas:
   Identify themes relating to the country agenda, contributing and disseminated through a updated website with relevant information for lecturers and students.
3. Encourage the ISI articles publication:
   Support for studies, research, consulting and teaching experiences that can be published in ISI journals.
4. Develop a System of Virtual Publications:
   Promote publications with Editorial Committee within the FADEU.
5. Promote International Partnerships:
   Maintain and enhance linkages to cooperation, research and thesis networks with national and international organizations.
6. Encouraging the Internationalization of the Academic staff
   Support for attendance at meetings and conferences with involvement of publication

This policy of promoting the research has resulted in a set of 3 major competitive funds, which are detailed below:

1. **ULTIMA MILLA Competition**

   **Objective:** To promote research and publication work of professional or academic interest developed by the FADEU academic staff, in high-impact magazines:

   **2007**
Germán Hidalgo (School of Architecture)  
“La mirada panorámica en la planificación de dos espacios públicos de Santiago de Chile en la segunda mitad del s.XIX” Planning Perspectives.  
Jonathan Barton (Institute of Urban Studies)  
“Drawing comparative environmental governance in the creation of a Chilean ministry of the Environment”. Environmental Politics.  
Manuel Prieto (Institute of Urban Studies)  
“Aguas y generación de electricidad en Chile” The Geographical Journal.  
Elizabeth Wagemann (School of Architecture)  

2008  
Horacio Torrent (School of Architecture)  
“Ciudad Temática: Urbanismo y Arquitectura del Plan Serena”. Octubre 2008, Planning Perspectives  
Gonzálo Cáceres (Institute of Urban Studies)  
“Lo más cerca que estuvimos del rojo”. Noviembre 2008, Desarrollo Económico 188.  
Fernando Pérez (School of Architecture)  
“Ignacio Cremonesi: Eclecticismo, modernidad y tradición en la arquitectura chilena de fines de siglo XIX”, Journal of Architectural Historians o JA Education.  
Paz Cox (School of Design)  
María Rosa Comper (School of Design)  
“Relevamiento y Registro Cromático de la Ciudad de Valparaíso”, ARQ Colour, 180, Contraseña.

2009  
Claudio Vásquez, Mario Yurazeck (School of Architecture)  
“Caracterización del comportamiento de los cerramientos vidriados de Santiago”. (to be published)  
Alberto González Mario Ubilla, Magdalena Vicuña y Álvaro Sylleros (School of Design)  
“Análisis de Tendencias en la Enseñanza de Postgrado en Diseño en un contexto de diversificación de la profesión”. (to be published)  
Romy Hecht (School of Architecture)  
“The Green Connection. Silent Spring versus Pesticides Manufacturers”. (to be published)

2. COMPETITION FOR SUPPORT FOR PARTICIPATION IN INTERNATIONAL CONFERENCES  
Objectives: To promote the presence of the academic staff in the international network of researchers in the field and encourage the publication of the lectures in high impact journals. The tenure faculty has an additional possibility of applying the Fund for the International Congress Registration the VRAID (Vice-rectory of Research and Ph.D.)

2007  
Arturo Orellana (Institute of Urban Studies)  
“Gestión Urbana? Más estado más mercado” Ciudad de Juárez, México  
Sandra Iturriaga (School of Architecture)  
II Seminario Nacional DOCOMOMO Chile, Antofagasta, Chile  
Claudio Vásquez (School of Architecture)  
II Seminario Nacional DOCOMOMO Chile, Antofagasta, Chile  
Óscar Huerta (DNO)  
Foro Premio Braun 2007, Kronberg, Alemania  
Soledad Hoces (School of Design)  
IV Jornadas Internacionales sobre Textiles Precolombinos, Barcelona, España  
Eugenio Garcés (School of Architecture)  
V Coloquio Latinoamericano e Internacional sobre Rescate y Preservación del Patrimonio Industrial Buenos Aires, Argentina
María Elena Ducci (Institute of Urban Studies)
“Pobreza y salud mental. Efectos de la (falta de) belleza en los barrios populares”, Bonn, Alemania

2008
María Rosa Dumper (School of Design)
“Relevamiento y Registro Cromático de la Ciudad de Valparaiso” ARGENCOLOR
Pablo Hermansen (Institute of Urban Studies)
“Interacción en la Cultura Material: entre lo íntimo y lo colectivo” IVSA Buenos Aires
Fernando Pérez (School of Architecture)
“Benjamín Vicuña Mackenna and the transformation of the city of Santiago 1872-75” IPHS Chicago
Paz Cox (DNO)
“Diseñando la enseñanza del color, experiencia reciente Esc. Diseño UC” ARGENCOLOR
Rodrigo Tisi (School of Architecture)
“Evidences of performance: the construction of singular spaces by looking at the environment surrounding the project” PSI Dinamarca
Germán Hidalgo (School of Architecture)
“A panoramic view of Looking: the design of two public spaces in Santiago de Chile in the second half of XIX century” IPHS Chicago

2009
Eduardo Lyon (School of Design)
“Distributed Intelligence in Design”
Rocío Hidalgo (School of Architecture)
“Una nueva Av. para el Metro: El paso de la Línea 1 del Metro y la apertura de la Nueva Providencia de Santiago de Chile”

3. P + I: 1 KM Competition
Objective: It is a contest that was recently launched to promote the generation of scientific publications from our faculty work, who may be subsequently published in high impact journals.

2009
Roberto Moris, María Paz Mozó, Carolina Ramírez (Institute of Urban Studies)
“Proyectos sustentables de regeneración integración urbana: condiciones de localización y diseño”.
José Rosas, Juan Pablo Blanco (School of Architecture)
“Cartografías de Innovación Urbana”
Luis Valenzuela, Magdalena Gatica (School of Architecture)
“Metodologías de Evaluación del espacio público: su contribución al mejoramiento de los conjuntos de vivienda social”.
Sonia Reyes, Isabel Figueroa (Institute of Urban Studies)
“Superficie, Distribución y accesibilidad de las áreas verdes urbanas en Santiago de Chile”.

Current Research 2009 School of Architecture
The following researches are the ones that are currently under develop:

Head of Research: Alejandro Crispiani
Name: “Del Arte Concreto a las teorías del Diseño para la periferia”
Period: 2005-2009
Financing: Universidad Nacional de Quilmes

Head of Research: Fernando Pérez
Name: “El interior de la catedral: diagnóstico de su estado de conservación y bases para su restauración”
Period: 2008-2009
Financing: VRAID Inicio

**Head of Research:** Rocío Hidalgo, Hecht, Romy  
**Name:** “Iglesia y ciudad. El paisaje de las capillas en la periferia de Santiago.”  
**Period:** 2008-2009  
**Financing:** VRAID and UC pastoral

**Head of Research:** Pablo Allard  
**Name:** “Indicadores de Gestión Urbana Municipal. La situación de los gobiernos locales de las áreas metropolitanas frente al desafío de la planificación urbana en la actualidad.”  
**Period:** 2008-2010  
**Financing:** FONDECYT

**Head of Research:** Claudio Labarca  
**Name:** “Integración de la fabricación digital en la enseñanza de la arquitectura”  
**Period:** 2008-2009  
**Financing:** FONDECYT

**Head of Research:** Hugo Mondragón  
**Name:** “La instalación del Proyecto de la Arquitectura Moderna en Chile. 1930-1960. Una construcción desde los medios impresos”  
**Duración:** 2004-2008

**Head of Research:** Pedro Alonso  
**Name:** “Modern Architecture and Town Planning Trust 2008: ‘KPD and the Politics of Prefabrication’”  
**Period:** 2008-2009

**Head of Research:** José Rosas, Germán Hidalgo, Wren Strabucchi  
**Name:** “Santiago 1910. Construcción planimétrica de la ciudad pre-moderna. Transcripciones entre el fenómeno de la física dada y la ciudad representada.”  
**Period:** 2008-2011  
**Financing:** FONDECYT

**Head of Research:** Rosanna Forray, Jonathan Barton, Luis Valenzuela  
**Name:** “La sustentabilidad en el proyecto urbano. Nuevas iniciativas y su implementación local”  
**Period:** 2008-2010  
**Financing:** FONDECYT

**Head of Research:** Waldo Bustamante  
**Name:** “Enfriamiento ambiental de edificios de oficina a través de ventilación nocturna”  
**Period:** 2009-2010  
**Financing:** FONDECYT

**Head of Research:** Horacio Torrent, Hugo Mondragón  
**Name:** “La cultura arquitectónica chilena y las publicaciones periódicas: 1930-1960”  
**Period:** 2009-2011  
**Financing:** FONDECYT

**Head of Research:** Fernando Pérez, Claudio Labarca, José Rosas  
**Name:** “La manzana de la Catedral: la trama de la historia”  
**Period:** 2009-2011  
**Financing:** FONDECYT
3.7.3 RECENT FACULTY ACTIVITIES / CONFERENCES PARTICIPATION
A chronological sampling of faculty activities, including conferences participation and publications is included here. Please see Faculty abstracts in the supplemental Information for additional information about all Faculty.

CONFERENCES AND SEMINARS 2005-2009

2005
ABUAUAD, RICARDO: “El Barrio Universitario de Santiago y el Plan de Infraestructura de la Universidad Diego Portales”, XI Seminario de Arquitectura Latinoamericana (SAL), realizado en Oaxtepec, México, entre el 5 y 9 de Septiembre. INTERNATIONAL

ABUAUAD, RICARDO: “Modernización de las ciudades e identidad urbana: el plan regulador como instrumento” Seminario “Los desafíos actuales de la regulación urbanística en Valdivia”. 07 de julio en el Auditorio 3 del Pabellón Nahmías (Campus Isla Teja), organizado por la Facultad de Ciencias Jurídicas y Sociales y el Instituto de Arquitectura y Urbanismo de la Universidad Austral de Chile. NATIONAL.

ABUAUAD, RICARDO: “La Ciudad como hecho, la ciudad como experiencia” Taller Literario “Metrópolis y Literatura”, organizado en conjunto por la Facultad de Arquitectura, Diseño y Estudios Urbanos de la PUC, la Escuela de Literatura de la PUC y la Escuela de Arquitectura de la UDP, 18 de Enero, FADEU PUC. El Taller es dirigido por el escritor Gonzalo Garcés. NATIONAL

ABUAUAD, RICARDO: “Plan Estratégico de París para el mundial de fútbol” Seminario “Gestión estratégica de ciudades” organizado por el Instituto de Estudios Urbanos de la PUC y el Gobierno Regional Metropolitano de Santiago, Viernes 14 de Enero, Facultad de Arquitectura, Diseño y Estudios Urbanos PUC. NATIONAL

ABUAUAD, RICARDO: “Impacto espacial de proyectos de vialidad urbana: hacia la definición de un manual” Seminario “Infraestructura, Movilidad y Calidad Urbana”, organizado por el doctorado en Arquitectura y Estudios urbanos de la FADEU- PUC, 20 de Junio, en el Auditorio Sergio Larraín del Comendador. NATIONAL

ABUAUAD, RICARDO: “La enseñanza del proyecto urbano en el taller de Arquitectura: la experiencia de la Universidad Diego Portales” Arquiforo, evento organizados por la Facultad de Arquitectura e Ingeniería de la Universidad San Martín de Porres. 20 de Octubre. INTERNATIONAL

BAIXAS, JUAN IGNACIO: Presentación “Obra Baixas y del Rio” en Seminario de Arquitectura Chilena Porto Alegre. INTERNATIONAL

BAIXAS, JUAN IGNACIO: "Obra De Baixas y Del Rio" Clefa - Loja. INTERNATIONAL


BUSTAMANTE, WALDO: "Building climatic zoning. The case of Chile" Action for Sustainability in The 2005 World Sustainable Conference in Tokyo. 27-29 Septiembre. INTERNATIONAL.

CASTILLO, EDUARDO: "Indagando" Colegio de Arquitectos de Quito y la USFQ, Ecuador. INTERNATIONAL

CHATEAU, FRANCISCO: DOCOMOMO, CHILE 5,6 y 7 de Octubre, Chile. NATIONAL

CULAGOVSKI, RODRIGO: 2do. Congreso Internacional Ciudad y Territorio Virtual 13-10, Concepción, Chile. INTERNATIONAL

CULAGOVSKI, RODRIGO: SIGraDi 2005. Lima, Peru. INTERNATIONAL.


GARCÉS, EUGENIO: “Las estancias en Tierra del Fuego”. Buenos Aires, Argentina, junio. INTERNATIONAL

GARCÉS, EUGENIO: “Arquitectura y territorio en Tierra del Fuego” Montevideo, Uruguay, Agosto. INTERNATIONAL


GREENE, MARGARITA: Fifth International Space Syntax Symposium, Technical University (TU), “Space Use and Safety in Residential Squares” Delft, Holanda, 14 al 17 de junio. INTERNATIONAL.

GREENE, MARGARITA: XXII World Congress of Architecture, “Housing the Poor In the City Centre: a challenge for progressive design” Estambul, Turquía, 3 al 7 de Julio. INTERNATIONAL

GREENE, MARGARITA: 10ª Conferencia Internacional CPTED, Seguridad Ciudadana, respondiendo a los desafíos de hoy, “Seguridad Urbana en el Espacio Residencial Edificio Diego Portales”, Santiago, 1 al 4 agosto. INTERNATIONAL

GREENE, MARGARITA: 5to Seminario INTERNATIONAL de Suelo Urbano. La Redensificación de la Ciudad Central a Debate: ¿Para qué, para quién, cómo?, “Procesos de Recuperación y Repoblamiento de Centros Urbanos: el caso de Santiago de Chile” Ciudad de México, 29 al 30 de septiembre. INTERNATIONAL

GREENE, MARGARITA: Panel: La Calidad de la Vivienda, Seminario La Política Habitacional Chilena: Evaluación y Desafíos Futuros CEPAL, Santiago, 22 de noviembre. NATIONAL

HECHT, ROMY: Primera Conferencia Docomomo-Chile, “Trazado, paisaje y territorio: Cerro Sombrero y la arquitectura del petróleo en Magallanes” Octubre, First Conference Docomomo-Chile, Pontificia Universidad Católica de Chile. INTERNATIONAL

HECHT, ROMY: PhD Forum, “Hunting in the Encyclopédie, or the Thematization of Land as Landscape” Abril, PhD Forum, School of Architecture, Princeton University. INTERNATIONAL
HIDALGO, GERMÁN: “Panorámicas de un Santiago Múltiple. La representación de la ciudad y su territorio” octubre. Sigradí. Lima Perú. INTERNATIONAL

ITURRIAGA, SANDRA: “Principios de un oficio en la obra de Cristian Valdes.Casa Alberto Valdes 1963” Seminario DOCOMOMO Chile NATIONAL.

MORIS, ROBERTO: “Gestión estratégica de ciudades” Abril, Santiago, Chile NATIONAL

MORIS, ROBERTO: “Gestión urbana e instrumentos”. Junio, La Serena, Chile. NATIONAL

PEREZ DE ARCE, RODRIGO: “Circunstancias Materiales” Julio Asunción Paraguay. INTERNATIONAL

PEREZ DE ARCE, RODRIGO: “Transformaciones Urbanas” Dissecciones Magister En Arq PUC Nov. NATIONAL

PEREZ DE ARCE, RODRIGO: “Paisaje y la Invención del País” Achippa Hotel Marriot Santiago Junio. NATIONAL

PEREZ, FERNANDO: "Architecture and the form of the environment". Tucson Enero. INTERNATIONAL

PEREZ, FERNANDO: “Arquitectos Italianos en Chile” Ferrara. Italia. INTERNATIONAL

SYLLEROS, ALVARO: “Patrimonio y Experiencia” Septiembre, Valparaíso. NATIONAL

TISI, RODRIGO: “Perfo-puerto: primer congreso de performance art en Chile” Noviembre, Muelle Barón y UTFSM Valparaíso. NATIONAL


VALENZUELA, LUIS: The 11th International Planning History Conference: “Modelos Urbanísticos y Cultura de las Ciudades” BARCELONA – julio. INTERNATIONAL

VERGARA, FRANCISCO: Seminario Internacional Desarrollo habitacional en Áreas Céntricas, “Perspectivas para Concepción. Tres obras en Santiago Poniente” 30/09/05 Facultad de Arquitectura, Urbanismo y Geografía Universidad de Concepción. NATIONAL

2006

ABUAUAD, RICARDO: “La inserción de los conjuntos de vivienda moderna en el tejido urbano de Santiago” Seminario "la habitación moderna: vivienda multifamiliar en Santiago 1930-1950” realizado en la Facultad de Arquitectura, Arte y Diseño UDP, en conjunto con Docomomo Chile, Mayo. INTERNATIONAL

ALONSO, PEDRO: Second International Congress on Construction History. 2 de Abril, Queen's College, Cambridge, UK. INTERNATIONAL


ALONSO, PEDRO: ‘Diagrams of a Universal System of Construction in the Work of Konrad Wachsmann: between Representation and Technology.’ Second Congress of Construction History,
organizado por la Construction History Society” realizado en el Queen’s College de la Universidad de Cambridge. UK, Abril. INTERNATIONAL

BAIXAS, JUAN IGNACIO: “Obra de Baixas, Del Río” CLEFA – GUATEMALA. INTERNATIONAL

BAIXAS, JUAN IGNACIO: “La Escuela de Arquitectura PUC” CLEFA – GUATEMALA INTERNATIONAL

BERTIE, IAN: “Cases of Multimedia Appl. to enhance Learning” Febrero, Orlando FL. INTERNATIONAL.

BUSTAMANTE, WALDO: “Design strategies to avoid overheating in timber frame” Conference on Sustainable Energy Technologies SET 2006. Vicenza. Italy. 30 Agosto-1° septiembre. INTERNATIONAL


CASTILLO, EDUARDO: “Arquitectura sin Pureza”; Presentación de la obra de Germán del Sol para elegir el Premio Nacional de Arquitectura 2006 Colegio de Arquitectos de Chile, Santiago NATIONAL


CRISPIANI, ALEJANDRO. Seminario Alfa, Paisajes Culturales. Agosto, Santiago de Chile. INTERNATIONAL

CULAGOVSKI, RODRIGO: SIGraDi 2006. Santiago Chile. INTERNATIONAL

ENCINAS, FELIPE: SET 2006. 5th International Conference on Sustainable Energy Technologies. 30 Agosto al 1 Septiembre, Vicenza, Italia INTERNATIONAL

FORRAY, ROSANNA: “Participación: viejo término para nuevos problemas” Seminario 100 : Cien años de política de vivienda en Chile. NATIONAL

FORRAY, ROSANNA: “Paisaje e identidad barrial” Paisajescopio. NATIONAL.

FORRAY, ROSANNA: “Movilidad-movilidades, producción significante y territorialidades” Movilidad espacial y reconfiguración metropolitana en el Gran Santiago. NATIONAL.

FORRAY, ROSANNA: “Chuquicamata: tensiones entre actividad industrial y preservación patrimonial” Congreso de Patrimonio Industrial. INTERNATIONAL.

GARCÉS, EUGENIO: “Territorio, cultura y proyecto” Córdoba, Argentina, agosto 2006. INTERNATIONAL

GREENE, MARGARITA: Mesa Redonda “Santiago, vivienda moderna y actualidad urbana” en Seminario Docomomo “La Habitación Moderna: Vivienda Multifamiliar en Santiago 1930-1950” Universidad Diego Portales, Santiago, 25 de mayo. NATIONAL.

GREENE, MARGARITA: Medir los Resultados de los Proyectos. Seguimiento de Programas de Reforma y Desarrollo del Sector Vivienda, “Diseño de un sistema de seguimiento y evaluación” Taller Regional BID, Montevideo, Uruguay, 30 y 31 de octubre. INTERNATIONAL
GREENE, MARGARITA: Programas de Magíster y Doctorado, "Multidisciplinary Research Experiences" Bartlett School of Architecture, University College Londres, 5 de diciembre. INTERNATIONAL

HIDALGO, GERMÁN: “Panorámicas de un Santiago Múltiple. La representación de la ciudad y su territorio” abril. Seminario Alfa. Santiago. INTERNATIONAL

MORIS, ROBERTO: Seminario 100 Años De Vivienda Social “Proyectos Urbanos Integrales” Octubre, Santiago, Chile. NATIONAL

MORIS, ROBERTO: Ordenamiento Territorial – “Gestión Urbana Integrada”. Diciembre, Santiago, Chile. NATIONAL

MORIS, ROBERTO: “Financiamiento Urbano Compartido”, Diciembre, Santiago, Chile. NATIONAL

PEREZ DE ARCE, RODRIGO: “And Site Chandigarh Revisited” AMS Univ.Insight Conference INTERNATIONAL

PEREZ DE ARCE, RODRIGO: “Critical Practise”. Cornell AAP Dean Series. INTERNATIONAL


PEREZ DE ARCE, RODRIGO: “Ocio Trabajo y Paisaje Puerto Viejo.” Paisajescopio Puc Ago. NATIONAL

PEREZ DE ARCE, RODRIGO: “Santiago Arid Zone” Princeton Universityother Cities. INTERNATIONAL

PEREZ, FERNANDO: “Programa De Doctorado”” Bogota. INTERNATIONAL

PEREZ, FERNANDO: A House a Valley and a City”. Eindhoven. INTERNATIONAL

PEREZ, FERNANDO: “La Arquitectura y la Forma del Entorno” SEVILLA. INTERNATIONAL

PEREZ, FERNANDO: “Un Centenario hecho de Infraestructura y Monumentos”. Buenos Aires. INTERNATIONAL

ROSAS, JOSE: “Urban_Trans_Formation” 18 - 21 Abril, Shanghai. INTERNATIONAL

STRABUCCHI, WREN: “Fenomenología y Paisaje. Apología al espino” Santiago FADEU Paisajescopio. NATIONAL

TAPIA, RODRIGO: “Programa de Habitabilidad Fosis” Seminario Semana de la Construcción 2006. Universidad de Atacama, 23 de agosto. NATIONAL.

TISI, RODRIGO: Performance Design. Marzo, Queen Mary University of London, Londres INTERNATIONAL


UBILLA, MARIO: “Experiencia del CIDM y los proyectos de arquitectura que usan el Muro Ventilado.” Seminario SERCOTEC-SEDE VILLARRICA UC, Afunalhue, Villarrica, Chile. NATIONAL

VALENZUELA, LUIS: International Planning Historian Society 12th Conference. New Delhi Diciembre. INTERNATIONAL

VALENZUELA, LUIS: “100 Años de Vivienda Social en Chile” SANTIAGO DE CHILE – Septiembre. NATIONAL

VASQUEZ, CLAUDIO: “Reseña del desarrollo de la arquitectura vidriada en Chile entre 1937 y 1970” Iº seminario DOCOMOMO-SUL, Porto Alegre, Brasil, INTERNATIONAL.

VASQUEZ, CLAUDIO: “Introducción a la Edificación y la Tecnología. Una experiencia docente de la Escuela de Arquitectura de la Pontificia Universidad Católica de Chile” La Academia en la Tecnoaldea Global. Humanidades y Tecnología, una mirada desde el Sur”, UDP, Stgo. Chile. NATIONAL

2007

BAIXAS, JUAN IGNACIO:“Obra de Baixas y Del Rio”. Bienal del Sur. Concepción, Chile NATIONAL

BAIXAS, JUAN IGNACIO: “Clase Magistral-Apertura Año Académico” Abril, Universidad del Norte, Antofagasta. NATIONAL

BAIXAS, JUAN IGNACIO: Colegio de Arquitectos de Quito, Ecuador. INTERNATIONAL

BRAVO, CONSUELO: La imagen del paisaje contemporáneo. 5 de Noviembre, Paisajescopio, Santiago Chile. NATIONAL

BUSTAMANTE, WALDO: “Is it suitable a tool for the energy certification in Chile? An analytical point of view in the context of worldwide building regulations”. 6th International Conference on Sustainable Energy Technologies SET 2007. Santiago de Chile. Septiembre. INTERNATIONAL


CASTILLO, EDUARDO: “Texturing”. Colegio de Arquitectos de Lima, Perú. INTERNATIONAL

CASTILLO, EDUARDO: “German del Sol + Eduardo Castillo” PUC, Santiago, Chile. NATIONAL

CORTES, MACARENA: “Estrategias de Construcción del Borde Costero Viñamarino: Contradicciones y esperanzas del Movimiento Moderno” Docomomo Chile, Congreso “Desafíos del Patrimonio Moderno”. 2º Seminario, Septiembre. INTERNATIONAL

DEL RIO, JAVIER: SET Chile. NATIONAL

DEL RIO, JAVIER: ECOWAVE California. INTERNATIONAL

GARCÉS, EUGENIO: “Paisajes culturales en Chile”. Rosario, Argentina, Agosto. INTERNATIONAL

GARCÉS, EUGENIO: "Tierra del Fuego, arquitectura y territorio" Buenos Aires, Argentina, septiembre. INTERNATIONAL
GARCÉS, EUGENIO: "Las ciudades del cobre y los territorios complementarios en Chile" Buenos Aires, Argentina, septiembre. INTERNATIONAL

GREENE, MARGARITA: “Los Asentamientos Informales: la consolidación de las periferias urbanas" Seminario de Vivienda de Interés Social, Maestría en Arquitectura y Vivienda, Facultad de Arquitectura, Urbanismo y Artes, Universidad Nacional de Ingeniería Lima, Perú, 18 y 19 de enero. INTERNATIONAL

HECHT, ROMY: "Rachel Carson Versus the Green Connection" Abril, Buell Dissertation Colloquium, Columbia University, New York. INTERNATIONAL

HIDALGO, GERMÁN: “Una mirada a la arquitectura actual en Chile”. Conferencia realizada en el ENCUENTRO DE ARQUITECTOS BRASIL-CHILE, organizado por Hunter Douglas, Hotel Radisson Ciudad Empresarial, Huechuraba, Santiago. NATIONAL

HIDALGO, GERMÁN: Octubre. Docomomo Antofagasta. NATIONAL

HIDALGO, GERMÁN: “Retrospectiva de una tesis doctoral”. Conferencia realizada en la Maestría en Arquitectura, Universidad NATIONAL de Colombia, Bogotá, Colombia. INTERNATIONAL

HIDALGO, GERMÁN: “Panorámicas de un Santiago múltiple”. Conferencia realizada en Maestría en Arquitectura, Universidad NATIONAL de Colombia. Bogotá, Colombia. INTERNATIONAL

HIDALGO, GERMÁN: “Una mirada a la arquitectura actual en Chile”. Conferencia realizada en Maestría en Arquitectura, Universidad NATIONAL de Colombia. Bogotá, Colombia. INTERNATIONAL

ITURRIAGA, SANDRA: "Pabellones frágiles, Elemental Urbainidad: Escuela Longotoma y Capilla madres Dominicas Cristián Valdés". Octubre. 2° Seminario DOCOMOMO-Chile, Antofagasta. NATIONAL

MORIS, ROBERTO: “Regeneración Urbana en Chile” Abril, Santiago, Chile. NATIONAL

PEREZ DE ARCE, RODRIGO: “Plaza De Armas” Paisajescopio PUC Junio. NATIONAL

PEREZ DE ARCE, RODRIGO: “One plus one is three: About the in between Now And Then” Cape Town. INTERNATIONAL

PEREZ, FERNANDO: “Some moments in the Development of Santiago de Chile” Uppsala. INTERNATIONAL

PEREZ, FERNANDO: “La Trama y El Territorio, Notas Sobre La Ciudad Hispanoamericana” Venezia, Julio. INTERNATIONAL

TAPIA, RODRIGO: Encuentro INTERNATIONAL de alumnos de escuelas de diseño y planeamiento en temas de pobreza, participación y diseño, organizado por Global Studio. Johannesbourg Sudáfrica, entre el 25 de julio y el 19 de julio. INTERNATIONAL

TAPIA, RODRIGO: "Habilitabilidad”. Seminario 100 años de política de vivienda en Chile. Universidades Católica de Chile, Andrés Bello y Central de Venezuela. 10 de Octubre en centro cultural Palacio de la Moneda. NATIONAL

TISI, RODRIGO: “Santiago 2110 y Arc del Teatre-Barcelona” Junio, Cuadrienal de Praga INTERNATIONAL
TISI, RODRIGO: "Performitecture: on performing buildings", Quadrienal de Praga, Segundo Semestre, 2007, Prague Quadrennial, Republica Checa. INTERNATIONAL

UBILLA, MARIO: “Diseño, innovación y Futuro” Diseño e innovación de nuevos productos y Componentes Constructivos en Madera. Seminario ASEXMA: Casapiedra, Santiago, Chile. NATIONAL

2008


ALONSO, PEDRO: “Registro Visual sobre el proceso técnico y social de una fabrica de edificios soviéticos en Cuba y Chile, 1963-1980” “Segundo Simposio Internacional de Historia de la Tecnología” organizado por la Dirección de Estudios Históricos de México (INAH). Ciudad de México. Septiembre. INTERNATIONAL

ALONSO, PEDRO: Segundo Simposio Internacional de Historia de la Tecnología. 4 Septiembre, Ciudad de México. INAH. INTERNATIONAL

ALONSO, PEDRO: “Acronym” “The Critique of the New” organizado por el doctorado en Teoría e Historia de la Arquitectura de la Architectural Association School of Architecture, London, UK. Mayo. INTERNATIONAL

ALONSO, PEDRO: “Premodern/Postdigital” Guest speaker en las Open Lecture Series de la Universidad de Greenwich. Londres, UK. Noviembre. INTERNATIONAL

BAIXAS, JUAN IGNACIO: “Obra Baixas y del Rio”. Seminario Internacional, Quito. INTERNATIONAL

BRAVO, CONSUELO: “La educación de la arquitectura del paisaje” 4 de Noviembre, Bienal de Santiago, Santiago, Chile. NATIONAL

BRAVO, CONSUELO: “La enseñanza actual de la arquitectura del paisaje”. 10 de Octubre, U Central, Santiago Chile. NATIONAL

BRAVO, CONSUELO: “Construcción de la imagen de paisaje sustentable”. 29 de Septiembre, Marriot, Santiago, Chile. NATIONAL

BRAVO, CONSUELO: “Paisaje Urbano Sustentable” 2 de Agosto, Achipa-Centro Cultural de Las Condes, Santiago, Chile. NATIONAL


BUSTAMANTE, WALDO: "Innovation, research and development of new energy efficiency technologies for construction" “Nocturnal ventilation and thermal performance of an office building with a double skin façade in a Mediterranean climate”. 26th-27th november. Stokholm, Sweden Oral presentation. INTERNATIONAL

FERNANDEZ, TEODORO: “Paisaje Americano” Guadalajara, COMPLOT oct. INTERNATIONAL

FORRAY, ROSANNA: “Densités urbaines: conflits et compromis public-privés, le cas de Vitacura Santiago” Séminaire Ecole Doctorale en Développement Territorial, UCL, Lovaina-la-Nueva, 28-29 mayo. INTERNATIONAL

HECHT, ROMY: III Jornadas de Reflexión sobre Paisaje, Medioambiente y Ciudad: Diseñando el Paisaje, La Plata, Argentina 2008. INTERNATIONAL

HIDALGO, GERMAN: “Somos apenas paisaje. Arquitectura reciente en Chile”. Instituto de Investigaciones Estética, de la Facultad de Artes, de la Universidad Nacional de Colombia, Bogotá, Colombia. 2008 INTERNATIONAL

PEREZ, FERNANDO: “Ejercicios de arquitectura en el Chile contemporáneo” Encuentro de arquitectura Chile Noruega. Museo de Bellas Artes, Enero. Universidad Federico Santa María Julio. NATIONAL

PEREZ, FERNANDO: “El sentido y la vigencia del taller como método de trabajo y enseñanza” Encuentro sobre talleres. Escuela de arquitectura, Enero. NATIONAL

PEREZ, FERNANDO: “El número y la palabra Borchers y Morales piensan la arquitectura desde una cierta lejanía”. Congreso de Arquitectura Moderna Española. Universidad de Navarra, Marzo. INTERNATIONAL

PEREZ, FERNANDO: “Planning and transforming. Vicuña Mackenna and the city of Santiago, 1872-75 ” INTERNATIONAL Planning History Society Conference. Chicago, Julio. INTERNATIONAL

PEREZ, FERNANDO: “Los Hormigones del Hormigón” Encuentro Docomomo. Porto Alegre Agosto. INTERNATIONAL

PEREZ, FERNANDO: “Patrimonio e progetto in Cile. Intervencione e interpretazione architettoniche” Scuola di Architettura, Università Roma Tre. Octubre. INTERNATIONAL

PEREZ, FERNANDO: “Investigación Arquitectura Proyecto” Universidad de la República, Uruguay, Diciembre. INTERNATIONAL

PEREZ DE ARCE, RODRIGO: “Arquitectura y Juego” Caracas, Corbanca, Abril. INTERNATIONAL


PEREZ DE ARCE, RODRIGO: “Urban design after the age of oil” Nov 6-8 urban design centre Penn university. INTERNATIONAL

TISI, RODRIGO: Performance Studies International. “SCL 2110”, Segundo Semestre, University of Copenhagen, Dinamarca. INTERNATIONAL
TORRENT, HORACIO: “The Challenge of Change Dealing with the legacy of the Modern Movement”. 10th International Docomomo Conference September 17-20, Rótterdam. INTERNATIONAL

TORRENT, HORACIO: Seminario de expertos en América Latina y Cataluña sobre Conservación y futuro de la Vivienda social Moderna. 19 al 23 de Mayo, Barcelona. INTERNATIONAL

TORRENT, HORACIO: Bienal Iberoamericana de arquitectura y Urbanismo. 28 de Abril al 2 de Mayo, 2008, Lisboa. INTERNATIONAL

TORRENT, HORACIO: “Patrimonio y Ciudad, Desafíos Contemporáneos”. Seminario INTERNATIONAL de arquitectura y urbanismo. Comunidad Valonia Bruselas. Matucana 100 Agosto 4, Santiago de Chile. NATIONAL

UBILLA, MARIO: “Experiencia del proyecto Sala Cuna INTEGRA-VILLARRICA”. Seminario Habitabilidad y Proyecto Educativo, JUNJI 2008, Centro Cultural La Moneda, Santiago, Chile. NATIONAL

UBILLA, MARIO: Seminario Habitabilidad y Proyecto Educativo, JUNJI 2008, Ponencia a cerca de la experiencia del proyecto Sala Cuna INTEGRA-VILLARRICA. Centro Cultural La Moneda, Santiago, Chile. NATIONAL


ALONSO, PEDRO: Organizador del Seminario “From Abstract to Concrete” realizado en la con participación de David Crowley (Royal College of Art), Adrian Forty (University College of London) y Pedro Alonso (AA- PUC). Architectural Association, London, UK. Febrero. INTERNATIONAL

ALONSO, PEDRO: Second Congress of Construction History, organizado por la Construction History Society 26 Abril. Queen’s College de la Universidad de Cambridge, UK INTERNATIONAL

BUSTAMANTE, WALDO: Seminario: Proyecto arquitectónico, Maestría en Arquitectura Bioclimática, ISTHMUS & Universidad de Colima-México, Ciudad de Panamá, 20-24 Julio. INTERNATIONAL

DEL RIO, JAVIER: “Velux”, muestra de estudios. Mayo Rotterdam. INTERNATIONAL

DEL RIO, JAVIER: “Sol luz o calor”. Mayo, Berlín. INTERNATIONAL

DEL RIO, JAVIER: CDT; Encuentro Edif. Sustentable. Abril, Santiago. NATIONAL

HIDALGO, GERMAN: “Aproximación metodológica a una tesis doctoral”. Conferencia realizada en la Maestría de Arquitectura, de la Facultad de Artes de la Universidad Nacional de Colombia, Bogotá, Colombia. INTERNATIONAL

HIDALGO, GERMAN: “Santiago 1910. Construcción planimétrica de la ciudad pre-moderna. Transcripciones entre el fenómeno de la ciudad física dada y la ciudad representada”. Museo de Arquitectura Leopoldo Rother de la Universidad NATIONAL de Colombia Bogotá, Colombia. INTERNATIONAL
3.7.4 ACADEMIC STAFF SELECTION AND PROMOTION POLICIES

**Academic Categories**

According to the Faculty Rules of Policy and Management (art. 4), the academic staff is nominated in categories according to their strengths and develop of their respective activities. The academic activities are: teaching or training; research or the creation in any form: Outreach, dissemination or the application of each discipline, and participation in the University management. There are two types of academic categories:

**Tenure:**
Those, by virtue of their academic background, perform functions of a permanent nature and are incorporated into an academic career. Each tenure faculty must necessarily, and as part of its academic base activities, carry out teaching and research or development over a certain minimum size to be defined within each unit or faculty.

Categories include academic routine in the hierarchy:
- Professor
- Associate Professor
- Assistant Professor

**Non tenure:**
The non tenure faculty serves certain special functions, appointed for fixed periods of time, renewable. The non tenure faculty should be equivalent to the tenure name, in addition to the Research Assistant, Instructor and Visiting Professor.

Special academic categories are:
- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Research Assistant
- Visiting Professor

**Selection and promotion of the academic staff**

**Selection:** With regard to the selection and recruitment of teachers, the Universidad Católica de Chile defines the procedures and conditions under statute, in addition to these, the academic units may set their own regulations in other specific conditions, provided that these do not contradict or are contrary to the basic guidelines laid down by the University.

The provision of tenure and non tenure academic positions are conducted by an objective selection of background, according to general rules of the University, of Regulation and Management Policy of the faculty and special features of each Faculty, which also must be approved by the competent authorities. For this purpose in each faculty (or academic unit) there is a Dean's Advisory Commission.

The provision of Tenure academic positions are approved by the Council of the respective faculty, this Council by the Dean's proposal solves the integration of an academic, according to the standards established for this purpose by the University.

For the instructor’s positions, in the minimum courses and formation studios, the process is done through annual competitions. According to the records submitted by the candidates there are assigned scores relative to the existing quota for each course.

Common criteria and levels of the academic selection processes:
- Call on a preferential basis to apply through an ideally international open competition,
- Inform the candidates of the mission and the identity of the university academic project, the
Management Policy of the faculty and the development project of the Faculty.
- Browse with objective criteria the academic and personal background of the applicants, assessing in particular the willingness to actively contribute to the strengthening of the University Catholic identity.
- Request the candidates a presentation on matters of their specialty, either a class or seminar for academics, including the student’s participation.
- Conduct structured candidates interviews, in which, the Dean and other administrators participate separately.
- Fulfill with all the specific administrative requirements set by the Staff Direction of the University.

Hiring: The hiring system operates in two basic forms:

Undefined Term: The contract consists of an indefinite term, which depends on the resignation or dismissal of the faculty. This contract is applicable within the professor and associate professor categories.

Defined Term: This is a maximum extension contract, that after is finished raises the possibility of renewal. This type of contract applies to the non tenure categories and to Assistant Professor in the Tenure categories.

Promotion: To be promoted to an academic category, you must apply to the competent authority of the Academic Unit, which bid on a Dean's Advisory Committee will make its recommendation. These promotions must be approved by the respective Faculty Board.

The Honorable Supreme Council of the University sets out every three years, the total number of professors and associate professors of each Faculty.

For the appointment of Professor will require the approval of the Superior Board, upon the base request of the academic unit. To resolve it is reported by a commission composed of four members, which seek to establish common University standards.

The provision of Associate and Assistants professors is done by open background competition, except when is necessary to fill quotas which there is no budgetary support, where the competition is internal.

The Provision of Instructors and Teacher Assistants is done by open or intern background tender, as determined by the internal rules of the academic unit.

Each faculty has its competition rules, which must observe basic standards which should ensure that applicants comply with the requirements of the Regulations of the University and with the additional requirements. The competition regulations of each faculty are approved by the Superior Board.

Faculty Sabbatical Period Postulation
According to the regulation and management policies of the faculty: "the Professors and Associate Professors are entitled to apply for sabbaticals, according to the Regulation on sabbaticals." The conditions are:
Be Professor or Associate Professor
Do not stay less than 3 months and not exceeding 12 months
Maintain the payment during the period

Faculty with sabbatical during 2000-2009
2009 Margarita Greene, one year in England
2007 Fernando Pérez, Residence Fellowship in the Swedish Collegium for Advanced Study (SCAS), Uppsala Universitet, Sweden
2006 Eugenio García, Visiting Professor, School of Architecture, Universidad de Magallanes, Chile
2000 Fernando Pérez, Simón Bolívar Professor, Latinomerican Studies Center, Cambridge, University, England
Teaching Development Center (CDDoc)

Beginning in 2007, as part of development programs presented by the University, a crucial program in this area was implemented: the Teaching Development Center of the PUC, an organization whose mission is to promote teaching excellence, learner-centered and student development, reflecting the social responsibility of the PUC and that embodies the values of the educational project of the University, and in particular, the concept of vocation as a service. The objectives that guide the Center are:

• Disseminate and promote a proper understanding of generating teaching excellence at the PUC;
• Offer PUC teachers and assistants services oriented to the development of teaching excellence, based on good teaching practices with an emphasis on learning and holistic development of the students;
• Promote teaching that contributes to a value formation of the student, promoting solidarity and service;
• Promote research and generate knowledge about teaching;
• Encourage networking within the PUC and other universities for sharing learning and experience, nationally and internationally.

Among the projects developed, recognition of the faculty was implemented:

PREI Recognition Program (Teaching Excellence Award):
Since 2007, a Recognition Award for Teaching Excellence (PREID) was institutionalized, which is an initiative that recognizes and values the PUC academics that do a teaching work of excellence, and promotes the students integral formation and spirit of service. In 2008, the Professor of the School of Architecture Teodoro Fernández Larrañaga (Formation Studio III) won the award among others.

3.7.5 Student Support Services

DGE: The General Student’s Direction is a unit dedicated to supporting students in physical, psychological and personal development matters. In this direction, a series of activities and services that enable our students to maximize their way through college can be found in our departments of Health, Sports and University Life (www.puc.cl/dge/)
DGE Services: University Life, Freshmen, Contests, Student Projects, extracurricular Workshops, Professional Development Center, Health, Graduate Circle.

UAP: The Psychological Support Unit is composed of a team of 15 psychologists and psychiatrists specialized in university life issues, offering the best quality care in a warm, human, friendly and professional environment. Their mission is to promote, protect and develop the welfare and psychological health of students at the University, through individual and group interventions, mental health prevention programs, academic performance support programs and interaction with the academic units. (www.dge.puc.cl/salud/html/contenido/psicologica/como_pido_hora_psicologica.htm)

CARA: Academic Achievement and Career Exploration Support Center. CARA depends on the Psychological Support Unit of the DGE - Health, and responds to the commitment to wellness and psychological health of all our students. Understanding academic excellence as a protective factor for mental health, CARA aims to strengthen and promote the process of learning in different academic disciplines, as well as to encourage, develop and enhance the study abilities of each student. (www.dgeucsalud.cl/cara/)

CTR: The Employment Central at the Pontificia Universidad Católica de Chile CTR is a body whose aim is to provide a source of work for UC students while providing quality service to the community. (www.ctruc.cl/)
DASE: The Socio-Economic Assistance Department’s mission is to allocate the financial resources that the Pontificia Universidad Católica de Chile assigns to help students who lack the financial means to fund their studies, as well as the resources provided by the Ministry of Education and other external bodies to the University. Among them it is worth noting that the unit is in charge of the application and allocation of the benefits of the Academic Excellence Scholarship Program awarded by the University (Padre Hurtado Award).

At the same time, this department has the responsibility and permanent concern to adequately focus the allocation of resources for various student benefits, especially those granted by the University, allowing qualified students with economic issues to pursue their studies at our University.

(www.uc.cl/dase/).

PIANE: Inclusion Program for Students with Special Needs. This program aims to implement a program for students with special needs, which promotes equality of opportunities, inclusion and academic development in the university context.

The four areas to develop are: Awareness raising and spreading, Design and implementation of specific actions for students, Teaching and learning methodology, and Infrastructure and technology.

PASTORAL: The “Pastoral” and Christian Culture General Direction was born into the Catholic University to promote the mission of the Church in the University through the evangelization of culture, training of people in the light of faith and Missionary action and Christian solidarity in the community.

Key programs and activities of the students’ “Pastoral”:
- Solidarity: Belen UC, Calcuta UC, Deporte Solidario, Prácticas Solidarias, UC Solidaria
- Missions: Misión País, Misiones UC, Siembra UC, Misiones Ex Alumnos, Misión Continental Universitaria, Misión Universitaria, Misión Navidad
- Volunteering: Trabajo País, Operaciones UC
- “Pastorals” by units
- Sacraments and liturgical celebrations
- Training and Leadership: Mas allá de la malla, Proa, Programa Tomás Moro, Retiros, Seminarios
- Arts & Culture: Music, Fraternal Music, Social Theater, Choir, Art, Design & Literature
- Premio Espíritu UC (UC Spirit Award)

ACADEMIC EXCELLENCE SCHOLARSHIP (BEA)

In 2007 the Ministry of Education established the Academic Excellence Scholarship (BEA), this scholarship is awarded to the students group that corresponds to 5% with the best average in high school in the municipal and subsidized educational establishments, and belongs to the first four income quintiles.

The same year, a special admission system for universities belonging to the Rectors Council was created. Consisting of the creation of additional quotas, called Supernumeraries quotas, to attend students who previously were awarded with the Academic Excellence Scholarship, located in the range of the 3% just below the last convening of the program, called band (e.g. if the last selected via regular admission enter with 700 points, the student with this grant could not be less than 679 selection points).

For the 2007 Admission, the UC offered 72 places in their programs and 40 vacancies were taken. For the 2008 admission the special system of students selected with the Academic Excellence Scholarship remained. However, the University increased the student placement range from 3% to 5%. Therefore, in 2008, the Special Income System created additional quotas, called Supernumeraries quotas to attend students who previously were awarded by the Academic Excellence Scholarship, located in the range of the 5% just below the last called of the selected
program, those whose score is less than 95% of the score of last convened in the selection list for the first phase of registration. For 2008 admissions, the UC offered 83 places in their programs and 34 vacancies were taken.

In 2009 a new amendment is made, and within the Regular Admission is assigned a minimum bid of two supernumerary quota for each of the programs offered by our university, to be filled by applicants who have the Academic Excellence Scholarship, without score achieved limitation by the last registered (cutoff score of the race), removing the strip of 3 and 5% used in the previous two processes, observing the application of minimum scores set by each University. For our university the minimum score is 600 points.

For 2009, the UC offered 72 places in their careers and 35 vacancies were taken.

3.7.6 STUDENTS ORGANIZATIONS
Among the organizations formed by students by their own initiative, and conducting activities of interest within the School of Architecture are:

Revisa 110 (www.cientodiez.cl):
Is an independent magazine with a circulation of 1,500 copies that were released for free in print and through its website. Aims the discussion, dissemination and criticism of architecture and Chilean cities through articles and interdisciplinary interviews with global scale. Considering that in a more urgent and complex reality the architecture should be part of a dense social, political, economic and cultural weave of the contemporary Chilean cities.

0300TV (www.0300tv.com):
Is an architecture television channel that departs from the traditional format. Supported by different resources, can build a current state of architecture to establish critical linkages between contexts, discussions and work through original and unpublished material. It is currently developing an audiovisual catalog of buildings, interviews, articles and events.

Barqo (www.barqo.cl):
The Bank of Chilean Architectural Photography, aims to disseminate works of Chilean architecture recognized for its importance and contribution to the discipline and the country, pretend to be the bank of information with the largest catalog of iconographic Chilean architecture available online, filling the informatics’ void that much of the architectural production is not broadcast on the web - offices that have no website or architectural property with no due recognition.

Plataforma Urbana (www.plataformaurbana.cl):
Chilean blog for discussion, dissemination and criticism of urbanism, that pretends to be an active support for all persons seeking to be informed about what is happening to our cities, and which are the new trends and vanguard in urban projects.

Plataforma Arquitectura (www.plataformaarquitectura.cl):
From the creators of Plataforma Urbana, this blog addresses the issues related to architecture, with a similar format of daily news publication, gives an account of major developments, events and works of architecture, creating a debate and discussion body.

Proyecto Tarapacá (www.proyectotarapaca.org):
Initiative for the reconstruction of the architectural heritage of the northern Chile, particularly in San Lorenzo de Tarapacá, born as a response to the earthquake of June 2005 and is seeking new directions both theoretical and technological, to address the reconstruction of the affected villages. The main objective is the recovery of housing, through sustainable, economic, resilient and durable building systems, with projections to generate strategies for possible implementation in the public sector. In 2007 the first prototype housing was built, in July 2009 library for the neighborhood was inaugurated with funding from the Urban Improvement Program SUBDERE.
**Metagénesis:**
Series of multidisciplinary lectures with national and foreign guests.

**Cine Vino:**
Initiative whose goal is to bring the cinema to places where there is none, either for geographical or economic reasons, through the design and construction of a mobile cinema that tours rural localities. Born in the School in 1997, to then work on public spaces in 2001. Funded by the National Fund for Arts Development.

### 3.7.7 OUTREACH ACTIVITIES

The extension of the School of Architecture is mostly concerned with the Sub Direction of Development and Outreach, and the mechanisms implemented in the various Master's and the Ph.D. program in relation to the scheduling of extracurricular activities, conferences, seminars, etc.

It is defined as a complementary learning instance to the formal education. Whose mission is to provide faculty and students a range of knowledge alternatives presented from different fronts. Allowing relationships between different subjects and providing a broader cultural perspective.

On the other hand it should emerge as a means of communication within the Faculty, generating liens constructed from the common interests and tasks that overlap in the disciplines of each unit. It also establishes a communication between the activities of the country, in regard to the city architecture and design, at a professional, educational and government level. The School of Architecture had to become a bridge to national and international intellectual means, and was an active agent in the formation of an academic community.

### Table 18: List of Activities (national):

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Guests</th>
<th>Conference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>March</td>
<td>Patricia Poblete, Ministra de Vivienda y Urbanismo</td>
<td>Agenda Urbana del Gobierno</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>May</td>
<td>Fernando Pérez</td>
<td>Arquitectura en Viaje</td>
<td>Academic experience in Sweden</td>
</tr>
<tr>
<td>2007</td>
<td>August</td>
<td>Germán Hidalgo + Enrique Del Rio</td>
<td>Conferencia “Dos visiones académicas en torno al Parque O'Higgins”</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>August</td>
<td>Rodrigo Pérez de Arce</td>
<td>Arquitectura en Viaje</td>
<td>Impressions on Capetown</td>
</tr>
<tr>
<td>2007</td>
<td>August -</td>
<td>Rodrigo Pérez de Arce</td>
<td>Ciclo Arquitectura al día</td>
<td>3 proyectos + 1 critica</td>
</tr>
<tr>
<td></td>
<td>December</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>October</td>
<td>Bonifacio Fernández</td>
<td>Conferencia “EL AGUA COMO RECURSO ECOPAIASJISTICO”</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>October</td>
<td>Carolina Solar Silva</td>
<td>Conferencia “REDES ECOPAIASJISTICAS EN REGIONES URBANAS”</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>October</td>
<td>Patricio Mardones</td>
<td>Arquitectura en Viaje</td>
<td>Academic experience in Austin, Texas</td>
</tr>
<tr>
<td>2007</td>
<td>November</td>
<td>0300TV</td>
<td>Chile: 1997-2007 Obras Públicas</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Authors/Participants</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revista 110</td>
<td>Seminario 110: Arquitectura Sin Meecenas. See: Autoencargo en la Teoría y Práctica Contemporánea</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pablo Allard + Felipe Assadi + Pablo López + Sebastián Irarrázaval + Josep Parcerisa + Iván Poduje + Marcelo Romero + Ignacio San Martín</td>
<td>Advanced Experimental Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrique Mac-Manus (ARAUCO) + Jorge Geldes (AGROPEC) + Johan Tarukoski (LINOTECH) + P Sepulveda + O.Vigouroux + Carlos Schiffer (QUIBORAX)</td>
<td>Seminar: Impregnation of radiata pine in Chile. Market prospects of impregnated wood / rules and new products / linseed oil and wood impregnation / UC-Copec research results</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March</td>
<td>Architecture Exhibition: María Pinto Master Plan + Existing Chapels + AULA &quot;Integrated facades and timber wraps&quot; + Alex Moreno furniture</td>
<td>&quot;Umbrales&quot; Exhibition. Distinguished works exhibition of the Faculty of Architecture, Design and Urban Studies; Art and Theatre students. In the case of Architecture and Design, the exhibition consist in prototypes, models and explanatory sheets.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March</td>
<td>Cristián Valdés</td>
<td>Architect Cristián Valdés Exhibition: &quot;La medida de la arquitectura&quot;. Exhibition Inauguration</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Month</td>
<td>Name</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>April</td>
<td>Arturo Torres</td>
<td>Architect Arturo Torres conference: Epistemological changes in the physic environment / 1: State of Arte about Sustainability, and 2: Research Advance in the Compostable Structural Materials for Building</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>April</td>
<td>Rodrigo Pérez de Arce</td>
<td>Architecture on trip: &quot;Upper Lawn _ Solar Pavilion, de Alison y Peter Smithson&quot;.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>Far Frohn and Rojas</td>
<td>Arquitectura Inedita SERIES: Far Frohn &amp; Rojas conference</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>Pablo Allard - Luz Alicia</td>
<td>Cearq UCh + PUC Lecture Series &quot;Al otro lado del río&quot;</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>Teodoro Fernández</td>
<td>Lectures series. Exhibition about the vision, way of studying and development of each branch of the architecture degree. They are exemplified by student’s projects of both schools</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>Leonor Codina</td>
<td>Workshop MZA                                                                                                           From the idea of Urban Park, or metropolitan landscape.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>Rodrigo Pérez de Arce,</td>
<td>SERIES Arquitectura al Dia + Launch ARQ Magazine 68</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patricio Mardones, Sebastián</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bianchi, Humberto Eliash,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jorge Marsino, Claudio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Santander José Cruz, José</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domingo Peñafiel, Ana</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Turell, Wren Strabucchi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>June</td>
<td>Leonor Codina</td>
<td>Tribute in memory of architect Guillermo Jullian de la Fuente</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>June</td>
<td>Ann Pendleton</td>
<td>&quot;Game design&quot; Conference</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Participants/Details</td>
<td>Event/Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>June</td>
<td>Pablo Allard, Ivan Poduje, German Correa, Lake Safaris</td>
<td>“Santiago Presión Alta” seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transformation process of the Transantiago project, and achieves of PRMS (Santiago Metropolitan Urban Plan) proposals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>July</td>
<td>Teodoro Fernández + Mario Pérez de Arce + Cristina Felsenhardt + Juana Zunino + Marta Viveros</td>
<td>Master in Landscape Architecture Program MAPA launch</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Launch of the new Master in Landscape Architecture program, and homage to the landscape architects of the PUC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>July</td>
<td>Claudio Labarca + Eduardo Lyon + Verónica Arcos + Diego Pinochet + Participating students coming from several Universities in Argentina, Santiago and Chilean regions + PUC Students</td>
<td>Design and Digital Manufacture in Architecture Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The experience of the Master in Architecture in Digital Techniques”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Design and Digital production”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Solids geometry and curve surface representation”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Buildings production and Architecture Manufacture process”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Del modelo digital al prototipo real” Exhibition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-interpretation and construction of chairs with digital and analogous tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course: The decade of the frustrate paradigms, the Architecture world in the sixties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Gabriela Medrano (UNAB) + Marcela Godoy (UFTSM) + Francis Pfenninger</td>
<td>&quot;Arquitectura Caliente&quot; Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exhibition of the best 16 degree projects (CNPT, National Degree projects Tender, organized in the Santiago biennial context). Session 03 Campus Lo Contador: Modular Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Sebastián Adamo y Marcelo Faiden - Pezo von Ellrichshausen</td>
<td>Launch ARQ 69: Rooms/Dwellings. Recent projects in Chile and Argentina</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arquitectura al Día SERIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Event Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Reglamentación Térmica y CCTE 2.0 Seminar Challenges and achieves of the new official tools of Housing energetic certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Metagénesis: Lecture series about multidiscipline. Session 1: Architecture and Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Metagénesis: Lecture series about multidiscipline. Session 2: Self assignment Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Abitare Night Debate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>September</td>
<td>SERIES Arquitectura Inédita. Conference 2: Houses with a geographic context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>SERIES Arquitectura Inédita. Conference 3: Regions 1 _ Talca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>November</td>
<td>SERIES Arquitectura Inédita. Conferencia 4: Social Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March - December</td>
<td>&quot;La Ciudad y las Palabras&quot; series. Writing workshop + Discussion seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>September - October</td>
<td>&quot;La Ciudad y el Cine&quot; German cinema series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Alejandro Aravena + 0300tv China según Chile Presentation of the Documentary “China según China” Alejandro Aravena presents Villa en Ordos 100, China + Chinese reception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Alex Moreno &quot;Cuadernos de Italia&quot; Exhibition inauguration Exhibition of the trip drawings of the Architect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Guillermo Hevia Atika Lecture: Cristal Chile Building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"ExpoFuturoNovato UC" Applicant students exhibition

Architecture program stand: Attendance of more than 15,000 students

Ventana a la Arquitectura SERIES

Campus tour + Breakfast + Conversation with PUC Architects

Paisajescopio Seminar "Cero Emisión"

How do companies face the global warming process?

Table 19: List of Activities (international)

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Guests</th>
<th>Conference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>January</td>
<td>Luis Valenzuela + Josep Parcerisa + Fernando Pérez + José Rosas + Lucía Santa Cruz + Ricardo Abuauad + Juan Ignacio Baixas + Cecilia Puga + Juan Román + Consuelo Bravo + Rodrigo Pérez de Arce + Ignacio San Martín + Claudio Vásquez + Eugenio Garcés + Margarita Greene + Pablo Saric + Claudio Labarca + Pablo Allard + Augusto Angelini + Francesca Imberti + Rodrigo Pérez de Arce + Ignacio San Martín + Horacio Torrent</td>
<td>Workshop on Resilience</td>
<td>Panoramas and innovations in workshop teaching</td>
</tr>
<tr>
<td>2007</td>
<td>March</td>
<td>José Oubrerie</td>
<td>Conferences</td>
<td>Architect of Le Corbusier's Atelier _St. Pierre Firminy</td>
</tr>
<tr>
<td>2007</td>
<td>April</td>
<td>Alberto Estévez</td>
<td>Architecture in the digital society: genetic architecture / biodigital architecture</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>June</td>
<td>Graciela Silvestri</td>
<td>El corazón del sur / Paisaje y arquitectura en el rio de la Plata</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>June</td>
<td>Peter Latz (Latz &amp; Partners) + Consuelo Bravo + Luis Eduardo Bresciani + Rodrigo Pérez de Arce + Jaime Ravinet + Elizabeth Mossop + Teresa Moller</td>
<td>Seminario Paisajescopio: Rehabilitación de sitios industriales y Compensaciones ambientales</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Event Organizer(s)</td>
<td>Event Details</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>June</td>
<td>Ricardo Piglia</td>
<td>&quot;La ciudad y el crimen&quot; En el marco de &quot;La ciudad y las palabras&quot;</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>August</td>
<td>Roberto Méndez + Saskia Sassen + José Rosas + Pablo Allard</td>
<td>Santiago en el contexto de las ciudades globales</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>October</td>
<td>Arturo Lyon + Kristof Crolla</td>
<td>Algoritmos generativos en arquitectura</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>November</td>
<td>Julius Natterer</td>
<td>Julius Natterer conference</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March</td>
<td>Ricardo Daza</td>
<td>Architect Ricardo Daza Conference: “La Iglesia de la Tourette a la luz de Oriente”</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March</td>
<td>Hugo Corres Peiretti - José Romo Martin FHECOR consultant engineers</td>
<td>Conference “Ingenieria para grandes obras de arquitectura”</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>March</td>
<td>Dennis Judd + Edward Soja + Susan Clarke + Gary Gaile + Neil Brenner</td>
<td>&quot;Ciudad Justa&quot; Seminar</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>May</td>
<td>José Luis Gómez Ordóñez</td>
<td>Lecture “La Movilidad Post-Buchanan”</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>July</td>
<td>Laura Kolbe</td>
<td>Meeting with Laura Kolbe</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Edward Cullinan</td>
<td>&quot;Getting Towards Green&quot; Lecture</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Heidi Sohn + Miguel Robles-Duran</td>
<td>Urban Asymmetries Lecture</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>David Gouverneur, Oscar Grauer</td>
<td>&quot;Plan Vargas - Venezuela&quot; Lecture</td>
<td></td>
</tr>
</tbody>
</table>

Rehabilitación del Litoral Central, Venezuela
<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Presenter(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>September</td>
<td>Jesús Bermejo + Paul Birke</td>
<td>Opera Chillana Digesta presentation of Jesús Bermejo y Paul Birke</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Ph.D. program in Architecture and Urban Studies presented the lecture of teachers Jesús Bermejo y Paul Birke, entitled &quot;Opera Chillana Digesta&quot;, a criticism of a text transcript of Juan Borchers.</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Hugo Corres Peiretti, FHECOR Consultant engineers</td>
<td>Metagénesis: Lecture series about multidiscipline. Session 3: Engineering + Architecture</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Matías Pintó D'Lacoste</td>
<td>&quot;Construir en Contingencia&quot; Lecture</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>John Peponis</td>
<td>Lecture &quot;Consecuencias Inteligibles: usando análisis morfológico para entender la formulación del diseño&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>John Peponis</td>
<td>Workshop &quot;Caminos de Investigación: conectividad vial y estructura espacial: interfaz entre planeamiento urbano y diseño&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>John Peponis</td>
<td>Workshop &quot;Estrategias Pedagógicas: Formulación del diseño multimodal&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>John Peponis</td>
<td>UTFSM Valparaiso Seminar &quot;Significado Espacial Objetivo: experiencia y conocimiento en tres museos&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Alessandro Famiglietti + José Rosas Vera</td>
<td>Conferences series: Venezuela v/s Chile Inauguration</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>ODA + OWAR</td>
<td>Conferences series: Venezuela v/s Chile &quot;Innovative process&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>RV arquitectura + dRN arquitectos</td>
<td>Conferences series: Venezuela v/s Chile &quot;Residential Architecture&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Franco Micucci + LMB arquitectos</td>
<td>Conferences series: Venezuela v/s Chile &quot;Urban project&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>October</td>
<td>Adrián Gorelik</td>
<td>&quot;Buenos Aires y su modernización en el siglo XX&quot; and “Espacio público contemporáneo, de los situacionistas a Koolhaas&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>November</td>
<td>Wolfgang Winter</td>
<td>Conference n°2: The future of the past “Urban Buildings based in timber&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>November</td>
<td>Giancarlo Mazzanti</td>
<td>Lecture &quot;The school space as a pedagogic mechanism&quot;</td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
<td>Name(s)</td>
<td>Event/Activity</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2008</td>
<td>November</td>
<td>Alejandro Gutiérrez</td>
<td>International Workshop Eco-ciudades: Innovation and Urban Design</td>
</tr>
<tr>
<td>2008</td>
<td>November</td>
<td>Jorge Francisco Liernur + Pablo Tomás Beitía + Alejandro Aravena. Carlos Eduardo Dias Comas + José Luiz Canals + Cristián Undurraga. Felipe Assadi + Francisca Pulido + Teodoro Fernández + Luis Izquierdo</td>
<td>&quot;La Solidez del Hormigón&quot; Seminar</td>
</tr>
<tr>
<td>2008</td>
<td>December</td>
<td>Jérôme Monnet</td>
<td>The city of the social representation and practices: Common places that articulate our perception of the city.</td>
</tr>
</tbody>
</table>

1 Development Plan 2005-2010 Pontificia Universidad Católica de Chile
2 Ref. Reglamento y políticas de gestión del Cuerpo Académico. Vice rectory for Academic Affairs PUC. 2008
4 Ref. Art. 32°. Título V: De la Incorporación y Promoción de Académicos en Reglamento y Políticas de Gestión del Cuerpo Académico. Vice rectory for Academic Affairs PUC. 2008
3.8 PHYSICAL RESOURCES

The professional degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

The School of Architecture is located in Lo Contador Campus, in Santiago de Chile. While it is the smallest campus of the University, it has a privileged environment for the university activity, in a strategic location within the city at the Pedro de Valdivia Norte neighborhood in the Providencia commune. The neighborhood is a privileged urban unit for our academic project integration: bounded by two exceptional metropolitan parks and green areas, the San Cristóbal hill and the Mapocho river, and a unique location in relation to its connectivity with the metropolitan roads network, and proximity to the most dynamic centrality areas of the metropolitan city.

The Campus is comprised of a group of buildings containing from the traditional casona, an adobe house-type that has been declared National Monument, with its courtyard, trees and gardens, until recent interventions of high quality buildings designs in its entirety by our school faculty. Additionally, in the last years the Faculty of Architecture, Design and Urban Studies, has been buying properties nearby with the intention of building a bigger university campus, one of the most important acquisitions has been the former home of Sergio Larraín García Moreno, inserted on a property adjacent to the campus and that has allowed the expansion of it to the east. (see floor plans in 4.10). Around this property, the School has bought five other houses, that are home for the Master's and PhD's programs, and for the centers it such as SEREX, OCUC, ARQ publishing house and the Wood Innovation and Development Center (CIDM).

The land's original campus was 15,200 m2 and with the houses land attached to merge batch, the current campus has an area of 22,080 m2.

The main units of the School of Architecture within the Campus are:
1. Casona: Mostly houses and meeting venues for studios such as East and West Tunnel, Chapel and Refectory. The gallery of the 2nd floor includes classrooms for seminars, studios and offices for researchers.
2. Sergio Larraín House: It is a space essentially for conference rooms, meetings, administration of the Campus and the Wood Center.
3. Architecture Building: Host studio rooms, classrooms, student center, Políticas públicas and services.
4. Faculty Pavilion: It is for the Direction of the School of Architecture, offices and boardrooms for the faculty.
5. The Sergio Larraín García-Moreno Documentation Center: It is formed by a complex of programs in the basement of the main courtyard of the school built, consisting mainly of a specialized library, with archives reading rooms, computer laboratories, 2 auditoriums for 150 students and a main auditorium with a capacity for 300 people.
6. Dining hall: It is a 249 m2 building, which is shared with the entire faculty.
7. Prototypes Laboratory (http://laboratoriofadeu.puc.cl/)

The laboratories cover an built interior area of 500 m2 and two work patios. Are carried out by a faculty team, technicians and staff for maintenance and clean, and are organized in thematic Laboratories, as described below::

1. Wood and Metals Laboratory
   Main Equipment: A. Stationary Machines: Milling Drills, Pedestal Drill, wood and mechanical lathes, rocker saws, ribbon saw. B. Mobile Machines: Belt sanders, edger, calibrating planer, bench saws, miter, cutters, metal cutting, arc welding equipment, oxy-acetylene welding and cutting, Fronius Mig, Tig welding equipment.

2. Concrete Laboratory
   Main Equipment: Concrete Mixer, vibrating table, vibrating drill

3. Cutting and CNC milling Laboratory
   Main equipment: Techno Isel Router
4 Solid Image Laboratory  
Main Equipment: Laser Cutter, Stratasys Rapid Prototyping Machine

5 Plastics & Resins Laboratory  
Main Equipment: 3D printer, vacuum press, professional mixer

6 Models and Environmental Laboratory  
Main Equipment: HP L1706 equipment with computer simulation programs of lighting conditions and Ecotech-acoustic simulation, sound level measuring instruments, thermometers.

7 Nomadic Land and Building Internship Laboratory  
Main Equipment: Portable Tool Boxes with trace elements, cordless power tools, Theodolite for instrumental track.

8 Cargo movement nomad Laboratory  
Main Equipment: Hydraulic Marco for 2 Ton capacity, 1 Ton truck capacity.

9 Storage space for tools and Winery for the Laboratory.

10 Offices and rooms for work

The administrator office manages the use of special venues for lectures and seminars, by means of a co-ordination of the calendar of activities and the registration and control of bookings. The extensive garden area can also be used as a gathering venue.

The chapter 4.10 shows the undergrounds, first and second floors of the Campus, signaling with colors the different enclosures, which houses the School of Architecture and Programs or Centers that are part of the Faculty

**Academic Computing Services and Facilities**

UC’s Information Services and Computing Department (DGI) provides computer hardware, networks, software development, support, and worldwide communication for all UC’s members in their academic, administrative, and research activities. Of special relevance is the development of multimedia educational software and interactive virtual learning environments for the improvement of UC’s own teaching and learning processes, both on-site and in distance education.

The CRISOL Project provides the hardware, software, and lab personnel to help members of the University who use computers in their teaching, learning, and research. Each lab consists of a local network of personal computers connected to the Internet, with software available for general productivity use. Software has been developed by our University for specific academic areas, such as Architecture, Medicine, Journalism, History, Nursing, Music, Education, etc. The widespread use of computers for study needs has prompted the UC to install outlets for portables at various locations.

**Academic Software Development**

The in-house development of a platform for Course Websites has constituted a major project for the UC. With the aid of an easy to use interface through the Web, professors or their teacher’s aides can upload course materials, administrative information and communication procedures to a standard but flexible Course Website. More than 1,500 courses have information online available to students. Of this information, the three most widely used items are course material, information on grades, and course news bulletins. Some courses have more sophisticated sites with multimedia teaching material that has been specially developed.

For specific teaching material, a group of professionals is available to solve problems and offer technological and innovative teaching advice. Engineers, programmers, graphic and instructional designers, and experts in teaching innovation team up with professors to explore options for new
teaching methods using technological tools. The search is open for new methods that can shorten the period students need to absorb knowledge and develop new skills.

MIPORTAL UC is an intranet through which students, using a unique identification, access various services and personalized information on all aspects of their academic life. Numerous computing centers are located in academic units and run internally, with the advantages of being connected to the University's main network, REDUC.

The school of Architecture has specialized research work labs as described below, with its own computer equipment:

**Table 20: FADEU Computer labs**

<table>
<thead>
<tr>
<th>LABS</th>
<th>Sala 12</th>
<th>Piwonka</th>
<th>Crisol 2</th>
<th>Nvo DNO PC</th>
<th>Nvo DNO Mac</th>
<th>Lab Cristian Alfero</th>
<th>Master Arq Sala 33</th>
<th>Master Arq Sala 1968</th>
<th>Master IEUT Sala 1968</th>
<th>Ph.D. Arq. Sala 1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cant. Equipos</td>
<td>24+1</td>
<td>20+1</td>
<td>21+1</td>
<td>22+1</td>
<td>8+1</td>
<td>80</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>3DSMAX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AfterEffects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ArcGis ArcView</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autocad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autocad Civil 3D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autocad Revit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Suite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dreamweaver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecotect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FormZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freehand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macro. Studio MX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photoshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premiere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhinoceros</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 21: Physical Resources**

<table>
<thead>
<tr>
<th>FLOOR</th>
<th>TOTAL m2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Offices</td>
</tr>
<tr>
<td></td>
<td>Restrooms</td>
</tr>
<tr>
<td></td>
<td>Kitchen</td>
</tr>
<tr>
<td></td>
<td>Circulation</td>
</tr>
<tr>
<td></td>
<td>Store</td>
</tr>
<tr>
<td></td>
<td>Políticas Públicas UC</td>
</tr>
<tr>
<td></td>
<td>Studios</td>
</tr>
<tr>
<td></td>
<td>Bathrooms</td>
</tr>
<tr>
<td></td>
<td>Stores</td>
</tr>
<tr>
<td></td>
<td>Assembly and Exhibit</td>
</tr>
</tbody>
</table>
1. Moves from its old location in the 60s, as detailed in Chapter 1.3.
2. Sergio Larrain Garcia Moreno was Dean of the Faculty of Architecture and Fine Arts and the manager of the purchase of the land for the campus. Additionally, he purchased the property adjacent for his own residence that contained the old house for the tenants of the hacienda, and today is one of the interesting places of the campus. See Chapter 1.3.
3. It is important to signal that the MECESUP will increase this equipment in a significant way.
3.9 INFORMATION RESOURCES

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning. The architectural librarian and, if appropriate, the professional in charge of visual resources collections, must include in the APR the following:

The mission of the System of Libraries of the Pontificia Universidad Católica de Chile (SIBUC) is "To be part and to contribute to the accomplishment of the university's mission, through constant search and implementation of differentiated and efficient services of access and the delivery of the registered information to the academic community, in an actual and virtual way, by means of an organization whose service culture is centered in the user and global surroundings."

The SIBUC depends on the University's Academic Vice-rectory and it's internally related to the different Faculties through the delivery of differentiated services that satisfy the specific information necessities of more than 22,000 undergraduate, graduate and post degree students and of 2,000 academics. Leader between the university libraries of the country, because of the quality and quantity of its collections and also because of its computational infrastructure, it has incorporated in its services the last technological advances.

3.9.1 Resources

- **Nine Libraries:** Distributed in the four Campuses of the University and in the Sotero del Río Hospital, as a whole the SIBUC offers a surface of 20,000 square meters (213,887 square feet), 37 kilometers (121,520 lineal feet) of bookcases for its collections and nearly 2,800 seats for users, receiving a daily attendance of an average of 7,300 users (1,743,210 users in the year 2007).

- **Technological Resources:** In reference to software, the SIBUC counts with Aleph version 14,1 with their modules of circulation, on line catalogue, periodic cataloguing, acquisitions and publications, that make the delivery of services and the accomplishment of processes in an efficient way possible. The library also counts on a self-reservation software to support the loan of bibliographical material and on a software of access control to register the entrance of users in some libraries. As far as hardware, there are 8 servers and nearly 400 interconnected computers, of which 35% are directly used by the users to consult the on line catalogue and other bibliographical data bases.

- **Human Resources:** The SIBUC counts with 171 full time employees, with 40 part time positions hired at a fixed day destined to support the work in the extension period in the libraries that begins after the 17:30 hrs. and includes half day on Saturday, and it also counts with student assistants from the university who are hired per hours to support some processes and services.

- **Financial Resources:** The SIBUC receives from the University a budget of central resources for their operational expenses that gives stability to its management and investment funds for its development projects. The SIBUC handles an annual budget of nearly US$ 5,000,000, of which 49% is destined to the purchase of bibliographical material, 40% to personnel remuneration, and 11% to general expenses and investments.

- **Resources of Information:** For its quantity, variety and quality, the collection of the System of Libraries is recognized in the national university environment:
• Its printed collection, with more of a million and a half of volumes in diverse disciplines, contain study and investigation texts, thesis, specialized magazines, encyclopedias, classics, Chilean, Latin-American, children and juvenile literature and scores among others.

• The audio-visual collection, with more than 31,000 catalogued volumes, counts among other things with educational cassettes, classic and popular music CD's, videos and films.

• The virtual collection is formed by all those specialized bibliographical databases and by the electronic magazines in full text via Internet with which an agreement of access via Web of the SIBUC is maintained.

• The SIBUC web, (http://www.puc.cl/sibuc), is fundamentally orientated to offer to the university community electronic information services, it receives 28,125 visits daily (2007). These services are present in the libraries and through SIBUC web, either exclusively for the university community or available to the entire Internet.

Services Available exclusively for the University Community (From PUC Network):

• **Electronic Magazines**: More than 12,500 permanently updated titles of magazines in full text in the PUC network, and that also are available in their printed version in the Library systems.

• **Databases**: More than 85 international bibliographical databases in line selected by discipline, easy to use and with an ample range of search and information retrieval possibilities. Daily an average of 4,000 searches for information is registered in these databases.

• **Bookings**: System of high use that allows that the students to self-reserve bibliographical material for a certain date.

### 3.9.2 Lo Contador Library

It takes care of the Architecture, Design and Institute of Urban and Territorial Studies academic units. Located at an underground level in the building "Sergio Larrain García Moreno Information and Documentation Centre", it has a modern and innovating design, receives a daily average attendance of nearly 250 users who as a whole consult nearly 400 items of bibliographical material.

The building constructed in the year 1996 to install the library was one of most remarkable constructions in the country in the last time. In general terms, and in spite of its under ground location, the library is luminous thanks to an enormous window that oriented towards the west covers the two first levels and gives life to ample and capricious spaces whose walls set up with circular shelves are destined to the art work exhibitions.

It counts with a surface of 1,300 m2, also 1,300 linear meters to lodge collections, 360 seats for users and 35 computers to grant the virtual and actual services and to administer the library.

• **Attention Schedule**: During the academic period (beginning of March to mid December), from Monday through Friday from 8:45 to 20:30 hrs., and Saturdays from 9:00 to 13:00 hrs. During summer vacations (except February), from Monday through Friday from 9:00 to 18:00 hrs.

• **Human Resources**: Lo Contador Library has 3 full time librarians and 1 part time librarian, who serve the 4 academic units taken care by the library. In addition it counts with 1 secretary and 8 full time library assistants and 4 part time library assistants.

### Collections

Lo Contador Library has at national level the most complete and updated collection in the areas that it takes care of. It has more than 89,000 items, where more than the half is part of the important magazines collection. The bibliographical database Avery Index available in compact disc and a rare and valuable book section with original works and in some cases unique in the country also stands out.
- **Printed Collection:** Over one and a half million of different types of bibliographic material conform the printed collection of SIBUC.

**Table 22:** Printed Collection, Lo Contador. Without magazines (2008)

<table>
<thead>
<tr>
<th>Items</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>24.733</td>
</tr>
<tr>
<td>Design</td>
<td>5.519</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>9.618</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39.870</td>
</tr>
</tbody>
</table>

- **Electronic Magazines:** There are 157 titles of magazines specialized in architecture, art and design, or magazines of general character that have some relation with the area.

- **Databases:** There are 26 databases, of which the Art Index is specialized in architecture, art and design, and the other 10 are interdisciplinary.

- **Audiovisual Collection.** Over 1,300 items fundamentally of pedagogic character, between cassettes, videos, films, audio Cds, slides, microforms and records are located in the Lo Contador library.

- **Digital Collection.** The digital collection is made of compact discs and software of auto instruction for active learning. The libraries have appropriate places and computer equipment for its use.

- **Virtual Collection.** The virtual collection accessible via internet offers a wide range of bibliography data and international electronic magazines, such as Online Computer Library Center OCLC y Swets Blackwell.
3.10 FINANCIAL RESOURCES

A degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution. The APR must provide the following:

• Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.

• Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution.

The Department of Architecture has financial support from a number of sources:

(a) An annual budget allotment, referred to as General Funds of the Academic Unit, allocated by the PUC central administration at Casa Central.

(b) Interest income from endowed funds.

(c) Annual allocations for specific purposes, such as financial aid and non-recurring equipment, from PUC. For example, special funds allocated from General Funds of the Department of Architecture, Design and Urban Studies.

(d) Faculty members raise research funds from external foundation, industry and government sponsors.

Charts and graphs frequently referred to in this section are found in Supplemental Information.

General Budget of the Academic Unit

The Academic Unit General Budget was $1.165 M in the Academic Year 2008. Its tendency and increase are in Chart Nº2 and Graph Nº1 (4.11 Budget Information). The largest part is dedicated to salaries and employee benefits: for faculty (89%), administrative and support staff (5%), teaching assistants (2%) and operating costs (4%).

The total income between 2003-2008 is in Chart 1 as well as the total expenditures of the School of Architecture. The unspent balance carried forward from previous years is incorporated into the budget of the following year.

It must be noted that the total General Budget includes increments that have taken place in the last years as shown below:

2004
Increase of $13M in General Funds to faculty salaries to incorporate former faculty members the School of Architecture as part time academics.

2005
Increase of $25M in General Funds to faculty salaries for new hires of faculty members with PhD degree.

2006
Increase of $31M in General Funds to faculty salaries for new hires of faculty members with PhD degree.

Increase of $18.6M in General Funds to faculty salaries to keep the new hires of faculty members with PhD degree.
Increase of $50M in General Funds to faculty salaries to continue the incorporation of new faculty members with PhD degree and who have been awarded a scholarship.

Increase of $11.3M in General Funds to administrative staff salaries to hire a professional to take charge of the direction of the Centre for Innovation and Development of Wood (Centro de la Madera).

2007

Additional contribution from General Funds to faculty salary to encourage the return and incorporation of academics who have finished their graduate studies with scholarships awarded by the Academic Unit. In the 2007 budget process, a financing of $7.9 for 2007 was approved for this purpose. From 2008, the budget will consider the full year.

Increase of $118.6M in General Budget to faculty salary to encourage research and increment of faculty working hours.

Increase of $9.6M in operating costs, maintenance and change of equipment and technological laboratory tools.

Benefits of $6.8M for financial aid in materials.

2008

Additional contribution from General Funds to faculty salary to encourage the return of academics who have finished their graduate studies with scholarships awarded by the Academic Unit. In the 2008 budget process, a financing of $32M was approved for this purpose. For 2009, the budget will consider the full year.

Additionally to the part of the General Funds controlled by the Unit of Architecture, the following funds have been obtained these years:

2003

A $10M fund to support, spread and distribute ARQ Magazine (indexed in ISI).

A $38M fund for scholarships for graduate programs among faculty.

A $1.4M fund for technical support.

A $4M fund for special project expenditures of faculty development.

2004

A $62M fund for scholarships for graduate programs among faculty members and visiting professors and grants for residency.

A $4M fund for operating expenditures of special projects for the faculty development.

A $17M fund for works at the faculty office building.

A $4M fund for technical support.

2005

A $51M fund for scholarships among PhD students.

A $59M fund for major scientific equipment of laboratories.

A $78M fund for scholarships among faculty, visiting professors and grants for residency.

A $4M fund for technical support.

A $4M fund for operating costs and management of special projects for faculty development.

$6M in computers for the students’ computer rooms.

Funds for the PhD program:
$5.1M for visits of specialists.
$2.3M for management improvement.
$5.4M for equipment.
$1.3M for adequacy and redesigning of different areas.
$6.6M to hire academic with PhD degree.

2006
A $15M contribution to update computers in students’ computer rooms.

2007
A $20M contribution to hire a specialist in technological laboratories.
A $23.4M contribution for scholarships in PhD programs, for project management, follow-up management and for security systems and software to access digital information.
A $13.4M contribution from investment funds for classroom licenses.
A $7M contribution to update software for students’ computer rooms.
A $38M contribution for PhD scholarships, visits of specialists, short residencies of PhDs, equipment and improvement of teaching at PhD programs.

2008
A $1.5M contribution from Investment Funds to update software licenses.
A $7.4M contribution to update faculty computers.
A $118M contribution for scholarships for PhD studies, equipment, operating costs and equipment licenses for the PhD program.

Other funds and incomes
Every year, the unit has access to additional funds. These don’t come from additional funds from the Central Administration and correspond to projects proposed and developed by faculty members (Chart Nº3). Uses of these funds are many and have included international and national field trips of different courses, exhibits, special lectures, thesis and dissertation travel, funds associated with new hires or faculty chair appointments, and to support faculty projects funded along with government sources. In 2008 the income under this category totalled approximately $14.9M. This tendency is reflected in Graph Nº2.

Other funds from Extension Programs, Consulting and Services
Other additional funds come from activities carried out by the faculty members in the areas of training and continuing education. These services are offered to the community and to the private and public sectors (Table Nº4). With these funds, it is possible to cover the central management expenditures of the unit. The funds are controlled by direction of the faculty unit and their uses vary and include classes, exhibits, special lectures, travel for works for faculty development, funds associated with new hires or faculty chair appointments, and to support faculty projects along with government sources. The incomes and expenditures under this category totalled approximately $199M in 2008 and its tendency is reflected in Graph Nº3.

Endowments
The Unit has funds from endowments that totalled $813M (Chart Nº5) and its tendency in the last years is reflected in Graph Nº4. From the total of the endowments, 36% is dedicated to Ediciones ARQ, where ARQ Magazine (indexed in ISI) is designed and published, as well as, a number of books written by outstanding academics and professionals related to architecture. 41% is endowed to the Centre for Innovation and Development of Wood, which gives birth to research, projects, publications and a professorship related to the topic of the Wood. 4% is dedicated to the development and implementation of the project La Cuidad y las Palabras [The City and the Words]
run by the PhD program. 17% is dedicated to the teaching and development of the Elemental course and there are a number of projects for faculty development that have taken place using a 3% of the endowments. The specific uses of the funds are varied and have included space upgrading, equipment acquisition, faculty and students’ travels to conferences, specific-purpose travel, special conferences, specialists visits and publications.

**Research funds**

Some research Funds come from government sources, others from the same university. The Architecture faculty carry out financed research projects in different areas of architecture. Last year, the funds endowed were $95M (Chart Nº6) and its tendency is reflected in Graph Nº5. Research Funds sustain expenditures such as faculty researchers salaries, research Assistantship appointments, equipment, travel and supplies associated to current research.

**Graduate Funds**

The School of Architecture is responsible for the decentralized management of the funds generated by the graduate programmes, i.e. master’s and PhD degree programs. The funds under this concept during 2008 were $295M (Chart Nº7 and Graph Nº6). The funds of graduate programmes sustain expenditures such as scholarships, faculty salary, research assistantship appointments, equipment, travels and supplies.

**Financial Aid Expenditures**

The financial aid for all the graduate programs, as tuition and salaries/stipends, come from a variety of sources: The Central Budget of the university, income of funds from Government grants, international and national agreements. Besides, a small number of students receive some financing as Research Assistants and tuition aid after collaborating in research led by the faculty.

Chart 8, Graph Nº7 and Charts Nº9-11 show the Grants and scholarships figures given to undergraduate and graduate students.

**Conclusion**

In general, Architecture has a steady situation due to the income in its endowment account, especially in relation to its economical strengthening carried out in the last years of its general budget and development of graduate programs and consulting as well as continuing education services.
3.11 ADMINISTRATIVE STRUCTURE

The degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for substation equivalency.

Administrative Structure of the Faculty

The Faculty of Architecture, Design and Urban Studies is composed by three academic units: the School of Architecture, the School of Design and the Institute of Urban Studies. All units are aimed at research, outreach and undergraduate and graduate teaching; and service to the other units and the University in their own disciplines.

The Deans office is divided into three directions: the Research and Graduate Studies Direction, the Economic Management and Administration Direction and the Integrated Professional Direction. The Research and Graduate Direction must learn, promote and coordinate the research and graduate activities of the Faculty. The Integrated Professional Direction must know, promote and develop agreements and internal and external consultancy, and outreach activities in the areas covered by the Faculty, ensuring its relationship with the academic activities. The Economic Management and Administration Direction is responsible for the administrative managing, accounting, budgetary and financial situation of the Faculty and all its units.

Table 23: Administrative Structure of Faculty

<table>
<thead>
<tr>
<th>FACULTY OF ARCHITECTURE, DESIGN AND URBAN STUDIES</th>
<th>DPI: Integrated Professional Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Secretary</td>
<td>Economic Management and Administration Direction</td>
</tr>
<tr>
<td>Academic Management</td>
<td></td>
</tr>
<tr>
<td>DEAN</td>
<td></td>
</tr>
<tr>
<td>ARQ</td>
<td>DNO</td>
</tr>
</tbody>
</table>
Faculty Administration

Dean            José Rosas Vera.  
Academic Secretary  Paz Cox Irarrázaval .  
Director of Economic Management and Administration  Victoria Saud Muñoz .  
Director of the School of Architecture  Juan Ignacio Baixas Figueras.  
Director of the School of Design  Mario Ubilla Sanz .  
Director of the Institute of Urban Studies  Pedro Bannen Lanata.  
Director of Research and Graduate studies  Margarita Greene Zúñiga. Arquitecto PUC  
Director of the Professional Integrated Platform  Hans Muhr Munchmeyer

Academic and Administrative Structure of the School of Architecture

The School of Architecture is an academic community which belongs to the Faculty of Architecture, Design and Urban Studies of the Pontificia Universidad Católica de Chile. It is a mono departmental academic unit. To accomplish its objectives is structured based on a direction, an Academic Council and a Curriculum Committee

Nevertheless one of the latest innovations of our School since in 2005, is its new management structure, which is characterized by being organized in three axis: one of disciplinary areas, another of phases and a third of practices. Each of these has a Head of Areas, Phase or Practices, which together with the Director of the School and the three Subdirectors – Subdirector of Academic Affairs, Subdirector of Development, and SubDirector of Research and graduate studies -conform what is being called the Collegiate Direction . The structure of the School is very similar to the School of Design, which is housed in the same Faculty. Table 20 gives the names of these members of staff and Figure 12 shows a graph of this structure.

School of Architecture Administration

Director  Juan Ignacio Baixas Figueras  
Subdirector of Academic Affairs  Pilar García  
Subdirector of Research and Graduate Studies  Horacio Torrent Schneider  
Subdirector of Development  Sandra Iturriaga Del Campo  
Head of Formation Phase  Enrique del Río  
Head of Exercising Phase  Enrique del Río
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>University and Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Qualification Phase</td>
<td>Claudio Vásquez</td>
<td>PhD Universidad Politécnica de Cataluña, España</td>
</tr>
<tr>
<td>Coordinator of Internship Area</td>
<td>Rodrigo Tapia Vera-Cruz</td>
<td>Master, Pontificia Universidad Católica de Chile</td>
</tr>
<tr>
<td>Coordinator of Representation Area</td>
<td>Germán Hidalgo Hermosilla</td>
<td>PhD Universidad Politécnica de Cataluña, España</td>
</tr>
<tr>
<td>Coord. of Theory, History and Critic. Area</td>
<td>Wren Strabucchi Chambers</td>
<td>PhD Cambridge University, Inglaterra</td>
</tr>
<tr>
<td>Coord. of Systems and Building Tech.</td>
<td>Arturo Torres</td>
<td>PhD Universidad Politécnica de Cataluña, España</td>
</tr>
<tr>
<td>Coordinator of Urban Project Area</td>
<td>Luis Valenzuela</td>
<td>PhD School of Design, Harvard University, USA</td>
</tr>
<tr>
<td>Head of Ph.D. in Arch. and Urban Studies</td>
<td>Fernando Pérez Oyarzún</td>
<td>PhD Universidad Politécnica de Cataluña, España</td>
</tr>
<tr>
<td>Head of Master in Architecture program</td>
<td>Hugo Mondragón</td>
<td>PhD ©, Pontificia Universidad Católica de Chile</td>
</tr>
<tr>
<td>Head of Master in Urban Project program</td>
<td>Luis Valenzuela</td>
<td>PhD School of Design, Harvard University, USA</td>
</tr>
<tr>
<td>Head of Master in Land. Arch. program</td>
<td>Consuelo Bravo</td>
<td>Master, School of Design, Harvard University, USA</td>
</tr>
</tbody>
</table>

1. School Direction:

The school direction is constituted by the Director, the Academic Sub Director, the Development Sub Director, the Research and Graduate Studies Director, the Heads of Graduate Programs and all the authorities designated by the Director to assume the responsibilities it deems appropriate.

The Director is the highest authority of the School of Architecture. Belongs to one of the highest regular academic ranks and is elected according to the Statutes of the Faculty.

The Academic SubDirector is part of the tenured faculty. Is appointed by the Director for a period of two years, and remains in office while having the confidence of the Director. However, should put his resignation to the Director whenever it changes. His appointment is formalized by a Decree of the Rector.

The development Sub Director is part of the tenure faculty. Is appointed by the Director for a period of two years, and remains in office while having the confidence of the Director. However, should put his resignation to the Director whenever it changes. His appointment is formalized by a Decree of the Rector.

The Sub Director of Research and Graduate Studies is an academic who belong to one of the highest regular academic ranks. Shall be appointed by the Director for a period of two years and will remain in office while having the confidence of the Director. But will put his resignation to the Director whenever it changes. His appointment will be formalized by Decree of the Rector.
The heads of the graduate programs must be part of the tenured staff. They are appointed by the Director for a period of two years, heard by the Academic Council of the school and remain in office while having the confidence of the director. However, they must put their resignation to the Director whenever it changes. His appointment is formalized by resolution of the Dean of the Faculty.

2. Academic Council

The Academic Council of the School of Architecture is the highest authority of the unit. It is chaired by the Dean of the Faculty when he attends, with the right to speak and vote, or by the School Director in Dean's absence. One of their members, elected from themselves, serves as Secretary of the Council.

Inside the bodies that belongs to the Academic Unit, it also includes a Curriculum Committee consisting of a collegial body of the School of Architecture, that has the mission to advise the Director on issues related to the curriculum of the unit and its composed by the Academic Sub director, as President, three tenured staff chosen by the Academic Council of the School, on the suggestion of the Director for a term of two years and remain in office while having the confidence of the director, and two students selected by the Student Center for a period of one year and may be reappointed. Academics should make their resignation to the Director whenever it changes. Once the Curriculum Committee is constituted, will be validated by Resolution of the Vice-rectory of Academic Affairs. Its operation is governed by the provisions and standards established by the Vice-rectory of Academic Affairs.

ACADEMIC MANAGEMENT STRUCTURE
3.12 PROFESSIONAL DEGREES AND CURRICULUM

The NAAB provides the substantial equivalency designation for professional degree programs (or multi-degree sequences) that meet the education requirement for licensure / registration in the country in which they are awarded.

Curricular requirements are defined as follows:

• General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum must include general studies or electives with content other than architecture.

• Professional Studies. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the liberty to require additional courses including electives to address its mission or institutional context.

• Electives. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

A. Curriculum Characteristics

The curriculum of the School of Architecture is oriented to train professionals who are interested and contribute to the development of the country both within the discipline of architecture and in the field of the culture, from ethical principles and Christian values. Its primary task is to train professionals able to respond adequately to the demanded needs by today's and future society through a permanent commitment to the architecture, urban, territorial and heritage reality. And a dedication to service and common welfare (1)

The formation of an architect is raised in the curriculum from two complementary strands:

1. A comprehensive training from the General Formation Plan of the University, which aims to impart knowledge to the wider vocational training, promoting the development of certain intellectual skills related to thinking, communication and personal relationships. Along with this, to promote a critical and informed view of the contemporary world and face the problems that he shall act, where the integrated training with other disciplines will give a broader cultural base and will establish dialogues with people who have different cultural perspectives, promoting higher fertility media that will settle the discipline groundwork of the architecture.

This translates into a set of elective courses in general education (general electives or OFG), which the student must take through the career and that allow them on one hand, to complete their training in the sciences, arts, humanism, etc., and on the other, get a specific academic reference that complements the title of architect - an academic certificate or minor - in any specific area on the other disciplines. Within this general training all students must take an additional anthropological - ethical elective and a theological elective, which contribute to their ethic training within the catholic principles that inspire the University.

2. A professional training from studies on the core of the discipline and disciplinary courses that respond to those knowledge that demand the professional fields, and whose aim is to give students knowledge and skills of the discipline, with respect to all their subjects and scales, as well as learning tools and appropriate technologies that facilitate the realization of their proposals.

This translates into a series of studios, minimum courses and elective courses (OPR) comprised in five main disciplinary areas: Architectural Project (PA), Representation and Computing (RC), History Theory and Criticism (THC), Systems and Building Technologies (SET) and Urban Project (PU). The depth development of one of these areas, allows students in the final stage of the career, to choose a specific concentration in addition to the Architect title - an Academic Diploma or Concentration-, offering concentrations forms related with Master studies. The different areas are detailed below:
1. Architectural project (PA)
Its structure is based in the project exercise of the design studio, which is aim to the architectural design and the formal resolution of problems of varying complexity and different scales. This area represents the core of the students training, from which it is possible to integrate both the knowledge gained in courses from other areas, and the one from the professional internships.

2. Representation and Computing (RC)
It deals with the representation tools for the development of the architectural language, both those related to freehand drawing such as those related with modeling and digital manufacturing. It is understood as a presentation mode intra disciplinary and extra disciplinary a and as a formal tool of creation in architecture.

3. Theory, History and Criticism (THC)
Deals to deliver basic knowledge to put an architecture and / or urban work in its historical, artistic and cultural context, as well as the theoretical foundations and positions in relation to its past and present. On the other hand delivers the necessary tools for determining the heritage value of an architecture work, and the gathering of information for analysis and / or intervention.

4. System and Building Technologies (ETS)
It deals with the basic knowledge to deliver the dominance of the resistant form, command of the matters and networks systems involved in a project. The management of basic housing regulation and building legislation. The courses in this area have an important component of laboratory work and support of digital pre manufacturing programs, providing the necessary tools for projects modeling and simulation, in addition to the command of prototyping production programs and complex shapes generation.

5. Urban Project (PU)
Deals to deliver the necessary knowledge and tools for analysis and design of the projects with urban and regional scale, integrating more complex variables.
Is to understand the role of design and urban planning in the configuration and operation of the contemporary city; the relationship between built environment and natural environment; the factors affecting their growth; and the ways to lead their future plans and urban and regional projects.

In the current Study Plan -Curriculum 2005 the professional title required a total of 540 credits or equivalent weekly hour units, spread over 6 years of studies (12 academic semesters) including 80 credits of general studies. that can be performed indifferently throughout the professional studies, pre-qualification phase.

B. Organization of the curriculum

The study plan is organized in three phases that have a main “core” – the “architectural project”– developed through the studios: Formation, Exercising and Qualification. The first two: FORMATION Phase (first to seventh semester) and EXERCISING Phase (eight to tenth semester) gives the Licensure, and the third QUALIFICATION Phase (eleventh and twelveth semestre ) is the phase that complete the studies to obtain the professional title These, together with the theoretical courses –organized in the areas described above– and complemented by courses of other disciplines, ensure an integral formation of the students. Additionally the internships are consider, which are incorporated during the first two phases.

Below is the curriculum, its various phases and the link with the courses that are part of it:
I. FORMATION PHASE

The formation phase involves the minimum courses and studios from the first to the seventh semester of the career. Its objective is to situate the students in an abstract level towards architecture, and at the same time to hand out disciplinary knowledge that will allow the students to acquire a cultural baggage and hence to develop their creative attitude. This phase consists in a sequence of 5 biannual workshops, which introduce the student gradually in the course of the design layout; and a research workshop, which ends the formation phase, where the student acquires the skills and competencies in intellectual thought, rigorous critical analysis and abstraction, through a research experience in a variety of topics related to the discipline. Also form part of this formation phase a minimum of theoretical courses, plus a building internship, in which students have a formative experience, complementary to those of theoretical courses and workshops, through a direct approach with the constructive processes of a building.

The specific objectives of this level are the following:

a) To guide the student in order that he acquires a specific methodology that will allow him to approach the discipline, consistent in a balanced interaction between:
   • Theory, understood as knowledge body of the discipline;
   • Observation, understood as the development of a critical and thoughtful view of the environment;
   • The project, understood as the active spirit ready to modify the existing reality in an innovative way.

b) To contact the student, through the theoretical courses with the fundamental subjects involved in the discipline, in order that he can operate with them through an architectural project. Each student will have to be formed, having the studio as the central axis, in four areas of knowledge: Theory, History and Critique; City, Territory and Environment; Structure and Building Technologies and Representation and Computing.

c) To offer the student an optional complementary formation plan in order to give a distinctive seal to our alumnae. This plan has the following objectives:
   • Enable them to make qualitative and quantitative analysis
   • Promote in them the development of communication abilities
   • Promote the development of their critical thinking
   • Instruct them on the Christian perception of doing as a basis for moral reasoning

The minimum requirements considered in this phase are a total of 280 credits distributed in 6 studios with a total of 90 credits and 18 courses with a minimum of 180 credits, and a building internship of 10 cr. As detailed below:

Table 24: Courses in Formation Phase

<table>
<thead>
<tr>
<th>Main Area</th>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Project</td>
<td>AQA 0102</td>
<td>Formation Studio I</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0203</td>
<td>Formation Studio II</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0304</td>
<td>Formation Studio III</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0504</td>
<td>Formation Studio IV</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0605</td>
<td>Formation Studio V</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0704</td>
<td>Research Studio</td>
<td>15</td>
</tr>
<tr>
<td>Representation and Computing</td>
<td>AQD 0102</td>
<td>Representation</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>AQD 0302</td>
<td>Projection and Volume</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>AQD 0503</td>
<td>Animated Form</td>
<td>10</td>
</tr>
<tr>
<td>Theory, History and Criticism</td>
<td>AQH 0001</td>
<td>Introduction to Architecture</td>
<td>10</td>
</tr>
</tbody>
</table>
II. EXERCISING PHASE

The Exercising Phase includes the theoretic courses and studios between the VIII and X semesters, and to take this phase, students must have fulfilled the requirements for the first phase mentioned above, with a total of 270 credits.

The curriculum structure is flexible at this phase, with an emphasis on student training, allowing them to choose courses and workshops based on the development of their interests and abilities, and launch a line of profiles with an academic certificate (concentration) in three areas: Architecture and Heritage, Urban Project and Systems and Building Technologies.

It consists in a vertical sequence of three workshops and a set of elective courses in the discipline; students choose a considerable offer each semester, plus a professional internship in an architecture office and a service internship in the municipalities’ fields or related organizations.

The specific objectives of the area are the following:

a) To promote the development of knowledge, abilities and skills in students, so that they feel a certain disciplinary vanguard, starting to achieve complex projects and research in order to:
   • Exercise freedom, discerning ability and relate knowledge with a synthesis capacity
   • Develop abilities to approach fields and specific disciplinary areas in depth

b) To train students to develop projects of architecture in all its formal, constructive and contextual complexity. In the studio work, the main objectives is to evolve from the abstract level, acquired in the previous phase, to in depth reality.

c) To consolidate in students responsibility for their own learning. This relates to the choice of Thematic Area from which they may obtain a deeper knowledge and will allow them to obtain a Diploma together with their Licentiate Degree.

d) To lead the student from a formation stage to specific issues, that will guide him/her towards the actual problems of our profession, through a sequence of theoretic courses of higher specialisation.

e) To confront the student to the real project dimension, approaching abstract experiences of past studies with the typical complexity of an architectural work.
f) To develop in the students, the capacity to carry out diagnostics and proposals from the academic field into reality

The minimum requirements for this phase are a total of 110 credits: three studios drill a total of 45 credits, 5 specialization elective courses (OPR) equivalent to 50 credits and a professional internship of 15 cr. according to detailed below

Table 25: Courses in Exercising Phase

<table>
<thead>
<tr>
<th>Main Area</th>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>AQA 0808</td>
<td>Exercising Studio I</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 0909</td>
<td>Exercising Studio II</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AQA 1010</td>
<td>Exercising Studio III</td>
<td>15</td>
</tr>
<tr>
<td>Internships</td>
<td>AQP 0703</td>
<td>Professional and Service Internship</td>
<td>15</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td></td>
<td>Elective 1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 5</td>
<td>10</td>
</tr>
</tbody>
</table>

III. QUALIFICATION PHASE

The Qualification Phase corresponds to the final stage of the career (semesters XI and XII), for which students must have fulfilled the requirements for the Licensure. It is an instance where the student consolidates the knowledge acquired throughout: studying and synthesising capacity, critical vision, creativity and integrity. In this stage, the students must demonstrate their skills by developing and defending a , where the domain of theoretical, technical and representation aspects should appear and integrate these variables into a concluded and coherent architectural form.

There are three different forms to carry out this phase:

- Qualification Studios: these are studios, in charge of a tutor, with 5 to 8 students each. There are two types: Thematic Studios (where the teacher proposes a theme) and Open Studios (where each student proposes a subject of his own interest and develops it together with a group of students under the tutor’s guidance).
- Free Student: the student develops his project individually, with the supervision of a guiding tutor.
- Master Programme: after obtaining the Licentiate Degree, the student may apply to one of the five Master programmes of the Faculty, during semesters XI, XII, XIII and XIV, simultaneously obtaining the title in architecture and the Master degree.
  - In this case the student has to incorporate a design component to his final thesis. To be allowed to finish the career in this modality, the student has to have a minimum grade 5,0 in his Studio Line, and in his general average, and has to be approved by a Qualifying Commission.

The specific objectives of the level are the following:

a) To ensure the professional, ethic and quality level of a PUC Architect, not only by proving an academic capacity on the design field of the project, but also by building a service vocation.

b) To become an academic instance of professional qualification, which implies that the student must demonstrate his/her capacity to put together a diversity of aspects involved in a project, and, in a creative way, integrate with other disciplines and requirements.
c) To promote the degree level as a place of university convergence that must admit diversity, specificity and heterogeneous interests from teachers and students.

d) To promote the development of diverse professional fields, through the different thematic orientations developed through the projects and professional practices.

e) To support and promote research in the School, developing areas of interest through thesis and final projects.

The minimum requirements considered in this phase are a total of 70 credits distributed as follows: 50 credits of the courses I and II and the final exam, 20 credits in two specialization elective courses (OPR) as follows:

**Table 26: Courses in Qualifying Phase**

<table>
<thead>
<tr>
<th>Main Area</th>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>AQA 1100</td>
<td>I</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>AQA 1200</td>
<td>II</td>
<td>25</td>
</tr>
<tr>
<td>Optional Specialization</td>
<td></td>
<td>Optional 6</td>
<td>10</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td>Optional 7</td>
<td>10</td>
</tr>
</tbody>
</table>

To obtain the Professional Title through one of the five Master programs -Master in Architecture, Master in Urban Project, Master in Landscape Architecture, Master in Urban Development and Master in Human Settlements and Environment, the minimum requirements are three academic semesters with a total of 155 credits: 90 cr. of minimum courses and elective courses, 25 cr. of a Lab Studio and 40 cr. of a Final thesis as follows:

**Table 27: Courses in Magister Stage (ex. Master in Arch.)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Courses</td>
<td>ARQ 3001</td>
<td>Contemporary Arch. Problems</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ARQ 3002</td>
<td>Latin American Architecture</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ARQ 4004</td>
<td>Research Pr. Design and Man.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ARQ 4003</td>
<td>Ethics, City and Territory</td>
<td>10</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td></td>
<td>Elective 6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 10</td>
<td>10</td>
</tr>
<tr>
<td>Studio</td>
<td>ARQ 3004</td>
<td>Lab. In Architecture</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ARQ 3005</td>
<td>Projects and Research Studio</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ARQ 3003</td>
<td>Project</td>
<td>40</td>
</tr>
</tbody>
</table>

**C. Degree and professional title requirements**

The study plan of the School of Architecture -in the current Curriculum 2005- is designed to give the Licentiate Degree at 470 credits, (included an optional Diploma in any of the three thematic areas of the School) and the Professional Title at 540 credits. Additionally, in the last years the university is asking all its academic units to incorporate a Bachelor Degree, before starting the professional preparation of the students.
1. Bachelor Degree (Associated Degree)

To obtain the Bachelor degree, requires a total of 200 credits, among are considered
60 minimum discipline courses, 60 minimum basic foundation credits, 60 optional credits in
other disciplines, 10 optional credits in anthropology or ethics and 10 optional credits in theology.
Figure 4 shows the Curriculum 2005 study plan signalling the courses that an architectural
student has to take to obtain his Bachelor Degree (minimum discipline and basic foundation).

2. Licentiate Degree:

To obtain the Licentiate Degree in Architecture it is necessary to have approved 470 credits: 340
minimum credits, 50 credits optional from the discipline, 80 optional from other disciplines. See
curriculum structure attached below where the full grid structure is shown.
As an instance of further studies or specialization, students have the possibility of applying to a
Diploma together with their Licentiate Degree, which culminates in the Qualification Phase. The
Diploma is a concentration in one of the following areas:

- Architecture and Heritage Diploma (THC area)
- Architecture Systems and Technology Diploma (SET area)
- Urban Project Diploma (PU area)

To obtain a Diploma in any of these Areas the students must meet the following requirements of
the chosen areas:

- Take two of the three Exercising Studios in the Area
- Carry a Practice in the corresponding Area
- Take five of the seven Exercising Optional Courses in the Area. Nevertheless he
must take at least one Optional Exercising Course from each Area, whether he takes
or does not take a Diploma.

3. Professional Title

To obtain the Professional Title, the student must be at least one of these two ways:

Apply to his Professional Title through the Qualification Phase and complete 540 credits (see
Curriculum Structure) that basically correspond to the Licentiate Degree credits plus 70 additional
minimum credits. These 70 correspond to the two Final Project Studios (1 and 2) and two
Opcional courses. Finally the student has to defend his Final Project in front of a Commission
designed by the School.

Apply to his Professional Title through the Master in Architecture Programme, and complete the
requirements leading to obtain the Licentiate in Architecture degree, and additionally the
curriculum and the project thesis of the 5 Masters that School of Architecture offers. This
accounts 470 credits for the Licentiate and 180 additional credits for the corresponding Master
curriculum.

<table>
<thead>
<tr>
<th>BACHILLERATO DEGREE (associate degree)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic formation discipline courses</td>
<td>60</td>
</tr>
<tr>
<td>Minimum disciplinary courses</td>
<td>60</td>
</tr>
<tr>
<td>General electives</td>
<td>60</td>
</tr>
<tr>
<td>Theoloical elective + antropological-éthic elective</td>
<td>20</td>
</tr>
<tr>
<td><strong>Bachillerato degree</strong></td>
<td><strong>200</strong></td>
</tr>
<tr>
<td><strong>LICENTIATE</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Licenciate minimum courses</td>
<td>340</td>
</tr>
<tr>
<td>Specialization elective courses</td>
<td>50</td>
</tr>
<tr>
<td>General elective courses</td>
<td>60</td>
</tr>
<tr>
<td>Theological elective + antropological-éthic elective</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Licentiate in Architecture</strong></td>
<td><strong>470</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL TITLE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum studio courses</td>
<td>50</td>
</tr>
<tr>
<td>Specialization elective courses</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Professional Title in Architecture</strong></td>
<td><strong>540</strong></td>
</tr>
</tbody>
</table>

1 According to the Vice-rectory of Academic Affairs resolution 117/2005
School of Architecture
Pontificia Universidad Católica de Chile
Faculty of Architecture, Design and Urban Studies

Standard Curriculum
Bachillerato degree | Licentiate degree | Professional Title

**Formation phase**
- AQA0102 15cr Representation
- Elective 1 10cr
- AQH0202 10cr History of Architecture I
- AQH0403 10cr History of Architecture II
- AQD0302 10cr Projection and Volume
- AQC0201 10cr Introduction to Building and Technologies
- AQC0403 10cr Building and Technologies I
- AQC0603 10cr Building and Technologies II
- AQP0702 10cr Building Internship

**Exercising phase**
- AQA0203 15cr Formation Studio II
- AQA0304 15cr Formation Studio III
- AQA0504 15cr Formation Studio IV
- AQA0605 15cr Formation Studio V
- AQA0808 15cr Excercising Studio I
- AQA0909 15cr Excercising Studio II
- AQD0503 10cr Animated Form
- AQH0001 10cr Introduction to Architecture
- AQH0704 10cr History, Theory and Criticism
- AQU0301 10cr Introd to City, Territory and Environment
- AQU0402 10cr City, Territory and Environment I
- AQU0605 10cr City, Territory and Environment II
- AQA0704 15cr Research Studio
- AQE0102 10cr Structures I
- Structure II
- AQC0403 10cr Building and Technologies I
- AQC0603 10cr Building and Technologies II
- AQP0703 15cr Professional Practice
- Anthropological - Ethical Elective 10cr
- Theological Elective 10cr
- General Electives 10cr
- General Electives 10cr
- General Electives 10cr
- General Electives 10cr

**Qualification phase**
- AQA1100 25cr Professional Project I
- AQA1200 25cr Professional Project II
- General Electives 10cr
- General Electives 10cr
- General Electives 10cr
- General Electives 10cr

**Bachillerato degree** (associate degree)
Requires the approval of 200 credits broken down into:
- 60 credits of basic formation discipline courses.
- 60 credits of minimum disciplinary courses.
- 60 credits of general electives.
- 10 credits of a theological elective.
- 10 credits of an anthropological-ethical elective.

**Licentiate degree**
Requires the approval of 470 credits broken down into:
- 340 credits from minimum courses (both licentiature and disciplinary).
- 130 credits from elective courses (50 credits from specialization electives and 80 credits from general electives).
- Approval of both English and Spanish tests.

**Professional degree**
Requires the approval of 540 credits broken down into:
- 470 credits corresponding to the licentiate degree.
- 50 credits from minimum studio courses.
- 20 credits from specialization elective courses.
- Approval of Professional Project examination.
Pontificia Universidad Católica de Chile
Faculty of Architecture, Design and Urban Studies

School of Architecture

Diploma (Concentration) Curriculum
Bachillerato degree | Licentiate degree | Professional Title & Diploma

formation phase

I
Formation Studio I
AQI0101 15cr
Representation
AQI0102 10cr

II
Formation Studio II
AQI0203 15cr
History, Theory and Criticism
AQH0302 10cr

III
Formation Studio III
AQI0304 15cr
Introd. to City, Territory and Environment
AQU0402 10cr

IV
Formation Studio IV
AQI0405 15cr
City, Territory and Environment II
AQU0505 10cr

V
Formation Studio V
AQI0506 15cr

VI
Research Studio
AQI0607 15cr

excercising phase

VII
Exercising Studio I
AQI0708 15cr

VIII
Exercising Studio II *
AQI0809 15cr

IX
Exercising Studio III *
AQI0910 15cr

X
Exercising Studio IV *
AQI1011 15cr

XI
Exercising Studio V *
AQI1112 15cr

XII
Exercising Studio VI *
AQI1213 15cr

qualification phase

I
Professional Project I *
AQA0100 25cr

II
Professional Project II *
AQA0200 25cr

III
Professional Project III *
AQA0300 25cr

IV
Professional Project IV *
AQA0400 25cr

Specialization Elective 1 *
AQD0102 10cr

Specialization Elective 2 *
AQD0302 10cr

Specialization Elective 3 *
AQD0503 10cr

Specialization Elective 4 *
AQD0704 10cr

Specialization Elective 5 *

Specialization Elective 6 *

Specialization Elective 7 *

Academic Diplomas (Concentration)
Architecture and Heritage Diploma
Urban Project Diploma
Urban Project Diploma (example)
Architecture Systems and Technologies Diploma

bachillerato degree
(associate degree)
Requires the approval of 200 credits broken down into:
- 60 credits of basic formation discipline courses
- 60 credits of minimum disciplinary courses
- 60 credits of general electives
- 10 credits of an anthropological-ethical elective
- 10 credits of a theological elective

licentiate degree
Requires the approval of 470 credits broken down into:
- 340 credits from minimum courses (both licentiate and disciplinary)
- 130 credits from elective courses (50 credits from specialization electives and 80 credits from general electives)
- approval of both English and Spanish tests

professional title & diploma
(associate degree)
Requires the approval of 540 credits broken down into:
- 470 credits corresponding to the licentiate degree
- 20 credits from specialization elective courses
- approval of Professional Project examination
- (*) concentration courses taken within the Diploma area
Bachillerato degree (associate degree)

Requires the approval of 200 credits broken down into:
- 60 credits of basic formation discipline courses
- 60 credits of minimum disciplinary courses
- 40 credits of basic formation courses
- 10 credits of a theoretical elective.
- 10 credits of an anthropological-ethical elective.

Licentiate degree

Requires the approval of 470 credits broken down into:
- 340 credits from minimum courses (both licentiate and disciplinary)
- 130 credits from elective courses (50 credits from specialization electives and 80 credits from general electives)
- Approval of both English and Spanish tests.

Master & professional title

Requires the approval of 620 credits broken down into:
- 470 credits corresponding to licentiate degree
- 130 credits from minimum Master program
- 20 Master (level 3000) elective courses
- Approval of thesis.

School of Architecture

Pontificia Universidad Católica de Chile
Faculty of Architecture, Design and Urban Studies

Institute of Urban Studies:
- Master in Urban Development (MDU)
- Master in Human Settlements and Environment (MAHMA)

School of Architecture:
- Master in Architecture (MARQ)
- Master in Urban Project (MPUR)
- Master in Landscape Architecture (MAPA)

Institute of Urban Studies:
- Master in Urban Development (MDU)
- Master in Human Settlements and Environment (MAHMA)
3.13 STUDENT PERFORMANCE CRITERIA

The description of the 34 criteria in the 2009 Conditions specifies that the curriculum should provide either an understanding or ability for each. Listed below are the 34 criteria that include both the name and brief description of each as given by the NAAB. Under each is the evidence that we present in fulfillment of the requirement of understanding or ability in each area. This evidence has been presented to highlight first those required courses that can be shown to contain primary evidence for fulfillment of the criteria. Primary evidence is considered to be incontrovertible evidence that the criterion is satisfied by the class, primary evidence of understanding or ability within a criterion area is given by a class that introduces the topic and directly addresses all major aspects of the criteria topic. Needless to state, the designation of primary varies from criterion to criterion but determined to be unequivocal. All criteria list at least one class as primary evidence. Many criteria list more than one, though the intent in this presentation is to limit as much as possible multiple locations of primary evidence. Therefore we are submitting as primary evidence the strongest candidates.

Secondary evidence includes those courses in which the criterion is an important topic that is directly addressed but may not occupy a central place in the content of that subject. In addition, secondary evidence includes those courses that depend on other classes for the introduction and full description of the topic of the criterion. Some criteria may not list secondary evidence if none is justified.

The Matrix is organized by placing required courses in the program curriculum on the first page of the table and in the suggested sequence in which they are taken by students. By doing this, it can be shown that there are evidence of the 34 students performance criteria are contained within the required courses of the School of Architecture. Therefore, every student who successfully completes the curricular requirements of the professional degree program is exposed to each and every one of thesees criteria.

34 STUDENT PERFORMANCE CRITERIA

1. Speaking and Writing Skills
   Ability to read, write, listen, and speak effectively

Primary evidence for reading, writing and speaking is to be found in all the courses of the Theory, History and Criticism Area. Of vital importance in the acquisition of this skill is the Research Studio, which corresponds to one of these training aspects, like in the Professional Project. Urban Project Area courses help to reinforce these skills, as well as Formation Studios training workshops.

Primary evidence:

- AQH0001 Introduction to Architecture (G.Hidalgo) These abilities are present by the reading of eleven texts of critical theory and history of architecture, which are evaluated individually. The final exam measures the ability to explain, orally, three architecture issues discussed in class, together with notes of each student, emphasizing the interplay between text and drawings.
- AQH0202 History of Architecture I (M.Baros) Performed readings of texts that students must apply for a specific practical work. Written development tests are also conducted, in which they must demonstrate their understanding and assimilation of these texts, and develop a written argument.
- AQH0403 History of Architecture II (H.Mondragón) Each class has a basic set of readings that students should prepare before the meeting, thereby exercising their abilities to read effectively. The reading and writing skills are assessed primarily on the development of written tests.
- AQH0704 Theory, History and Criticism (A.Crispiani) The course is strongly oriented towards developing the students’ capacity of oral expression and exhibition. During the course students should make oral presentations on various topics that are listed and which complement the lectures. Also, the final test is oral, in which the student must give an
account of the contents of the course and develop an argument in relation to them and the examples covered in class.

- **AQA0704 Research Studio.** Corresponds to a real experience of research carried out by students during the seventh semester of studies, resulting in a paper to be written to account the ability to develop an argument, phrasing, information sources organization, critical reading and literature discussion, hypothesis development, as well as the ability to present the research in a final public review.

- **AQA1100, AQA1200 Professional Project I / II** The student must demonstrate, through a written document with a maximum extension of 20 pages, the ability to structure a text that explains the subjects and the architecture problems that are developed in the Professional Project. The assessment is an examination in front of a three members committee, where the student must explain the work orally.

**Secondary evidence:**
- **AQU0301, AQU0402, AQU0603 Introduction to the City, Territory and Environment / I / II** (L.E.Bresciani L / P.Allard/ I.Poduje.) Students are required to make oral expositions of works and presentations throughout the semester related to urban studies speaking skills and expressions. Writing skills are also required by submitting papers during the semester as individual assignments.

- **AQA0102, AQA0203, AQA0304, AQA0504, AQA0605 Formation Studio I,II,III, IV,V.** Projects in these studios are presented and defended orally by the students in the final exams of each studio.

**2. Critical Thinking Skills**

*Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

Design studios are the primary vehicles for developing critical thinking skills. Students are asked to explore alternatives, make informed design decisions, and defend design decisions in public presentations, and the Research Studio does so with particular emphasis on a research topic. The required history and theory courses also encourage critical thinking skills, as well as the courses of the Urban Project Area.

**Primary evidence:**
- **AQA0704 Research Studio.** Corresponds to a research real experience with its emphasis on critical readings of a particular architectural problem, based on a rigorous analysis of a given reality. See criterion No. 1.

- **AQH0001 Introduction to Architecture** (G.Hidalgo) This skill is developed through the intentional approach to works of architecture and key themes in the history of Western architecture.

- **AQH0704 Theory, History and Criticism** (A.Crispiani) The emphasis here is higher than in other courses in the area. An important part of the course is developed on readings that are discussed in weekly discussion groups. In these discussions the students are evaluated according to their participation and contribution.

- **AQU0301 Introduction to the City, Territory and Environment** (L.E.Bresciani L.) Critical thinking skills are fostered through the work and production of a paper demanding critical discussion related to urban projects and urban planning issues.

- **AQU0402, AQU0603 City, Territory and Environment I / II** (P.Allard / I.Poduje ) The development of critical thinking skills is required during the case studies discussions which are national and international.

- **AQA0808, AQA0909, AQA10 10 Exercising Studio I / II / III** The problems of the developed project incorporate this aspect.
Secondary evidence:

- **AQH0202 History of Architecture I** (M.Baros) Both the practical works and tests measure skills that are related to capacity to build a specific problem and its bases.
- **AQH0403 History of Architecture II** (H. Mondragón) The focus of the course is historical-critical. The works of architecture studied are critically located in a political, social, economic and cultural context. The students are constantly confronted to exercise their ability to compare authors’ different views that are often divergent or at least different.
- **AQA1100 Professional Project I** Each student must give a full account of the overall theme and a specific problem to be addressed in their professional project.
- **AQA1200 Professional Project II** In the final exam the student must demonstrate their mastery of the subjects and their ability to consistently expose them as the basis of the architectural proposal.

3. Graphics Skills

*Ability to use appropriate representational media,* including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Graphic skills are addressed throughout the design studio sequence, with special emphasis on the Professional Project.

The introduction to various representation and media is covered in the required courses: Representation, Projection &Volume and Animated Form. Some core courses, as the ones of the Urban Project Area or some electives, require expertise in digital media.

Primary evidence:

- **AQD0102 Representation** (P.Blanc) Its emphasis is on the freehand drawings representation, from exercises that teach to develop the capacity of observation. Basic tools are delivered to represent these remarks digitally.
- **AQD0302 Projection & Volume** (F.Campino) This skill is developed through representation exercises as the specific language of the discipline in its own content and varied methods (plans, sections, elevations). Students are taught to develop a language both through conventional 2D and 3D digital methods, and own graphical language, appropriate to the emphasis they want to make.
- **AQD0503 Animated Form** (V.Arcos) The course intends to be an investigative and experimental space, aimed to the understanding, representation, development and manufacture of digital complex geometries. Geometric operations are developed both analog and digital, as a generative platform for three-dimensional shapes.
- **AQA1100, AQA1200 Professional Project I / II** The student must show a correct match between the ideas of the project and its representation, addressing different scales or methods to realize it.
- **AQA0102, AQA0203, AQA0304, AQA0504, AQA0605 Formation Studio I,II,III, IV,V** The collection of background information is through sketches and hand drawings. In Studio IV programs are used for representation and modeling in 3D to show the project and its structural's components. The plans submitted for the final exam are based on computer design.
- **AQA0808, AQA0909, AQA10 10 Exercising Studio I / II / III** Projects should include adequate representation of the ideas developed.

Secondary evidence:

- **AQH0001 Introduction to Architecture** (G.Hidalgo) This skill is developed in working sessions in the classroom in which students must draw works of architecture, representing synthetically. The set of drawings made during the semester gives rise to a notebook.
- **AQU0402 City, Territory and Environment I** (P.Allard) Graphic skills are addressed as a primary emphasis specifically in a unit dedicated to representation in urban matters.
• AQC0403 Building and Technologies I (M. Ubilla) The course has a very strict and permanent methodology. Each subject should be supplemented with drawings made by students, which is reflected in a drawing book of the contents. At the same time, the final design requires the construction of planimetric drawings details by computer, which requires high-quality details.

4. Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework.

The Experience more systematic of the capacity to investigate corresponds to the Research Studio in the seventh semester. Some courses reinforce this capacity such as the ones in the Urban Project Area, or Theory, History and Criticism Area.

Primary evidence:

• AQA0704 Research Studio. Corresponds to a real experience of research with its emphasis on critical readings of a given topic. See No. 1 criterion.

• AQH0403 History of Architecture II (H. Mondragón) Throughout the semester the course students develop a study in which they develop their skills to investigate in relation to search for bibliographic information, survey and selection of relevant information, written and graphic descriptions of the work material. Analytical Procedures (Designs analytical comparisons, genealogies, etc.) must be interpreted (the construction of meaning).

• AQU0402 City, Territory and Environment I/II (P. Allard / I. Poduje) The courses include research skills within the coursework where students are encouraged to find and understand data regarding issues of public space in Santiago, all three workshops and the final memo student work.

Secondary evidence:

• AQA1200 Professional Project II In the final exam of the Professional Project the student must demonstrate the capacity of research in the thematic areas relevant to their professional project, integrating the conclusions or results as architectural or urban proposal form variables.

• AQU0301 Introduction to the City, Territory and Environment (L. E. Bresciani L.) Research skills are encouraged and addressed while working in case studies, their impacts to urban transformations, and metropolitan scale data gathering.

5. Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

The Formation Studios cover formal ordering systems in detail, while courses of the Theory, History and Criticism Area provide further opportunities for exploration and understanding, from the study of real cases.

Primary evidence:

• AQH0001 Introduction to Architecture (G. Hidalgo) The formal ordering systems of ten works of architecture, keys of the West world, are taught through lectures.

• AQH0202 History of Architecture I (M. Baros) Over the theoretical classes the students construct a variety of a graphic material related to these aspects, both as examples of architecture and in urban design.

• AQH0403 History of Architecture II (H. Mondragón) An important aspect of the course consists of compositional analysis of works and projects.

• AQH0704 Theory, History and Criticism (A. Crispiani) Most of the students’ work focuses on the critical analysis of works and projects in architecture, urban design, landscape and
artistic pieces. The multiple forms of representation of the architecture that came along the twentieth century, from collages to 3D animations are part of the subject that must be dominated, particularly in the expositive classes that each must prepare.

- AQA0102, AQA0203, AQA0304, AQA0504, AQA0605 Formation Studio I, II, III, IV, V The Studios’ exercises contribute to the understanding of project management systems in two or three dimensions.

Secondary evidence:
- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Basic formal ordering systems are addressed at class lectures, and through students’ homework.
- AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard, I.Poduje) Each exercise during the three workshops have two and three dimensional design understanding, and former ordering systems are underlined throughout case studies.
- AQD0102 Representation (P.Blanc) the knowledge about the spatial order and architecture situations is given through lectures and suggested readings: students must exercise through observation and drawings.
- AQD0302 Projection & Volume (F.Campino) This understanding is developed through the analysis of the architecture work, emphasized through drawings and notes in their spatial planning understanding.

6. Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Fundamental design skills are nurtured in the first five formation Studios. Exercises in these beginning studios build drawing, conceptual, and craft skills, and lead to an ability to apply basic organizational and spatial principles to the conception and development of design projects. Subsequent studios refine these fundamental design abilities, and enhance students’ understanding of the complexity of design.

Primary evidence:
- AQA0102, AQA0203, AQA0304, AQA0504, AQA0605 Formation Studio I, II, III, IV, V The whole sequence of formation studios will cover all the architecture scales, from its relationship with the city to the design of parts or construction details. These are applied to management, program, relationship with the city and the environment, construction and criteria, and are verified through 2D and 3D digital prototypes.
- AQA0808, AQA0909, AQA1010 Exercising Studio I / II / III The student projects exercise these aspects in all the Exercising Studios, with a better development than in the Formation Studios.
- AQA1100, AQA1200 Professional Project I / II The professional project final exam must account of consistent application of architectural concepts developed during the design process, to prevail as applied principles to the form in all the scales of intervention.

7. Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Interdisciplinary collaboration is guaranteed in the different internships as well as many courses in the Technological Area and in the Urban Area, where students work in teams.

Primary evidence:
- AQP0703 Service Internship, (L.E.Bresciani P) Collaborative skills are a relevant condition in this internship, which requires the item "Relationship of participatory work" to be on the final report.
AQC0201 Introduction to Building Technologies (A.Torres) The course enables the interaction with different specialties and disciplines related to project implementation, such as civil or industrial engineers, ecologists, builders, real estate, etc. The student must incorporate this interdisciplinairy variable in their training, which is exercised in a practical work based on the formation of work teams, where each student assumes a role similar to a work, to complete a scale prototype.

AQP0702 Building Internship, (Rodrigo Tapia) This variable is very important in the development of the building practice, as long as each student is incorporated and works together with the teams responsible for the execution of the building.

AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Working in groups is meant to transfer interdisciplinatory collaboration and its potential skills towards urban practices.

AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard, I.Poduje) Interdisciplinary collaboration is actively exercised through workshops which design different disciplinary view points and team work proactively to design excellence.

Secondary evidence:

- AQC0403 Building and Technologies I (M.Ubilla) This skill is exercised in the final work to be done in teams of 4 or 5 students.
- AQC0603 Building and Technologies II (W.Bustamante) Is developed in working groups with applications in a real building.

8. Historical Traditions and Global Culture

Understanding of parallel and divergent canons and traditions of architecture, landscape, and urban design in the world (including indigenous and vernacular examples) in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

The required history and theory courses, as in the courses of the Urban project and technology Areas nurture an understanding of traditions an global culture in architecture, landscape architecture, and urban design.

Primary evidence:

- AQH0202 History of Architecture I (M.Baros) Within the range of the course’s contents, ranging from the Renaissance to the nineteenth century, numerous historical and cultural traditions relating to architecture, to the city and the countryside are reviewed. These traditions include the European and the American context.
- AQH0704 Theory, History and Criticism (A.Crispiani) The course aims to give a more varied possible sweep of the most important approaches to the architecture and the city during the last decades of the twentieth century, realizing the coexistence of different traditions that is a characteristic of this time.
- AQC0403 Building and Technologies I (M.Ubilla) These aspects are seen from the analysis of cases when they include examples of vernacular and traditional architecture, use of alternative materials in construction and architecture.
- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) In general terms historical traditions in urban planning, urban design and landscape architecture are taken into account during lectures and project explanations. In addition, students should include them in their research.

Secondary evidence:

- AQU0402, AQU0603 City, Territory and Environment I/II (P.Allard, I.Poduje) Case studies and examples of urban projects are vehicle to traditions in urban planning, urban design and landscape architecture.
9. Use of Precedents

*Ability to incorporate relevant precedents into architecture and urban design projects*

The Formation Studios introduce students to the use of programmatic and formal precedents in the development of design projects. The Exercising studios and Urban project area courses, reinforce the analysis and use of precedents.

Primary evidence:

- AQA0203, AQA0304, AQA0605 Formation Studio II, III, V - The project of each studio is conducted in specific locations, with specified urban and topographical restrictions that students should strongly consider in the final form of the project.
- AQA0808, AQA0909, AQA1010 Exercising Studio I / II / III - The projects of the studios consider these aspects as an essential part of the formulation and resolution of the architectural form, as they report a better closeness to reality.
- AQU0402, AQU0603 City, Territory and Environment I, II (P.Allard, I.Poduje) - The use of precedents in the development of case studies is one of the main tools of introducing exercises during the course as well work explanation for the students.

Secondary evidence:

- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) - Precedents are developed in case studies research and elaboration and also in student’s course work.
- AQH0202 History of Architecture I (M.Baros) - During the lectures and also in the work to be done by students is emphasized to show how the examples may be present in connection with a family of previous cases.

10. Human Behavior

*Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

The required courses of the Urban project area concentrate the relationship between human behavior and the physical environment.

Primary evidence:

- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) - Human behavior and its relation to urban environment are approached through discussion at lectures, as well as debates regarding case studies.
- AQU0402 City, Territory and Environment I (P.Allard) - Human behavior is approached through bibliographic selection and further discussion at lectures, as well as debates on public space representation and mapping.

Secondary evidence:

- AQH0202 History of Architecture I (M.Baros) - The understanding of this aspect is presented based on themes of social interest, built environment, housing quality and living conditions, type of user and geographical climatic zone where the housing is located.
11. Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

The courses of Urban Project area and Service Internship focus on issues of human diversity.

Primary evidence:
- AQP0703 Professional Practice / Service Internship, (L.E.Bresciani P) Is relevant condition of this internship, since the entry into the world of poverty requires understanding, from people with weaknesses, their particular needs, values, behaviors, social and space patterns that characterize them and its implications on the responsibility of architects.
- AQU0402 City, Territory and Environment I / II (P.Allard, I.Poduje) Human diversity is approached during lectures and more specifically during workshops by student teams and their different strategies for proposals.

Secondary evidence:
- AQA0808, AQA0909, AQA1010 Exercising Studio I / II / III. The projects developed by different studios incorporate this variable to the extent that develop in different contexts, including social aspects of different needs, etc.

12. Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

The City, Territory and Environment I Course cover issues of accessibility.

Primary evidence:
- AQU0402 City, Territory and Environment I (P.Allard) Workshops take into account accessibility matters in urban contexts and specially into the solution of urban projects.

Secondary evidence:
- AQA0808, AQA0909, AQA1010 Exercising Studio I / II / III. The projects developed by students include this variable as one of the requirements of the project.

13. Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Principles of sustainability are covered in some courses of the Technology and Urban Project areas

Primary evidence:
- AQC0403 Building and Technologies I (M.Ubilla) An understanding of this variable is checked through the study of cases that incorporate the built environment, energy efficiency and quality of housing, living conditions, type of user, and geographical climatic zone where is located the building.
- AQC0603 Building and Technologies II (W.Bustamante) The course includes basic knowledge to set the behaviour of buildings in terms of energy demands for heating, cooling, lighting and ventilation.
- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Sustainability and its design inputs regarding urban design concepts and scales of approach are covered in during lectures.
Secondary evidence:
- AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard, I.Poduje) Principles of sustainability regarding urban design concepts and scales of approach are covered in case studies review as well during field visits to urban projects in Santiago.

14. Program Preparation

*Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Program preparation is a variable assumed by the Formation Studio V, Exercising Studios and the professional Project. The same point is reinforced.

Primary evidence:
- AQA0605 Formation Studio V This studio culminates the formative stage and therefore the student must explain with property in the exercise of the project all the variables relating to the program and its antecedents that inform a particular architectural form.
- AQA0808, AQA0909, AQA10 Exercising Studio I / II / III The studios projects consider these aspects as an essential part of the formulation and resolution of the architectural form, and must report in the best way the relationship with the reality.
- AQA1100, AQA1200 Professional Project I, II Each student must give an account of the case and architectural program that is being handled in the project, presenting the criteria and decisions that account of the contact with the concrete reality in which the project is located and his mastery of the data network that condition it.

Secondary evidence:
- AQU0402 City, Territory and Environment I (P.Allard) Program preparation in urban design is explored throughout the 3rd unit and its workshop when searching mixed use programs and impacts of zoning.

15. Site Conditions

*Ability to respond to natural and built site characteristics in the development of a program and the design of a project*

The inter-relationship of site and building are addressed throughout the studio in the different phases (Formation, Exercising and Professional Project), with significant emphasis placed in Formation studios III and V.

Primary evidence:
- AQA0102, AQA0203, AQA0304, AQA0605 Formation Studio I,II,III, V Each studio project is conducted in specific locations, with urban and precise topographic restrictions, the student must give an account of those situations that affect or interact with the final product.
- AQA0808, AQA0909, AQA10 Exercising Studio I / II / III The studios projects should fully consider this aspect, which is expressed in different scales of development (in relation to the site, urban or territorial relations)
- AQA1100 Professional Project I / II The student must give an account of the project relationship with the site where is located on the scales necessary.
Secondary evidence:
- AQU0402 City, Territory and Environment I / II (P.Allard, I.Poduje) Site conditions in urban design scale are debated through lectures and are addressed throughout student's works.

16. Structural Systems

*Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Principles of structural systems are covered in several courses, especially in Structures I and II, and Building technologies courses. This is incorporated in the studios from Formation Studio IV.

Primary evidence:
- AQE0101 Structures I (R.Riedell) This course covers the analysis of structural isostatic systems. Also includes the design of structural systems in steel, wood and reinforced concrete: elements in tension, beams, columns (including volatility), with special emphasis on their behavior.
- AQE0102 Structures II (P.Hidalgo) The structural response of different structural systems under earthquake excitations are evaluated and discussed along the course. Students must be able to obtain the main structural response parameters of different structural systems under earthquake ground motions.
- AQC0201 Introduction to Building Technologies (A.Torres) Explains the physical logic of rigid and flexible materials, rigid and tense structures, pneumatic structures and traditional structures according to the schedule of the course.
- AQA0504, Formation Studio IV (S.Irarrazabal) This studio has a special emphasis on the structures as a fundamental variable for the project. Provides a starting point for designing the study of various structural components, resulting in important cases of the architecture or the nature. It includes advice from a structural engineer during the development of the exercises of the students.

Secondary evidence:
- AQP0702 Building Internship, (R.Tapia) Each student should interview the structural designer of the construction in which participates, with a schedule prepared by the lecturer of Structures I, to explain the structural behavior of the building, participating in a class discussion.
- AQC0403 Building and Technologies I (M.Ubilla) Included in the final work and in the material exposed class to class.
- AQH0001 Introduction to Architecture (G.Hidalgo) This understanding is developed through the explanation of the structural performance of four exemplary architecture works: The Parthenon, the Pantheon, the Chartres cathedral, and the dome of the Florence cathedral.

17. Environmental Systems

*Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Most of the principles of Environmental Systems are taught in Building and Technologies II

Primary Evidence:
- AQC0603 Building and Technologies II (W.Bustamante) Environmental system design, including acoustics, lighting and climate modification, are contents reviewed by students during the course from the analysis of actual cases, and evaluated in individual controls.
18. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

Life safety system design is covered in Building Technologies I course and in Building Internship.

Primary evidence:
• AQC0403 Building and Technologies I (M.Ubilla) An integral part of the course material presented in class.

Secondary evidence:
• AQP0702 Building Internship, (R. Tapia) It is part of the assessment experiences of the students.

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Building Envelope Systems is the focus of Building Technologies courses. These principles are reinforced in Building Internship.

Primary evidence:
• AQC0403 Building and Technologies I (M.Ubilla), important part of the course contents, everything related to building systems and materials.
• AQC0603 Building and Technologies II (W.Bustamante) All aspects involved in building envelope materials and assemblies are analyzed through of building real case studied by students and assessed through tests.

Secondary evidence:
• AQP0702 Building Internship, (R. Tapia) The student should investigate the materials used in the building and in the construction processes, which is addressed in a specific exercise in the internship.

20. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Most of the principles of building service system design are taught in Building and Technologies courses and in Building Internship.

Primary evidence:
• AQC0603 Building and Technologies II (W.Bustamante), There are addresses as part of the course contents, the plumbing, drinking water, electricity and gas, through lectures and controls.
• AQP0702 Building Internship, (R.Tapia) Students should analyze the implementation of at least 2 items of basic facilities, which are exposed to the whole course in his lecture of the specific topic and in the final report.
Secondary Evidence:
- AQC0403 Building and Technologies I (M.Ubilla) Addressed as part of the course contents, mainly in relation to specific cases.

21. Building Systems Integration

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Building systems integration is the focus of Building Technologies courses. These principles are reinforced in design studios.

Primary Evidence:
- AQC0201 Introduction to Building Technologies (A.Torres) This course based on a practical methodology, where students formed into teams, develop a project to be built on real scale, incorporating variables such as production feasibility and structural components, materials, etc.
- AQC0603 Building and Technologies II (W.Bustamante), Students evaluate the envelope on environmental criteria such as thermal, acoustic, humidity, natural light, through works and tests.
- AQA0808, AQA0909, AQA10 10 Exercising Studio I / II / III. The project various problems developed in the Exercising Studios incorporate this aspect of exercise as an important variable in the project, especially those from the Technology area.

Secondary Evidence:
- AQP0702 Building Internship, (R.Tapia) Students should analyze the implementation of at least 2 items of basic facilities, which are exposed to the whole course of his lecture on a specific topic and in the final report.

22. Building Materials and Assemblies

*Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Principles of building materials and assembling are the focus of Building and Technologies courses and Structures. These principles are reinforced in design studios, Specially in the Formation Studio IV.

Primary Evidence:
- AQC0201 Introduction to Building Technologies (A.Torres) This is considered a fundamental part of the course, which explains the logic of rigid and flexible materials, processes to produce parts, components and construction. Also discusses traditional construction systems (masonry, brickwork, etc.) as well as innovative construction systems. See criterion No. 21
- AQC0403 Building and Technologies I (M.Ubilla) Is an important part of the contents of the course, everything related to building systems and materials.
- AQP0702 Building Internship, (R.Tapia) This aspect is addressed in a specific exercise-related to the construction processes of the building and in the final report, where students check materials, tools used, a description of the construction process, including plans, details and pictures of the item studied.

Secondary Evidence:
- AQE0102 Structures II (P.Hidalgo) The commentary for structural systems also applies for different structural materials and assemblies.
- AQA0504, Formation Studio IV (S.Irarrazabal) See criterion Nº 16
25. Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The fundamentals of building economics and cost control are covered in Building Technologies courses and Professional Practice.

Primary evidence:
- AQC0201 Introduction to Building Technologies (A. Torres) The course addresses such key variables for the development of the building, including: production and structural feasibility, cost, material, etc. This is reflected in the development of a collective built by the students themselves, which incorporates these aspects.
- AQP0702 Building Internship, (R. Tapia) Students are asked to research the costs of construction and management of funds the building, which is reflected in the Final Report.

Secondary evidence:
- AQP0703 Professional Practice (A. Junemann / L. E. Bresciani) When the internship involves the development of an architectural project to be built, construction budgets are asked, to ensure its viability.
- AQC0403 Building and Technologies I (M. Ubilla) This aspect is addressed as part of the course contents and is reflected in the work of students.

26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

This subject is addressed in Building Internship and Professional Practice

Primary evidence:
- AQP0703 Professional Practice (A. Junemann / L. E. Bresciani) The internship involves the development and production of an architectural project or part of it, which is presented in a construction portfolio that is attached to the Final Report of the internship.
- AQP0702 Building Internship, (R. Tapia) Students are asked to relate the items studied, incorporating a typical detail as a technical documentation, at the same time reviewing the technical specification of the corresponding item, according to a parameter studied.
- AQC0201 Introduction to Building Technologies (A. Torres) This is developed through the building register for the course. This registration is done by confronting the actual processes observation with the knowledge gained from lectures. Through texts, photographic records, construction and processes hand drawings made during the internship session, develop digital pictures, and items budgets.
- AQC0403 Building and Technologies I (M. Ubilla) The course has a very strict methodology in relation to the course contents registration book. The final work requires a planimetric drawing of high-quality construction details.

Secondary evidence:
- AQC0603 Building and Technologies II (W. Bustamante) Description of building systems conducted to assess in relation to moisture and thermal behavior

27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Client roles in architecture is addressed in the Professional Practice and City, Territory and Environment courses, as well as the exercises developed by students in the Exercising Studios:
Primary evidence:
• AQP0703 Professional Practice (A. Junemann / L.E.Bresciani) The professional practice course involves from the demands of people who are the addressee of the architect work. These ask to understand the implication of architect’s responsibility. It is addressed in the Final Report.
• AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard / I.Poduje) Client roles in urban design are extremely important and are discussed in lectures depending and very directly at the final course exercise when delivering a memo.

Secondary evidence:
• AQA0808, AQA0909, AQA10 10 Exercising Studio I / II / III The various project thematic developed in the studios included the client role as an important project variable.

28. Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Students in the Exercising Studios and Professional Project are required to produce projects informed by a comprehensive program, from schematic design through detailed development.

Primary evidence:
• AQA1100, AQA1200 Professional Project I / II The professional project evaluates the domain of the themes developed by the student and the capacity to make a consistent architectural proposal. Considering the site, program and material of the building, using different scales that demonstrate an understanding of the different aspects involved.
• AQA0808, AQA0909, AQA10 10 Exercising Studio I / II / III The problems of project developed incorporate this aspect.

Secondary evidence:
• AQU0402 City, Territory and Environment I (P.Allard) Comprehensive design are fostered through course lectures and the third workshop always at an urban scale and referred to urban design aspects.
• AQU0603 City, Territory and Environment II (I.Poduje) Urban projects developments demand a comprehensive design and also are fostered as a strategic condition to successful urban design proposals through case studies and student’s works.

29. Architect’s Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Architect’s administrative roles are addressed in one course, and in professional Practice

Primary Evidence:
• AQU0402 City, Territory and Environment I (P.Allard) Negotiating capabilities of architects practicing in urban design are also focused during workshops and different disciplinary approaches to the exercises.
• AQP0703 Professional Practice (A. Junemann / L.E.Bresciani) These aspects are dealt according to the engagements undertaken by the students.

Secondary Evidence:
• AQP0702 Building Internship, (Rodrigo Tapia). In specific exercises and in the final report, the student is requested to research the management model of the building; people who work
there, their roles, relationships and volume relations and variation in time, and the staff types of contract. These topics are presented in front of the faculty and discussed in groups of students.

30. Architectural Practice
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Basic principles and legal aspects of architectural practice are the focus of Professional Practice and Introduction to the City, Territory and Environment course, reinforced in several studios.

Primary Evidence:
- AQP0703 Professional Practice (A. Junemann / L.E.Bresciani) The work of this practice - Office and Service- involves project management aspects, as well as financial aspects, project management or similar. The final report will address these issues that affect the profession.
- AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Architectural practice is focused in class discussion towards understanding basic principles and aspects commonly found in urban planning in private sector consultancy as well in public office.

Secondary Evidence:
- AQP0702 Building Internship, (Rodrigo Tapia) See criterion N° 29

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Internship is discussed in Professional Practice and City, Territory and Environment courses.

Primary Evidence:
- AQP0703 Professional Practice (A. Junemann / L.E.Bresciani) While the process of obtaining a professional license is different in Chile (See 3.1.3), the professional practice addresses the understanding of the role and responsibility of the student and employer in the exercise of it.

Secondary evidence:
- AQU0402, AQU0603 City, Territory and Environment I/ II (P.Allard / I.Poduje) Internship is not discussed since professional development is different in Chile, yet rights and responsibilities are reinforced during lectures and in exercises developed in the workshops.

32. Leadership
Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Leadership is the focus of City, Territory and Environment courses and Professional Practice (Service Internship)

Primary evidence:
- AQP0703 Professional Practice/ Service Internship, (L.E.Bresciani P) The insertion of students in the poorest country's reality is a relevant condition to this practice, and therefore must assume a leadership role, very important in the structuring process and in the architectural realization of them. It is addressed in the Final Report.
• AQU0402 City, Territory and Environment I (P.Allard) Leadership is discussed under diverse scenarios during lectures, even more in understanding the role of design in urban development.

Secondary Evidence:
• AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Leadership is addressed when case studies demand a specific explanation of leadership role in its development and outcome.
• AQU0603 City, Territory and Environment II (I.Poduje) Leadership is discussed under diverse scenarios during lectures, even more in understanding the role of design in urban development.

33. Legal Responsibilities
Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Legal responsibilities are addressed in the course Introduction to the City, Territory and Environment course and internships:

Primary evidence:
• AQP0702 Building Internship (R.Tapia) In specific exercises and in the final report, the student is required to research the legal permits the building should have, and regulatory aspects of the security conditions that must be taken to implement a building, this topic is presented in front of the faculty and discussed students groups.
• AQP0703 Professional Practice / Office Internship, (A. Junemann) During the internship is addressed the understanding of basic principles and legal aspects of the profession.
• AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Legal responsibilities are debated mainly in two aspects: First, legal agendas are presented in general legal terms of urban planning and urban design; Second, legal responsibilities are detailed accordingly to architects role in design and planning.

Secondary evidence:
• AQP0703 Professional Practice / Service Internship, (L.E.Bresciani P) When the job demands it, involves the development of projects that must consider their suitability to the existing rules.
• AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard / I.Poduje) Legal responsibilities are debated during exercises.

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Ethics and professional judgment are the focus of Professional Practice (Service Internship) and City, Territory and Environment courses:

Primary evidence:
• AQP0703 Professional Practice /Service Internship, (L.E.Bresciani P) See criterion Nº11. The ethical dimension of this internship is a central issue, since the entry into the world of poverty requires the understanding of the architect’s responsibility with this reality, to then make consistent architectural proposals. It is addressed in the Final Report.
• AQU0402, AQU0603 City, Territory and Environment I / II (P.Allard / I.Poduje) Ethics and professional judgment are an important baseline for lectures, exercises and student’s works.

Secondary evidence:
• AQU0301 Introduction to the City, Territory and Environment (L.E.Bresciani L.) Ethics and professional judgment are discussed in general terms.
AQC 0603 Building and Technologies II

AQU 0603 City, Territory and Environment II

AQA 0605 Formation Studio V

AQC 0201 Introduction to Building and Technologies

MAT 1307 Geometry

AQH 0202 History of Architecture I

Code / Course

AQA 0102 Formation Studio I

n°

Summary Matrix:
Professional Title Curriculum

Primary Evidence
Secondary Evidence

NAAB Student performance Criteria

1
2
3
4
5
6
7
8
9
10 11 12 13 14 15 16 17 18 19 20 21 22 25 26 27 28 29 30 31 32 33 34

Ab Ab Ab Ab Un Ab Un Un Ab Un Un Ab Un Ab Ab Ab Un Un Un Un Ab Un Un Ab Un Ab Un Un Un Un Un Un

Speaking & Writing Skills
Critical Thinking Skills
Graphics Skills
Research Skills
Formal Ordering Systems
Fundamental Design Skills
Collaborative Skills
Historical Traditions & Global Culture
Use of Precedents
Human Behavior
Human Diversity
Accessibility
Sustainable Design
Program Preparation
Site Conditions
Structural Systems
Environmental Systems
Life Safety
Building Envelope Systems
Building Service Systems
Building Systems Integration
Building Materials and Assemblies
Construction Cost Control
Technical Documentation
Client Role in Architecture
Comprehensive Design
Architect's Administrative Roles
Architectural Practice
Professional Development
Leadership
Legal Responsibilities
Ethics and Professional Judgment


4. SUPPLEMENTAL INFORMATION

4.1 Student Progress Evaluation Procedures
4.2 Studio Culture Policy
4.3 Course Descriptions
4.4 Faculty Résumés
4.7 School Catalog
4.8 PUC Faculties list
4.9 Surveys
4.10 Floor plans
4.11 Budget Information
4.12 ARQ Publications
SUPPLEMENTAL INFORMATION

4.1 STUDENT PROGRESS EVALUATION PROCEDURES
4.1 STUDENT PROGRESS EVALUATION PROCEDURES

Supplemental information to the APR must include the following:

• A description of the procedures for evaluating student transfer credits and advanced placement
• A description of the procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.

Academic evaluation Definitions
Are stipulated in the Undergraduate Student Regulations

Art. No. 20: Academic Evaluation Definition
Academic assessments considered various periodical systems that aim to determine the learning acquired by students through the academic work. Evaluation is a continuous process, continuous and systematic training, so that the academic assessment forms are properly distributed through the concerned period.

Art No. 21 Art Academic assessment Forms
Assessment Forms include written tests, oral questioning, group or individual work, reports of visits or field work, results of experience in workshops and laboratories; bibliographic tests, participation in training activities reports; results of the application of research methodology to specific jobs and other activities similar to the previous enabling skills, knowledge, progress and learning that are expected in the academic training.

Art. No. 22: Students Rights on tests and grades
Evaluation results should be expressed in grades, as indicated in Article 26 of the Undergraduate Student Regulations. Students have the right to know the grades and correction of all assessments and received them physically, within the time specified by the Faculty or unit, not exceeding fifteen working days from the date of the respective test. If within this period, the faculty has not issued the qualification of a particular examination, that fact may be communicated to the respective Faculty or Unit, which will take all necessary measures to repair the damage that the delay has caused to students.

Art No. 23 Information about courses programs
In the first week of the academic period the faculty shall, in accordance with the School or Unit Direction, to make available to students information on the objectives and agenda of the respective course, the evaluation system to be applied, indicating the number evaluations, which may not be less than two in each academic period, the date, nature and weighting, and the fact whether or not to require minimal assistance to their academic activities. Exceptionally, a Faculty or Unit may approve only one assessment in each academic term, if applicable depending on the nature of the subject. The programs for these courses will be approved by the Academic Vice - rectory and published on the website of the University.

Art No. 24 Final grade: the calculation, content and effects
The student's total academic work in a course will result in a final grade. The faculty is responsible for entering the grades in the electronic records that the University makes available on the date set by the Calendar of Academic and Student Activities. The final result will be the weighted average of the qualifications for the assessment forms used, and determine promotion in the course or activity, in accordance with the provisions of article 27 of the Undergraduate Student Regulations.
This shall not apply where special regulations exist on the subject, duly approved by the appropriate instance of the University. However, the final grade will include always not rendered evaluations. Only formally registered students will be evaluated in the course, through the appropriate process in accordance with Article 17 of the Undergraduate Student Regulations.

**Grades**

Rating Scale

- 7.0 Excellent
- 6.0 Very Good
- 5.0 Good
- 4.0 Enough
- 3.0 Less than adequate
- 2.0 Deficient
- 1.0 Bad

**Grading Procedures**

The final grades are expressed until one decimal.

The final score of 4.0 corresponds to the minimum approval grade of a course or academic activity. This approval represents the fulfillment of the course objectives.

Workshops, seminars, training courses and graduate courses and Degree or Title Thesis may be qualified by the following:

- 'Distinguished' (D)
- 'Approved' (A)
- 'Fail' (R)

For calculating average purposes is considered:

- the letter 'D' as a grade equivalent to seven (7),
- the letter "A" grade equivalent to five (5) and
- the letter 'R' as a grade equivalent to three (3).

The validation of other Chilean or foreign universities can be described with:

- grade "C" (without numerical equivalence),
- a grade that is considered for calculating the accumulated average.

**Validation Codes**

- V: Validation of the UC courses.
- W: Validation of courses at other universities.
- X: Validation of courses for relevant knowledge.

**Grade P**

With permission of the Faculty or unit that dictates the course, the faculty can use the grade of "P" when a student, for good or force reasons, duly accredited, has been unable to meet the registered course or activity requirements.

The grade "P" is replaced by a final grade when the student fulfill the evaluation requirements of the course or activity; for the grade calculation, there are taken into account all the grades obtained by the student during the semester that he did the course, keeping the originally percentage assigned to these qualifications.

The grade "P" can only remain pending until the beginning of the immediately following semester. Should be qualified in the period of observation to the tab, by the same faculty who gave the course, except as determined by the Faculty or unit that knew the situation.

If the student does not fulfill with the above will be qualified with a grade one on the evaluation that had not taken.

While the grade "P" has not been replaced by the final grade, the course or courses in which the student was qualified with it are deemed as not undertaken for the specified purposes in Article 31 of the Undergraduate Student Regulations.
Grade I
The grade “I” will be applied to those courses established by the Faculty or Unit, which by its nature
can not be described in the corresponding academic period will be qualified with a note “I” to be
finally assessed at the end of the next academic term. Art. 28, Undergraduate Student Regulations.
An example of these is the annual courses, thesis and internships.

Accumulated Weighted Average
The overall student's academic work is measured through regular accumulated weighted average.
To calculate this average is necessary to multiply the final notes of the courses enrolled by the
number of credits awarded each year. The products result, divided by the total number of enrolled
credits, gives rise to the accumulated weighted average.

This average includes the qualifications from:
  a) Approved and failed courses at this University;
  b) Approved courses in a double degree program;
  c) Validation of undergraduate and graduate courses of this University;
  d) Validations with grade in approved courses at other nationals or foreign universities in
     accordance with the Article 27 of Undergraduate Student Regulation.

Academic Unit Evaluations
FACULTY OF ARCHITECTURE, DESIGN AND URBAN STUDIES, SCHOOL OF
ARCHITECTURE

Assessment Forms
Courses: The courses have three fixed assessments in the semester (testing weeks), in which
students do not have Studio supplies.

Theoretical courses (Theory, history and criticism area, Urban project, Mathematics, Physics and
Structure) have 3 tests and a final exam.

Laboratory courses (Representation and Technology areas) have content evaluation and
assessment of practical application. Assessments are made through a test or partial correction (with
grade) weekly supplies, 3 supplies or tests (in the semester) and a final exam.

Studies: Studios are distinguished as Formation and Exercising phase. Formation Studios (initial
stage of the program) have assessments with deliveries and partial corrections per week, a mid-
term Exam (mid-semester) with an external commission of 2 faculties and a final exam with an
external commission of 2 or 3 faculties.

Exercising Studios (career advanced stage) are evaluated with a presentation grade (partial
deliveries grades) and a final examination grade.

Assessments Percentage
In the theoretical courses the final exam has a weight between 40% and 50% of the final grade.
In the Laboratory courses the final exam has a weight between 35% and 40% of the final grade.

The Formation Studios are evaluated with different weights, depending on the level of the
workshop, a presentation grade = NP (partial deliveries plus the mid-term exam) and a final exam
grade= EF.
Studio I: 3 units with consideration ea - review synthesis unit (10%)
Studio II: NP=40% + EF=60%
Studio III: NP=35% + EF=65%
Studio IV: NP=40% + EF=60%
Studio V: NP=45% + EF=55%

Exercising Studios are evaluated with a presentation grade = NP (partial deliveries grades) and
final exam grade = EF. In the Research Studio, Exercising Studios I, II and III, the assessments
weighting are: 25% of NP (not necessarily the result of partial grades) and 75% of EF, with an external commission of 3 faculties.

**Possibility of exempting the final exam**
In theory courses may exempt with a grade higher than 5.0. In laboratory courses can not be exempted from the final exam.

**Classes Absence**
**Courses:** In general, courses do not have a minimum percentage of attendance.
**Studios:** The studios are not mandatory minimum required classes, but it is obligatory to attend the corrections carried out weekly, with grade or appreciative grade: D (distinguished), A (approved) or R (rejected).

**Evaluations Absence**
**Courses:** In case of absence, students have opportunities to take the final exam on another date, if you have a medical certificate.
**Studios:** Students have a chance to do the final exam at another time, if they submit a medical certificate, and is at the start of next semester, since a commission must be coordinate and summon.

**Assessments Schedule**
In general, courses evaluations of the theory classes are held during class hours. The labs usually require more time as the scheduled classes.
In Studios, the exams are scheduled during the week of exams of Formation and Exercising Phases.

Responsible for these contents: Pilar García Alfonso, Academic Sub Director, School of Architecture.

*Ref: PUC webpage (Estudiante UC / Evaluación Académica)*
SUPPLEMENTAL INFORMATION

4.2 STUDIO CULTURE POLICY
4.2 DESIGN STUDIO CULTURE POLICY

- If in the formation studios are mainly evaluated by the ability of students to raise an architecture problem, at the exercising studios we must evaluate not only an initial answer, but its development and final outcome, which values its architecture response.

- To achieve a greater development the reality of the assignment should be clarify, explaining the determinants that influence the project. These conditions may be of several types such as the program, site, weather, budget, structure, etc…

- The life that is being collected should be clear, what problems and needs are the ones that the architectural design can respond.

- The workshop should identify the scale of the project from a beginning; the project must include at least 2 scales in its development. These 2 scales should not be a simple extension of the computational design.

- Drawings and models must be evaluated as tools of an architect to think about a work, the repeated drawing allows the improvement of the project. On the other hand drawing is the resource to communicate an idea. Therefore there must be a number of conventions necessary for a common language, such as scales, marks, north, and so on.

- The attendance is essential to build a workshop; two weekly meetings are considered for the entire semester, sessions that can be exposure of the student’s projects or related subjects to the project.

- The studios can be part of the 3 proposed diplomas of our school, diplomas that are a concentration of courses with a particular profile, the three diplomas are:
  • Architecture and Heritage
  • Architecture in Urban Project
  • Architecture Systems and Technology

If one of these diplomas is selected, it must be declared at the outset.

- As part of the reflection of the workshop was requested to indicate readings and invite people who can give lectures, correct projects, from other disciplines as possible. The last as a matter of our professional work.

- Like in the Professional Project II, the students that are in Exercising studio 10 cannot expose their project. This is explained by the teachers of the studio, thus taking greater importance the drawings, model and memory to explain the work.

---

1 Reference: webpage / Head of Studios Area. Enrique Del Rio
SUPPLEMENTAL INFORMATION

4.3 COURSE DESCRIPTIONS
I. DESCRIPTION

This studio is part of the Initial Cycle of the Universidad Católica's School of Architecture, with its main objective being the transformation of a high school student into an architecture student. This includes placing the student in situations that enable him to face the problems of architectural spaces through understanding the three-dimensional world, managing a specific language, learning the tools unique to architecture, and introducing him to a new territory that requires interaction in this new language, in a mode of representation, and in methods of observing and valuing reality.

II. OBJECTIVES

1. Learn to formulate an architectural problem, distinguishing the issues that are relevant from those that are not.
2. Introduce the student to the basic themes of architecture through an understanding of the three-dimensional world and the acquisition of a specific language.
3. Recognize the proactive condition of architecture as one of its central features, which unleashes and measures its creative process as well as its methods of knowledge.
4. At a basic critical level, acquire and develop new ways of valuing reality, based on an architectural proposal and form.

III. CONTENT

1. Study and understanding of the location or context where a project will be situated.
2. The life or program that encompasses architecture, specifically the fundamental situations which is a part of it.
3. Construction and its materiality to ensure the correct materialization of a form.
4. The cultural realm or state of the art that the project will enhance.
5. How an architectural problem is formulated, distinguishing which of these realms constitutes an architectural problem.

IV. METHODOLOGY

1. The first studio course is one in terms of its materials, classes, assignments and corrections, and it is divided into smaller groups with a professor who provides the students with individual attention.
2. Work groups are established to tackle basic architectural exercises that are due on a weekly basis.
3. Each project follows a class lecture and is divided into three steps: observation and study, problem formulation, and proposal.
4. The students must present selected projects from each assignment and an individual exam upon completion of each project and at the end of the semester.
I. DESCRIPTION

Studio II is the second design course in the degree program. This studio explores the essential role of architecture and its function in structuring the world in which we live. It stresses the relation between phenomena, representation, and situation as basic themes in the sense, understanding, and formulation of a design. Each semester a different situation is selected for study.

II. OBJECTIVES

General
1. Explore and understand the essential role of architecture and its function in structuring the world in which we live.
2. Understand architecture as an interpretation of a situation.
3. Formulate an architectural form based on search and exploration.
4. Conceive the architectural project as a search: the formulation of architectural problems.

Specific
1. Acquire sensitivity to the richness of reality.
2. Acquire sensitivity to the formulation of architectural problems.
3. Acquire sensitivity to the modes of representation when articulating the two preceding points.
4. Propose an architectural form that originates in a situation.
5. Situate the project exercises within a description of things as they are and how they might be.

III. CONTENT

a. Sketches, observation, and objects as means to understanding the role of architecture as the articulator of a situation.
b. Transgression methods as a means to understand, embody, and interpret a situation.
c. The emergence of the architectural form as a search.
d. The notion of room as the support of a situation.
e. The notion of being inside (position, understanding, application).
f. The notion of location as an inevitable condition of all situations.
g. The notion of interpretive readings (representations) of things (on that which is given and on the project).

IV. METHODOLOGY

1. Descriptions as a means of understanding the order of phenomena.
2. Weekly observation exercises.
4. Final development task: the proposal.
I. DESCRIPTION
Preparatory Studio III is the third architectural design course within the School of Architecture. It encompasses a series of sequential practical exercises whose aim is to develop students' creative capacities through the acquisition and interpretation of specific concepts and basic techniques of the subject matter. The studio is based on the principle of architecture as both an academic subject and an art form: you learn by doing or, in our case, by designing. It also borrows from situationists—observing something as if you were seeing it for the first time, or as they describe it, as if seen through the eyes of a child. From the first day, the project is tackled from its different integral parts: composition, program, location, technology, and representation.

II. OBJECTIVES
General
The studio’s primary objective is to develop the fundamental tools of the discipline for the creation and proposal of an architectural project. We will delve fully into the subject of composition, such that this studio shall be the student’s first approximation to the fulfillment of a real, concrete, and complex project.

Specific
Fully explore the area of composition, the formal configuration of the project, which in this case is tackled from the analysis and interpretation of a given fine arts reference.
Free exploration and systematic analysis of the specific program and location seen each semester, for future conjunctionally interpretation with the project.
1. Research and proposal of materials and constructive techniques, in accordance with the conditions established for the semester’s project.
2. Development of techniques of representation, emphasizing both hand-drawn sketches and perspectives, but also the technical drawings of floor plans, cross-sections and axonometric in different scales, as well as permanent work on study, partial and complete models.

III. CONTENT
1. The idea of types. A work observed from specific given types of grouping, as a starting point for the interpretation and management of the program.
2. A discussion on the state of the art. This is developed from the study of a predetermined selection of fine arts references for the project, usually taken from the field of sculpture. Common terms in the world of art, such as lines, folds, mass and stains, become means of experimentation that allow us to associate Calder with Miralles, Oteíza with Gehry, Chillida with Siza, and Matisse with Niemeyer.
3. Location as part of the project. The project’s site becomes a small laboratory where we can study and integrate the relation between territory, geography, and layout.
4. Technology. It is applied to the project as instructions for the construction of the project based on the materials, structure, supports, and enclosures.

IV. METHODOLOGY
For its methodology, this studio borrows from the Oulipians - Perec, Quenau - the theme of restrictions. Throughout the semester the student works on a single project, which unfolds through a series of restricted assignments broken up into periodic tasks that allow the discussion to be focused on a relevant aspect of the studio or project. Initially we randomly tackle the elemental beginnings for the creation of a project - program, location, and fine arts reference - and later concentrate on the materiality and representation, with an emphasis on specific disciplinary techniques.
COURSE: FORMATION STUDIO IV
CODE: AQA 0504
CREDITS: 15
MODULES: 6
PREREQUISITE: AQA 0304
CATEGORY: Required Course
INSTRUCTORS: Sebastián Irarrázaval - Carolina Portugueis - Eduardo Castillo - Sebastián Hernández - Francisca Rivera

DESCRIPTION
Structure Studio - Material
The Material Structure studio approaches the project through the development of sensitivity in regards to the relation between structural form, materials, and construction. In this way it promotes the development of technical skills related to the creation of small and medium scales.

OBJECTIVES:
Develop the following skills:
   a) Fulfill an architectural assignment while focusing on structure.
   b) Qualify a space by means of its structural elements.
   c) Present a proposal in a convincing manner.
   d) Generate the necessary information to construct what has been designed.

METHODOLOGY
The studio develops catalytic tools of the design process.
The first of these tools is the observation of a structural system as reference. These observations must be applied to the project and always be present in its development. By understanding these structural systems, the student can apply observation as a material of the project to the development of a constructed system that distributes stress under a model similar to the referential one.
The second tool is the selection of a matrix that acts as a footprint when one spatially develops the layout of the program. Each student must choose his matrix in accordance with the problems that he has observed in the program at hand.
Finally, the students will be trained on various forms of representation.
I. DESCRIPTION
This studio closes the preparatory cycle with the student fully elaborating, formulating, and developing an architectural project. This studio works within the urban scale and specifically concentrates on the relation between buildings and public spaces. The discussion and exercises focus on verifying the public dimension of the project, the relation between the different scales of a project: landscape, urban, building and their relation to a qualified interior.

II. OBJECTIVES
1. Recognize and assess the value of the context, be it urban or landscape, as facts that qualify the project.
2. Recognize and manage different scales simultaneously: from the geographic scale to the interior one.
3. Understand and manage the development of the architectural program of both the building and the city.
4. Demonstrate the following skills: analytical, conceptual formulation, and project representation.

III. CONTENT
1. Knowledge and representation of the site.
2. Location, landscape, and its geographic condition.
3. Proposal of a general structural for the site.
4. Program, grouping, and urban context.
5. Formal composition, shape of the architectural space.
6. Case studies or analysis of architectural references.

IV. METHODOLOGY
1. Studio technique: individual and team projects.
2. Weekly presentation and review of projects.
3. Travel or guided tour of the project sites.
4. Thematic classes.
5. Bibliographic readings.
I. DESCRIPTION
Once the preparatory cycle has been completed, this studio begins the specialization cycle. This studio will allow the student to develop various skills and competencies, such as a reflexive intellectual attitude, analytical rigor, and critical abstraction through research in a variety of topics closely related to the subject. The professor will propose the research topics from specific areas tied to the architecture degree program: History, Theory, and Critique; City, Territory, and Environment; and Technology. The instructor will provide the student with background on the topic selected and preliminary research so that the students can complete their project within the allotted deadline. The experience gained in this studio contributes to the student’s education, both into the research realm, but also in terms of dealing in a better way with the cycle of profound study of this career.

II. OBJECTIVES
- Participate in a limited, but real, Research project.
- Learn information and documentation methods that are unique to the research process.
- Develop reflective and analytical skills.
- Develop the ability to identify appropriate sources for the research topic.
- Acquire the necessary skills to analyze the selected sources of a research project.
- Further develop the skill to communicate a Research project's results in writing.

III. CONTENT
Each studio's selected topics vary by semester and by professor. However, there is some general content that is common to most of the studios.
- Research: its characteristics and varied forms and methods.
- Methodological aspects.
- Search and information gathering: recording methods.
- Structuring a Research argument.
- Iconography as a source for research and analysis.

IV. METHODOLOGY
- Group sessions: Small work groups with a limit of 15 students per group.
- There are various work strategies, depending on the topic, among these are: analytical reading and recording tasks; research and analysis of documentary sources; study visits and building or site survey; constructive experimentation tasks; interviews; and questionnaires.
V. LECTURES 2nd semester 2008

- **Architecture and sculpture in travel. Claudio Girola, sculptor and his work in Journey.**
  Instructor: Alejandro Crispiani

- **Architecture and representation in extreme territories. Mapping heritage routes in Tierra del Fuego.**
  Instructors: Eugenio Garcés Feliú / Franz Kroeger (Associate Researcher)

- **Morphogenesis of the New Extreme’s capital (Santiago’s original name) during Pedro de Valdivia’s conquest. Santiago before Santiago: 1541-1554**
  Instructors: Pedro Bannen / Sebastián Seisdedos

- **Project Principles: Cristián Valdés’ not constructed project.**
  Instructors: Sandra Iturriaga / Guenia Nussbaum (Teacher Assistant)

1st semester 2009

- **Santiago 1910: urban limit and ring beltway**
  Experiencing the urban periphery
  Instructors: Germán Hidalgo / Italo Cordano

- **GREEN how I WANT you GREEN: MAIPO’S PROPERTY LANDSCAPE 1810-2010**
  Instructors: Romy Hecht / Andrea Masuero

- **INTELLIGENT DESIGN OF TRANSPARENT FACADES IN SANTIAGO**
  Instructors: Claudio Vásquez / Mario Yuraszeck

- **LIFE IN BETWEEN THE SKYSCRAPERS**
  Private spaces for public use and incentive laws in Las Condes.
  Instructors: Elke Schlack / Carolina Blanco
I. DESCRIPTION
This is the first course in the area of representation. The student will acquire the first tools and fundamental concepts of graphic representation, understanding drawing as a design tool and as a means of thought. The aim of the course is to encourage an attentive, comprehensive, rigorous, and obsessive look at the different scales of architecture. This course is taken during the architecture degree program’s first semester, and along with Introduction to Architecture and Studio I, it is considered the core nucleus of an architect’s career. From this angle, the course tackles observatory drawing, drawing for designing, and project construction as three instances of a single activity, rather than as separate actions.

II. OBJECTIVES
General
• Deliver a sensitive outlook to architecture and its distinct representations.
• Understand drawing as an observation tool and as a way of thinking.
• Develop the ability to draw in a rigorous and exact manner, as an essential architectural design tool.
Specific
• Study important case studies in architecture, design, sculpture, painting, land art, and other visual arts, through their different modes of representation.
• Value personal and creative observation through drawing.
• Acquire the ability for precise observation through drawing.
• Encourage the habit of daily drawing as an activity attune to the career.
• Acquire and apply basic tools for technical and freehand drawings.
• Propose various types of representation associated to different designing and comprehension tools of the architectural form.

III. CONTENT
General concepts of graphic representation.
• Scale and Proportion.
• Tracing and line techniques.
• Tones, Weaves, Textures, and shadows.
• Light and Color.
• Diagramming
Basic concepts for freehand drawing.
• Sketching spatial situations.
• Drawing the human figure.
• Drawing objects.
Basic concepts for technical drawing.
• Orthogonal projection (Floor plan, Cross-Section, Elevation).
• Axonometric projection (Isonometric, Diometric, Trimetric).
• Perspective projection.
• Non-projective technical drawing (display, cutting template, triangulation, others).
• Principles of Dimension lines, Definition, and Text Notation.
Introduction to software tools for design and representation.
• Basic concepts for editing and manipulating images (Photoshop).
• Basic concepts for computer-aided technical drawing (CAD).

IV. METHODOLOGY
• Lectures, Guided exercises in class, Weekly assignments and Supporting reading.
I. DESCRIPTION
Architectural representation as a unique language of the field, with its own content and varied methods. A study of representation from manual methods such as freehand drawing to digital methods, two-dimensional planimetry representations and three-dimensional representations, perspectives and virtual models. The course’s objective is to deliver the tools necessary for the student to understand and explain an architectural and spatial project by means of representation. Likewise, it aims to develop the necessary skills and abilities to handle different methods and techniques of representation. Observation as a means of learning.

II. OBJECTIVES
General:
1. Master the basic content of architectural representation.
2. Develop the skills that will lead to mastering both manual and digital techniques of spatial representation.
3. Most likely, the students in the Projection and Volumes course are the same as those in Studio III. Hence, we try to integrate both courses by developing common themes, which maintain different views and approaches on common situations, all of this that unites the student’s academic load.

Specific:
1. Full and extensive study of the basic concepts of planimetry; floor plan, elevation, and cross-section, and their different scales.
2. Mastering the concepts of three-dimensional representation; perspective, vanishing points and axonometric.
3. Use of sketching as tool for representing observations.
4. Develop skills that allow for three-dimensional visualization and manipulation, through the acquisition of new study and design tools, based on the supporting work done in the following softwares used throughout the semester: AUTOCAD and 3D STUDIO.

III. CONTENT
1. Freehand representation of the assigned project, in reference to four scales: city, neighborhood, the site, and details.
   2.1 Sketch representation.
   2.2 Floor plan representation based on notes taken on site.
   2.3 Cross-section representation based on notes taken on site.
   2.4 Elevation representation based on sketches made on site.
2. Build a digital model in AUTOCAD, using the information gained from the freehand representations. The project is represented in four scales.
   2.1 Build the model with AUTOCAD.
   2.2 Lay Out as a means of ordering things on the presentation sheets, techniques and methods for printing and plotting.
   2.3 Manipulate working models, obtaining planimetry, views, and materiality and lighting studies with 3D STUDIO.

IV. METHODOLOGY
Observation as a means of learning, and representation as a topic and intent.
- Computer lab work every class.
- The courses structure is one topic per class with weekly assignments that are corrected and graded on a weekly basis.
- Analysis of the tools of representation, both conceptual and expressive.
- Content analysis: the intent of representation and the aspects it emphasizes
Course: ANIMATED FORM  
CODE: AQD 0503  
CREDITS: 10  
MODULES: 6  
PREREQUISITE: AQD 0302  
CATEGORY: Required Course  
INSTRUCTORS: Rodrigo Culagovski – Verónica Arcos

I. DESCRIPTION

This course offers a space for research and experimentation, where students can understand, generate, develop, and digitally create complex geometrical forms. In the course we will develop both digital and analog geometric operations as a platform for generating three-dimensional forms. This course is both theoretical and practical.

II. OBJECTIVES

1. Deliver to the student computational tools geared towards the generation of complex geometric forms.
2. Introduce the student to methods of representation of dynamic operations, understood as manuals for digital creation.
3. Bring together the development to the creation of parts or pieces, through state of the art instruments
4. Develop a series of digitally created physical models.

III. CONTENT

The course will encompass:
1. Study a series of three-dimensional modeling tools in relevant software. A number of modeling tools will be taught. The models constructed will undergo several processes of iterations in order to obtain variations.
2. Research on the adaptability of a specific component, through its capacity for proliferation and morphologic variation.
3. Development of the components in self-supporting terms and in accordance with the physical capacity of digital creation.

IV. METHODOLOGY

Lectures that introduce the presented topics as exercises. Exercises to be developed in class, and weekly assignments. Compulsory bibliographic readings to delve deeper into the topics.
I. DESCRIPTION
Presents a reflexive analysis on the sense of architecture with an emphasis on topics that relate to the field and to the project. It encompasses the history, origin, analysis, and operations of the project and works. The student learns to formulate an architectural argument through observation of phenomena. Introduces the topics of theory, history, and critique. This course is presented at the same time as both Preparatory Studio I and the first Representation course. It is complementary to the following courses; Introduction to Construction and Technologies and to Introduction to the City, Territory, and Environment.

II. OBJECTIVES
1. Introduces freshmen to university processes, helping them to make the qualitative jump from high school to university. It refers to promoting a new behavior, clearly defining the responsibility attached to studying a profession.
2. For those students that are pursuing an architectural degree, the course will attempt to clearly show which are the problems associated with the profession in terms of the knowledge body of which a professional practice emerges from. It is posed as a global instance that allows the student to confirm or revisit his career choice.
3. Stimulates the development of a critical spirit and the necessary skills for observing and interpreting the themes (problems) that are fundamental to architecture as a field.
4. For students pursuing other degrees, the objective is introducing them, in a synthetic way, to the world that architecture represents.

III. CONTENT
In accordance with the stated objectives, the course content is relayed through a series of terms that define the elemental parts of a building, but at the same time can also be understood as key words toward understanding the themes that embody a work of architecture. These terms are: floor, column, wall, window, roof, staircase, garden, patio, corridor, and living room. The course is structured in three levels: a) an intuitive approach, but based on the elements of a building, represented by a commonly used word; b) thought on the universe of themes (problems, ideas) that these elements propose, Theory; and c) the verification of its appearance in time, in a particular case, History. These three levels are ordered in the following way.

IV. METHODOLOGY
The course aims to promote an active "critical" role in regards to the content presented. Therefore it is divided into three meetings in a week, organized in three distinct instances:
- Practical tasks: objective is to sensitize the student in respect of the presented issues from the viewpoint of their own experience, thereby engaging in observation and interpretation. These take place during class hours and the student is expected to come prepared to class with the topics that will be reviewed during class. The aim is to produce an understanding of architectural observation and analysis. These sessions will be guided by teaching assistants, who will provide the direction in order to obtain more efficiency in the experience proposed. The practical tasks will produce a series of materials that will form a notebook.
- Lecture where the topic to be addresses is presented (key word). The goal is to develop discursive thought.
- Lecture that analyzes a case study on the topic studied, situated within its time reference. The goal is to promote a sense of history.
I. DESCRIPTION
This course reviews Architecture and Classical Tradition. Introduces architecture from its historical processes previous to Modernity. Reveals the sense of classical architecture through the study of its temporal and cultural placement and its current influences, putting an emphasis on periods of transition, with the latest being the transformation of architecture from trade to autonomous field of study. Employs a critical observation of the past, recognizing continuities and breaks, thereby, it is important to apply interpretation or hermeneutic methods.

II. OBJECTIVES
1. Understand the historic themes essential to architecture before modernity, and its continuity or divergence from the current movement.
2. Learn and understand the history of architecture by means of important fragments.
3. Use hermeneutics as a comprehension method for observation and analysis.
4. Construct and possess comprehension skills to read buildings from its different interpretative angles.
5. Study the most relevant bibliography from each historic period.

III. CONTENT
1. The ancient world.
2. The Christian tradition.
3. The classical projects: Italy.
4. The classical projects outside of Italy.
5. Illustration.

IV. METHODOLOGY
- Lectures with multimedia support.
- Bibliographic readings.
- Student presentations.
- Presentation of films and other materials to enhance the student's understanding of the material.
- Graphic or written projects.
COURSE: HISTORY OF ARCHITECTURE II  
CODE: AQH 0403  
CREDITS: 10  
MODULES: 3  
PREREQUISITE: AQH 0202  
CATEGORY: Required Course  
INSTRUCTORS: Horacio Torrent, Fernando Portal

I. DESCRIPTION
This course defines as objects of concern, the architectural configuration and the experience of modernity, and the current debates on overcoming it. To this end it relies on an articulated exposition of ideas, works, and projects over a time period that begins in the 19th century and runs up to our current times. Furthermore it delves into the study and interpretation of current architecture, its local and international manifestations. Finally, it emphasizes the instrumental conditions of a project, the ways of thinking and an architectural project, and its relation with construction.

II. OBJECTIVES
1. Introduce the student to current architectural production in such a way that he can determine his stance to current architectural options.
2. Contribute to the learning of historical processes and an understanding of applying architecture to said processes, thus developing the skills to achieve specific interpretation and analysis.
3. Investigate into the pertinent written production of the history of architecture and architectural critique.

III. CONTENT
1. Formation of the modern ideology
   1.1 Background: general concepts and the academic tradition
   1.2 The search for new forms and the problem of ornamentation
2. Consolidation or the heroic period
   2.1 Art, architecture, and ideology
   2.2 The modern vanguard
3. Diffusion and transformation
   3.1 The international style
   3.2 The classical-modern synthesis
4. Modern revision
   4.1 Neo-Brutalism
   4.2 Other options for overcoming
5. Postmodern reaction
   5.1 Theories following modernism
   5.2 Postmodern classics
6. The new sensibility
   6.1 The persistence of modernism
   6.2 Figuration, experience, body
7. The present condition
   7.1 The scales of debate
   7.2 The realm of the discipline

IV. METHODOLOGY
- Lectures by the professor in charge.
- Reading program implemented by the student in accordance with the specified bibliography.
- The students shall undertake a specific project under the direction of the teaching assistants.
I. DESCRIPTION
This course will analyze and consider the sense of architecture, investigating the relation between history, theory, and critique. It will encourage the student to reflect on what it means to do architecture, by presenting him with different modes of thought that have prevailed since the late 19th century. Rather than a review of tendencies, each semester the course aims to lay down new paths, enabling the in-depth consideration of certain themes and review the architectural culture of the 20th century. In every case the focus is on architecture, but placing it in relation to art, politics, and, in essence, to the historical conditions that surround it. This course is complementary to the Research Studio and to the Building Internship. It enhances student’s designing arguments as they partake the posterior specialization studios.

II. OBJECTIVES
1. Understand the classical and contemporary realms of texts and contexts of theory.
2. Fully understand the relationship between theory, history, critique, and the task of the discipline.
3. Understand the relation between theoretical activity and project.
4. Theoretic reflection on the student’s own work and contemporary architectural production.
5. Inquire on the complementary fields of the word, the image, and the physiognomy of architecture in relation to the conceptual and phenomenological feats.

III. CONTENT
Module 1: architectural project.
1.1 The tools of modern architectural projects.
1.2 Trade as an alternative to the project.
1.3 Project and modern construction, or architecture as a technical fact.
1.4 Architecture as a collective project.

Module 2: fine arts and architecture.
2.1 The paths of abstraction.
2.2 Participation in art and architecture.
2.3 Art and conceptual architecture.
2.4 Architecture and sculpture: new affinities.

Module 3: cities and architecture.
3.1 The American city observed by architects.
3.2 Berlin, capital of Europe.
3.3 Bilbao, or culture as show business.
3.4 Santiago is no longer the periphery.

IV. METHODOLOGY
Theory classes given by the professor or instructor where all the theoretical aspects of the program are developed.
These will be participatory classes where student involvement is strongly encouraged.
An important part of this course are the reading sessions, preceding and following exams. These will center on a specific text related to the topics presented in class. One of the main objectives of the course is the in-depth reading and understanding of the texts.
COURSE: **INTRODUCTION TO THE CITY TERRITORY AND ENVIRONMENT**  
CODE: AQU 0301  
CREDITS: 10  
MODULES: 3  
PREREQUISITE: ADMISSION  
CATEGORY: Required Course  
INSTRUCTORS: Luis Eduardo Bresciani L.

I. Description  
What is a city? What differentiates it from a neighborhood, suburb, or Megapolis? How are contemporary cities created? What forces impel the changes and transformation of public spaces? What tendencies give shape to the new metropolitan areas? Can we intervene in the shape and use of cities, neighborhoods, or public spaces? The first course in the Area of Urbanism attempts to answer these questions and others. The first part of the course will examine the principal models or theories that have attempted to explain the shape, landscape, and function of the contemporary city; examining the social, economic, and urbanism forces that impel its development and change. The second part of the course will present the principal debates and ideological focuses of urban development in the early 21st century. These different focuses, many of them polemic, have tried to justify or drive forward different intervention alternatives or urban projects. Finally, the course will present the principal instruments of city design and planning, capable of shaping cities, driving urban projects, and articulating the relation of architecture with its context and public spaces. By observing the development of Santiago in the last decade, the course will review the principal tendencies that have shaped its current development, the urban design projects proposed to modify its neighborhoods, districts, urban centers, and suburbs; and the debates behind these interventions focusing on the connections between design, ideology, and urban demands. Thus, the city of Santiago is the field of the work and object of the course.

II. Objectives  
1. Introduce the students to an understanding of the development of a city, the processes, tendencies, and components that give shape to it.  
2. Learn and understand the diverse scales of approximation to a city.  
3. Understand the urban phenomena as a complex and dynamic process and, therefore, one that is open to intervention.  
4. Introduce the student to contemporary urban thought and its diverse focuses.  
5. Gain a clearer understanding of the city of Santiago through projects and case studies.

III. Content  
1. Part I Explanatory models of contemporary urban forms  
   1.1. Urban Form Models  
   1.1 Urban Economy Models  
   1.2 Urban Models and Sociological Theories  
2. Part II Debates and Discourses on the Contemporary City  
3. Part III Instruments of Urban Design  
   3.1. Urban Planning  
   3.2. Urban Projects

IV. Methodology  
This course is based on lectures combined with discussion sessions, and a presentation of case studies of national and international projects. During the semesters the students must carry out two tests of content development at the end of the two first parts. These exams will focus on the material presented in class, selected bibliography, and related case studies. At the end of the course the students must present a Final Group Project on a case study or metropolitan phenomena, developed throughout the semester.
COURSE: CITY, TERRITORY, AND ENVIRONMENT I
CODE: AQU 0402
CREDITS: 10
MODULES: 3
PREREQUISITE: AQU 0301
CATEGORY: Required Course
INSTRUCTORS: Pablo Allard, David Assael

I. DESCRIPTION
This course examines the evolutionary structure of a city and its expressions in neighborhoods, medium-size cities, and metropolises. We will analyze the elements and strategies that contemporary architects and urbanism professionals apply to their design and development; while reviewing the dialectic between constructed environment and natural environment. We will study Santiago and other world cities focusing on their components (streets, plazas, core, and infrastructure) through the review of case studies; so that we may gain an understanding of how the physical, social, political, and economic variables interact in the configuration and reconfiguration of cities in time.

The urban project is understood by analyzing the city, the perception of its parts, the differentiation of its components, and an understanding of the different variables (social, economic, environmental) that inform and shape its design and process of construction. This course aims to introduce the student to the different elements that structure a city and territory; through multiple forms, scales, and processes of the urban project. This shall be achieved through a study and analysis of the urban project and its relation to the city. Through the study of city interventions, the course will present design elements and tools that will lead to a greater understanding of the function of the different scales of the urban project and its reach.

II. OBJECTIVES
1. Impart upon the students an understanding of the different elements and configurations of the urban project as an object of study in its different scales.
2. Present the analytical and design elements of the urban project and the variables that inform it through time.
3. Impart an understanding of the relationship between analytical tools, representation and its materialization in the development and design of urban projects.

III. CONTENT
1. City, as the object of study through the urban project.
   - The morphologies of the urban project.
   - Activities and their location tendencies according to their typologies.
   - Urban configurations and their forms.
2. New analytical explorations of the urban project.
   - Traditional tools: morphology and typology.
   - Random explorations (phenomenological or situationist approach), non-hierarchical analysis.
   - Layering: Incorporating new variables.
   - Representing complex information: mapping as project proposal.
3. A study of urban projects, its tools and methods.
   - The mega scale of infrastructure.
   - The issues of massive housing, commercial, office, and industry projects.
   - Incorporating new analytical dimensions to the development of contemporary projects.

IV. METHODOLOGY
This course is based on lectures combined with discussion sessions centered on the projects presented by the students, developing skills for urban critique, reading, and debate. The classes are divided into 4 thematic lines throughout the semester. It will focus on case studies (urban projects analyzed through the tools and variables presented in class), which the students will present to the class as contents are covered. Hence, the lectures will be complemented by the student’s own studies.
I. OBJECTIVES
This course is part of the content actualization cycle in the area of Urbanism within the school. Being the last minimum course in the Preparatory cycle, it focuses on the contemporary city and studies the factors that influence its growth, the impacts of such, and the ways in which its future can be managed by means of urban plans and projects. The aim is for the student to develop the necessary skills to enable him to practice his profession in urban and territorial environments. Within this general framework, there are five specific objectives:

a) Understand the factors that explain current city growth and the logic behind the actions of public and private actors that intervene in it.

b) Discuss the impact of this growth from a social, economic, and environmental angle; which in effect constitutes the current challenges to territorial planning.

c) Study the Government’s and private sector’s forms of intervention and the logic behind said intervention in their management of this impact, the resolution of lawsuits or the way in which they profit from business and social development opportunities.

d) Analyze the urban project’s role within this context; presenting the methodologies used for its formulation, design, evaluation, and implementation.

II. CONTENT
Phase 1 – Contemporary Tendencies of Urban Development
As is implied by the name, this first phase presents the material to be studied by answering three basic questions to introduce the course: What is the modern city like? What factors explain its growth? And, what are its most relevant impacts and challenges? As well as opening discussion, this material enables to know the challenges that are present in urban planning and design.

Phase 2 – Planning and its Tools
Planning is the method through which city development is driven, addressing the challenges and requirements that arise from its growth. It is based on the public policy beliefs exerted by the actors that intervene in each historical period. The second phase begins with this discussion. To achieve this we briefly review the planning focus of the past 40 years, detailing the interchange of power from the State to the market to civil society. This study focuses on the current situation, introducing concepts such as management, governance, and strategic planning. Following this, we will present the spheres in which current planning takes place, which are divided into four major areas: infrastructure (transportation, sanitation, energy, etc.), housing, environment, and urban rehabilitation. We will then analyze the tools formulated to achieve the planning goals, the tools used to this end (regulation plans, directive plans, and legislation) and the management methods that enable their implementation, including the participation of social and private actors.

Phase 3 – The Urban Project and its Dimensions
This course views the urban project from two perspectives. On the one hand it is viewed as a planning tool, in other words, as a way to achieve the objectives of public policy. In this first dimension, urban projects arise from the Government, although they could be financed and designed by public, private, or social actors. To this category belong projects of urban renovation, highways, subway networks and stations, etc. The second perspective views urban projects as private initiatives, which arise primarily from criteria of profitability and business. To this category belong large shopping centers, real estate mega-projects, and new business centers. Urban projects are studied from four dimensions. First we define and discuss the concept explaining the differences that exist between an urban project and an architectural one. Next we present its components and tools, covering regulations, of urban design, business, and citizen participation. Finally we review the cycle of the project, analyzing the phases that must be developed to design, evaluate, approve, and implement them.
I. OBJECTIVES

1. Teach the student with necessary knowledge for the Physics and Structure courses.
2. Provide the student with elementary knowledge of integral and differential calculus.
3. Aim that the student can model application problems in other fields of knowledge.

II. CONTENT

1. Functions, graphs, and models.
   1.1. Graphs and equations.
   1.2. Functions and models.
   1.3. Linear and exponential functions.

2. Derivatives.
   2.1. Limits: numeric and algebraic determinations.
   2.2. Reasons behind average and infinitesimal change.
   2.3. Derivatives as limits.
   2.4. Derivatives as applied to velocity, acceleration.
   2.5. Derivation techniques: sum, difference, and powers.
   2.6. Derivation techniques: product, quotient.
   2.7. Chain rule.

   3.1. Maximum and minimum.
   3.2. Convexity, curve tracing.
   3.3. Maximization and minimization problems.
   3.4. Implicit derivatives.

4. Exponential and logarithmic functions.
   4.1. Growth models and differential equation $\frac{dy}{dx} = ky$.
   4.2. Exponential change.
   4.3. Derivatives of $a^x$ and $\log_a x$.

5. Integration.
   5.1. Area and definite integrals.
   5.2. Properties of integrals.
   5.3. Sum limits: numeric integral.
   5.4. Fundamental Theorem of Calculus.
   5.5. Use of integral tables.
I. DESCRIPTION
Basic concepts of spatial geometry, the relation between parallel lines and planes in three dimensions and ways of addressing these problems. Geometric transformations. Topological focus of surfaces and their classification. Projections. Central projection and its flat section. Projective properties and invariants. The double ratio. The relation between projections and double ratio through the Fundamental Theory of projective geometry.

II. OBJECTIVES
1. Understand the basic relations of spatial geometry.
2. Recognize the status and relevance of topology in geometry.
3. Understand the notion of projection and its role as a geometric fundamental in various representation systems.
4. Differentiate topological relations from Euclidean ones.
5. Appreciate the use of flat surface models.
6. Separate surfaces that can be constructed from those that can only be visualized or imagined.
7. Determine operations to construct new surfaces.
8. Recognize a triangulate object and when the object is a surface.
9. Learn surface classifications.
10. Learn about projections and sections.
11. Determine the necessary conditions for the projection of a specific image.
12. Identify vanishing points and infinite parallel lines.
13. Solve the geometry of perspective images.
14. Create perspective images that meet given geometric constraints.
15. Analyze the relation of perspective images with their vanishing points.
16. Understand the projective space as an extension of Euclidean space.

III. CONTENT
1. Parallel lines and planes in space.
2. Mutual positions. Parallel lines, perpendicular lines, dihedrons, and polyhedrons.
3. Projecting parallel lines on planes, angle projections, transformation of spatial problems into two-dimensional problems.
4. Topological definition of surface.
5. Select surfaces: Möbius strip, Klein bottle, 3- sphere.
6. Flat surface models.
7. Surfaces with and without borders.
8. Connected sum.
9. Surface construction through the connected sum of cells.
10. Triangulate topological spaces.
11. Combinatorial topological definition of surface.
12. Compact surfaces.
13. Connected surfaces.
14. Theorem of classification of compact and connected surfaces.
15. Central projection.
16. Points and parallel lines in space.
18. Desargues’ theorem.
19. Full quadtrilateral.
I. DESCRIPTION

This course is geared toward first semester students of architecture. It consists of a series of contents, dictated at a basic mathematical level that will be useful to the student in future courses related to structures and construction. The course is presented utilizing the mathematical tools that the student has acquired in high-school, without differential or integral calculus.

II. OBJECTIVES

At the end of the course the student will be able to identify and understand the basic concepts and solve problems related to:

1. Classical mechanics, including one-dimensional kinematics, dynamics, and the laws of Newton and mechanical energy.
2. Systems in equilibrium of simple rigid bodies.
3. Basic elasticity and springs.
4. Temperature and dilation of solids and liquids.
5. Heat and its conduction through objects.
6. Ideal fluids at rest and in motion.

III. CONTENT

Fundamental Magnitudes of Physics

Kinematics in one dimension

Vectors

Dynamics

Energy

Rotational equilibrium

Elasticity

Temperature

Heat

Fluids
I. DESCRIPTION
This course gives the student a general understanding of the problems of structural analysis and design, based on fundamental principles of physics and structural mechanics so that he may acquire a solid rational base in order to understand the functioning of structural elements. The aim is neither to specialize in these subjects nor to develop the skills for structural calculus, but rather to prepare architecture students so they can perform simple calculations that will enable them to develop their architectural projects with a solid structural framework based on understanding the characteristics of its behavior.

II. GENERAL OBJECTIVES
1. Recognize a body’s state of static equilibrium.
2. Determine link reactions and the internal stress diagrams of beams, porches, and lattice structures.
3. Determine the state of tensions and deformities in elements subjected to compression, traction, bending, and cut stresses.
4. Design simple lattice, beam and column elements in steel, wood, and reinforced concrete.

III. CONTENT
1. Static.
   1.1 Introduction
   1.2 Law of universal gravitation
   1.3 Concept of forces
   1.4 Operations with forces
   1.5 Equilibrium of a particle
   1.6 Equilibrium of a particle system
   1.7 Friction
   1.8 Concept of moment
2. Analysis of Isostatic Structures
   2.1 Global Equilibrium
   2.2 Lattice structures.
   2.3 Internal stress diagrams.
   3.1 Introduction
   3.2 Elements subjected to axial loads.
   3.3 Elements subjected to bending.

IV. METHODOLOGY
- Lectures.
- In-class discussion and exercise resolution.
- Exercises with Teaching Assistant.
I. DESCRIPTION
The aim of the course is for the student to develop the skills necessary to include an adequate structure in his architectural building projects, especially from a seismic point of view. A third of the course is dedicated to complementing the knowledge of analytical and structural behavior, while the other two thirds explore the basic concepts of the behavior of structures during seismic eventualities.

II. OBJECTIVES
General
1. Recognize the characteristics of seismic phenomena.
2. Gain an understanding of the effects that seismic movements have on a building’s resistant structures.

Specific
1. Understand the concept of maximum resistance and rigidity in a structure.
2. Recognize the origin of a tremor, its characteristics, and the way it is measured.
3. Understand the effect of a seismic motion in simple systems.
4. Synthesize the seismic effect through the concept of response spectrum and design spectrum.
5. Analyze the effect of tremors on complex systems, modes and natural periods of vibration.
6. Understand the practical ways to conduct seismic analysis of complex systems.
7. Recognize the different types of seismic structures. Analyze its comparative advantages and disadvantages.

III. CONTENT
1. COMPLEMENTS TO STRUCTURAL BEHAVIOR AND ANALYSIS
2. NOTIONS OF SEISMOLOGY
3. SEISMIC RESPONSE OF SYSTEMS WITH ONE DEGREE OF LIBERTY
4. SEISMIC RESPONSE OF SYSTEMS WITH MULTIPLE DEGREES OF LIBERTY
5. SEISMIC-RESISTANT STRUCTURING AND DESIGN OF STRUCTURES

IV. METHODOLOGY
- Lectures.
- Exercises directed by teaching assistants.
- Individual exercises by the students
I. DESCRIPTION
This is the first course in the area of Construction and Technology. It teaches students the intrinsic and indissoluble relation between Architecture as a field of study and thoughts on the necessary techniques to bring a project to fruition. To this end, it conveys the system of professions and complementary knowledge that participate in the production of an Architectural project. Specifically, about the construction techniques: An understanding of the physical logic of rigid materials, their disposition under supporting structural principles, the existence of classical constructive systems, and their capability to be administered in order to improve the quality of life of its creators, users, and the social, urban, and environmental system that it belongs to as both process and physical medium.

II. OBJECTIVES
General
1. Enable the student to understand the dimensions of the knowledge of production of Architecture.
2. Expose the students to a reflection of architectural production, through empirically controlled experiences.
3. Teach the students the basic notions of productive constructions.

Specific
1. Teach the student the productive knowledge of architecture as an indissoluble dimension of the field of study.
2. Teach the student the basic notions of supporting structures for construction.
3. Teach the students the classical constructive systems of construction.

III. CONTENT
1. Understanding Architecture as a virtuous administrator of techniques: theory, practice, techniques, and technologies.
2. Understanding the existence of a system of disciplines that converge on the production of an architectural project: simulation, inter-disciplinary work, communication, and prescription.
3. Understanding the existing fundamental physical logic between rigid materials and textiles: crystalline structures, Young’s modulus, and Poisson’s coefficient.
4. Understanding the processes through which rigid materials and textiles can be modified and managed to generate structures: change of state, plastic movement, devastation, addition, and connection.
5. Understanding the principles of structural supports: compression, traction, cuts, bends, torsion, bending moment, resistant module of a section.
7. Understanding the architectural project as part of the social, urban, and environmental system.

IV. METHODOLOGY
The course methodology includes iterations of theoretical knowledge and practical demonstrative experiences of theoretical models and specific non-systematized phenomena. Through group sessions, the students perform empirical construction exercises, exploratory constructive systems, and architectural projects at different levels of permanence in time; depending on the possibility of linking the creation of a project to the concrete needs of the community.
I. DESCRIPTION
There are two general architectural qualities that must be observed: Constructive Purity and Protection of the Material Building. Innovations in the Material:

1. This course studies case studies or examples of constructed architecture. These are chosen or by an objection or a success of an element in their construction, or applied constructive system. This enables one to understand the material used, the ways in which we use it for building, ways of caring for and protecting it, and the technological applications and innovations that pertain to it.
2. To explore the content of the course, we turn to in-class sheet design (on a whiteboard). The whiteboard is an effective tool for communication, it enables each student to understand the assignment process, and it illustrates the material as it is explained.
3. The student shall undertake a design and construction project, related to a real project, with the aim being to incorporate into this organized construction exercise the relevant course material from Construction and Technologies 1.
4. The design and construction projects created in this course will be documented photographically each semester. This documentation shall be available to the School once the course has been completed. In the last years, these are published on the web page of Arauco Distribution Companies, one of our wood donors.
5. The course will include knowledge gained from the FONDEF Research project “Housing Design with Surrounding Radiata Pine” in relation to Prefabrication in Architecture, designs, case studies, and national and foreign systems.

II. OBJECTIVES

General

1. Teach the construction process of architectural projects, focusing on basic material and constructive systems, through the review of case studies and relevant examples.

2. Provide the basic knowledge necessary for the student to understand and apply to his projects, the constructive conditions and properties of materials, both the formal and structural ones.

3. Teach the student the proper usage of terminology and drawing, related to the constructive materials and systems present in all construction.

Specific

1. Through the use of case studies, we shall study topics related to construction with wood, concrete, brickwork, steel, and alternative components.

2. Through the study of materials applied to prefabricated and project constructed buildings, expose the student to a wide range of alternatives for constructive systems or types, along with their application and care.

3. Recognize how important it is to an Architectural Project to have proper knowledge of the materials and their properties, both in the creative process and in the formal and spatial quality of the proposal.
4. Integrate and link, in an effective and verifiable manner, into the Architecture Project Studio(*) the knowledge acquired throughout the course.

III. CONTENT
Constructive purity or the capacity for full manifestation of space thanks to the proper understanding and handling of material.

The team of professors of Construction and Technologies 1 has determined a series of indispensable concepts and materials, in accordance with the requirements of the School's academic structure and the cycle of Construction and Technologies. This material and knowledge has been disposed hierarchically in order to emphasize that which is relevant and not delve too deep into areas that are far removed from the needs and aptitudes of future architects. Constructive Purity refers to a concept utilized by professor Juan I. Baixas and focuses on the importance of considering the quality and condition of the materials used in a project; its mission being to provide "vitality to the emptiness in space, without destroying it. Vitality that is made present through matter and energy." (1) Energy in situations as precise as the projection of solar light on walls and floors. Constructive purity, therefore, is more than merely the builder's quality of work and use of materials to construct a building; it is a pre-existing condition that forces the architect to incorporate into his process of creation the knowledge and mastering of material options in order to achieve the full manifestation of spatiality.

On the other hand, the duration and resistance of a building over the years is closely linked to the strength of the material and its adaptation to the shape. According to the text by González, Casals, and Falcons, Claves del Construir Arquitectónico (Keys to Architectural Building) this means that: "The integrity of everything that has been built (enclosures, installation, and their supports) will obviously depend on the material itself. Space does not intervene. And although esthetic perception will always consider the space-material set, it is possible to analyze the contribution of material by itself." (2)

This does not in any way validate the tendency to fragment studies and knowledge, seeing as Architecture is a unifying and synthesizing activity we believe that it is completely relevant to study construction and its materials from the point of view of a good architectural project and attention to shape, emptiness, and the quality of spaces. All the topics will be addressed through case studies or constructed examples; in other words, the student will receive the content alongside an example of a relevant architectural example.

3. 1 Wood Constructions
3. 2 Concrete Constructions
3. 3 Steel Constructions
3. 4 Brickwork Constructions
3. 5 Adobe Constructions
3. 6 Glass Constructions
3. 7 Paneling and Painting
3. 8 FONDEF 2006
3. 9 Professional and Legal Aspects

IV. METHODOLOGY
We will review the material through the so-called "Course Whiteboard," where we will diagram the class based on the study of detail, concept, and drawing of the whole. The whiteboard will allow complete management of the daily content on a single plane. In parallel we will project the complementary material by means of a PowerPoint presentation.
We will also conduct more in-depth studies through the exposure to referential case studies, where the constructive details of an architectural project will be explained.
These will be lectures with an emphasis on drawing, sketching, and projection through digital means, videos, and slides.
I. DESCRIPTION
This course is oriented towards handing to the students the tools, so that in design and building construction, strategies and necessary systems are considered to achieve the normal developments of human activities within the interior space, with efficient use of available natural resources and keeping in mind the requirements of the building’s surrounding.

II. OBJECTIVES
General
Learn and apply constructive technologies for environmental conditioning and installations within buildings, so that these may be incorporated into the practice of architecture.

Specific
1. Learn to analyze climate and its importance in architectural design and in the selection of constructive systems.
2. Learn to analyze the requirements for personal comfort and its relation to architectural design, installations, and constructive systems.
3. Introduce the architecture student to the group of; sanitary and hydraulic projects, energy, ventilation, air conditioning, and illumination systems of a building, in the way that he is enabled to integrate this knowledge into architectural practices.
4. Learn about the terminology and regulations laws related to installations, thermal and acoustic behavior and the roles these play within a building.

III. CONTENT
1. Climate and its relation to architecture
   Climate in Chile
   Temperature and thermal oscillation
   Relative humidity, precipitation, and cloud cover
   Wind
   The sun: solar trajectory and solar radiation
   Climactic impact on the design and construction of buildings
2. Thermal comfort
   Heat and temperature
   Heat transference
   Thermal balance of the human body
   Temperature, relative humidity, air speed
3. Thermal phenomena and their effect on buildings
   Heat and temperature
   Winter strategies
   Summer strategies
4. Illumination
5. Ventilation
6. Building acoustics

IV. METHODOLOGY
- Lectures on the conceptual and technical development of the content mentioned.
- Lectures on the architectural integration of each of the topics covered through representative case studies.
- Analytical tasks to be developed in teams of three students, based on the material covered in class.
COURSE: BUILDING INTERNSHIP  
CODE: AQP 0702  
CREDITS: 10  
MODULES: 8 HOURS PER MONTH + 160 HOURS INTERNSHIP  
PREREQUISITE: 245 credits (minimum courses) AQH0403 + AQD0503 + AQA0605 + AQU0605 + AQE0102 + AQC0603  
CATEGORY: Required Course  
INSTRUCTORS: Rodrigo Tapia

I. DESCRIPTION  
The building practice intends to utilize the actual execution of a building, as an integrated realm of learning and a good meeting point of the knowledge of the diverse actors (institutional and professional) who intervene in the development of a project, reinforcing the role of the architect in this process and, specifically, his relation to the construction phase. To this end the student will work for a construction company or a Building Inspector Office, assisting in all the tasks for which it is responsible during the process of completing a particular project. The student shall inquire as to the managerial, administrative, and construction processes related to the project and in general will learn how a project is brought to fruition.

II. OBJECTIVES  
1. Learn how to interact and behave in a specific professional context.  
2. Revisit an architectural project as the sphere of what is constructible.  
3. Understand the reality of the constructive process and supplement the knowledge gained in the degree courses.  
4. Understand the function of a project, its operation, administration, and constructive processes and, by the end of the building internship, develop a critical view of each of the aspects involved.  
5. Supplement his own experience with that gained by his classmates.

III. CONTENT  
Although the building internship itself does not impart specific content, it is expected that the student review a series of subjects within the context of his participation during the development of the project. In this sense, the following aspects will be analyzed:


IV. METHODOLOGY  
The student will work for a construction company or Building Inspector Office and participate in the construction of a project, supervisory, estimation, and administrative tasks or assist the foremen and superintendents in the completion of their duties for a period of 160 hours during an academic semester, which is equivalent to 4 hours daily, 4 mornings a week. Throughout the semester the actual intern work will be supplemented with various activities that will guide the work and provide more depth to the experience, through an exchange of information by means of:  
- conversations and site visits,  
- presentations on the status of the building and specific aspects related to it.  
Once the internship has been completed, the student must present a “Final Internship Report,” in which he will detail the work performed by him as well as his observations and, furthermore, will include an evaluation of the experience and a summary fact sheet for the bibliographic records. The primary content shall be addressed through tasks and presentations.  
The student is responsible for determining the method and location where he will engage in his
Project Internship. To this end, he must present a "Internship Plan" to his professor at the beginning of the semester so that the interest in the chosen building can be evaluated. This plan will describe the character and type of the building selected, the student's participatory role, the activities he will perform, and the deadlines that have been set. Regardless of the role the student plays in fulfilling his internship, he must observe the constructive process as a whole and critically appraise the completion of the project. The student should rely on record sheets and a logbook to take notes, make sketches, and note observations.
I. DESCRIPTION
The professional internship immerses students in the responsibilities of their chosen profession connecting them to the reality that is the practice of architecture, associated to the private and public initiatives of the professional realm. This internship is divided into two complementary experiences: a service-oriented one and office-based one.

The service-oriented experience contributes to the student’s social-Christian development, connecting him to the realities of poverty and service in such a way that he can understand, study, and work with problems in this area. This part of the internship will be held in institutions that are tied to service such as Town Councils, Corporations, Foundations, and the University itself. The student must use his skills to support this work in the areas of management, design, and the construction of projects that benefit the social and common good.

The office based internship aims to teach the student the manner in which an Architecture office works and allow him to take part in the various phases of a project, so that he may supplement the skills gained in class with the reality of his chosen profession.

To this end, the student should work in a private Architecture office in areas related to background research, architectural representations, site visits, development of projects and studies, coordination meetings, and other activities that may lead to a greater understanding and global vision of the processes involved in the management, design, and execution of an architectural project.

II. OBJECTIVES
- Work and situate oneself within a specific context of the professional arena, taking on the assigned responsibilities.
- Immerse oneself in the development of specific architectural projects and studies at all levels of their management, design, or construction; integrating personal practical perspectives into the professional experience.
- Learn about the way the host Office or institution functions, its work system, criteria, and design emphases.
- Learn about poverty and the institutional reality that surrounds it.
- Encourage the student to apply creativity to the resolution of his assignments, using a contextual, conceptual, and duplicable framework.
- Instill in the student a vision of the service-oriented facet of his chosen profession.
- Encourage critical observation and the survey of particular aspects through the internship experiences.

III. CONTENT
- This internship is not linked to a classroom course, but does provide a tutor that guides the student's experiences throughout, in the following areas:
- Organization and functional structure of the host institute.
- Understanding of the context that the student will participate in or study.
- Active participation in the areas of preparation, development, and project execution and in specific studies.
- General and critical understanding of the project or studies in which the student will participate.
IV. METHODOLOGY

- To fulfill the requirements of the two internships, the student must engage in a minimum of 360 hours, 160 hours in one and 200 hours in the other. The student may choose the indicated hours to be spent on each internship as he sees fit.
- The student will partake of the internship primarily during school vacations, after he has completed the Specialization phase of studies. The student is solely responsible for choosing the location for the internship and must adequately justify his choice. This will be of free time in so far that it is not linked to a classroom course, but the student will have a professor available to guide him in the basic direction of the internship, in the context needed for the presentation of the Final Report, and in the accreditation of the hours fulfilled.
- To adequately complete the internship the student must fulfill two requirements, which are due at the beginning and end of the internship; these are:
  - The “Internship Plan,” which in effect is a communications plan between the different participants of the internship (student, professor, and host entity), wherein the student will detail his proposed plan of action and adjustments be made (type of host entity, description of the project he will participate in, the type of internship he will engage in and his interest in such).
  - The “Final Report,” which will detail the student’s practical experience, the main activities engaged in, and the context and lessons learned. These will be presented from a practical-investigative angle in such away that it incorporates analytical and synthesis elements.
I. DESCRIPTION

The Exercise Studio is a designing experience, where the lessons learned in the different Architectural courses come together to fulfill an actual architectural project. Due to its artistic nature, the studio provides a deeper knowledge, and develops the practice of designing, this being carried out repeatedly throughout the semester. The difference between these studios and the preparatory studios, is that the theme of the project acts upon contingent cases and it further develops the constructive aspect.

II. OBJECTIVES

General
1. Tackle the development of an actual, defined assignment.
2. Teach the student the full process involved in an architectural proposal: from abstract creation to building.
3. Distinguish the different aspects that compose an architectural project and learn to prioritize the various factors that influence it.

III. CONTENT

The Exercise Studios work together on a contingent assignment selected by the School; where each studio prioritizes and determines the degree of development of the following content:
1. Foundation
2. General scheme
3. Urban role
4. Management
5. Durability, resistance, and comfort
6. Constructive details

IV. METHODOLOGY

- Studio technique.
- Presentations: by course professor and guests.
- Research: review of documentation and case studies.
- Weekly student presentations on project progress.
- Final exam, presented before a commission designated by the Directors of the school
COURSE: EXERCISING STUDIO; DIPLOMA IN ARCHITECTURE AND URBAN PROYECT

I. DESCRIPTION
The exercise studio in urban project is a practical exercise in which the knowledge obtained in minimal and optional courses is applied, through the design of a project that has to deal with the multiplicity of assignments that emerge from the public or private realm. The themes in the studio’s Urban Project area, are grouped into four aspects: Infrastructure and Public Space; Landscape and Sustainability; Urban Renovation and Land subdivision; and New Cities.

II. OBJECTIVES
General
5. Value the importance of urban design as a mediating action between transport infrastructure and services in the space of the city.
6. Manage urban sustainability concepts in the analysis and design strategy of a determined urban context.
7. Evaluate economic, social and spatial factors in the design and/or strategy of urban projects.
8. Value pre-existent conditions in the cities, such as landscape, as well as heritage factors, in the urban insertion of a project.

Specific
6. Evaluate the environmental, spatial, cultural and landscape conditions of the place of the intervention.
7. Define the design components and simulate the impact on the ecosystem and urban network.
8. Resolve, in various scales, the urban insertion of large buildings or private interventions.
9. Propose urban strategies for a specific project and/or anticipate developmental tendencies.

II. CONTENTS
1. Infrastructure and Public Space: In this studio assignments referring to the following are dealt with:
5. – Urban highways (junctions, separated routes, service streets)
6. – Mass transport (tramways, subways)
7. – Main and secondary routes
8. – Hydrograph and/or rain water collectors

2. Landscape and Sustainability: the studios deals with landscape architecture placed in private land subdivision or collective spaces. The sustainability is revealed in the environmental analysis of the intervention’s site, in the definition of the design components, and in the simulation of the impacts on the ecosystem.
9. – Squares and urban Parks
10. – Edges of seacoasts, river and lakes.
11. – Natural Reserves and National Parks
12. – Circulations and Sports centers (golf courses, stadiums, lakes, etc.)

3. Regeneration and Urban Renovation: the Studio centers in projects that intervene in and improve the existing urban fabric, supporting its revitalization from a formal point of view – spatial, socio-cultural and economic.
13. – Building Recycling and industrial sectors
14. – Re-populating and re-habilitation of deteriorated neighborhoods –
15. – Re-conversion and opening of ports or railway fronts
16. – Heritage Rehabilitation

4. Land subdivision y New Cities: different to the renovation, this studio focuses on the design of peripheral lands, which are incorporated to the cities through residential, industrial or commercial land subdivision. Its inclusion is relevant since it embraces the main percent of
the city that is built, in a context that tends to neglect design, prioritizing on economic aspects.

17. – Land subdivision y residential gated communities
18. – Projects of urban conditioned development (ZODUC, PDUC)
19. – New commercial and business centers
20. – Social and low cost housing units

III. METHODOLOGY

21. Research work
22. Site visits
23. Elaboration of a diagnosis
24. Project development
The River Train is a Project that aims to transport every day sixty thousand people between the neighborhoods of Lo Barnechea and Vitacura. It consists of an electrical tramway, whose route includes seven or eight stations in an approximate total length of thirteen kilometers, with a travel time of twenty minutes.

The Ministry of Public Works (MOP) is studying this initiative since February of 2004, and it is expected that it'll start operation in 2008. Its construction signifies a strong discouragement of the use of the private car in the western neighborhoods of Santiago.

“This fact is not insignificant if it is considered that these zones represent 48% of the total of car trips that are carried out in the city, and that the extensive network of public transportation provided by Transantiago does not cover the needs of the habitants of these sectors.

In fact, whilst planning the routes, it was never considered to embrace the problems of the neighborhoods of Vitacura and Lo Barnechea, since both neighborhoods exhibit rates of motorization that borders 260 cars for every thousand habitants.” (La Tercera Newspaper, 11/04/2004)

“The project is based on taking advantage of a small strip of land adjacent the Mapocho River for the construction of an electronically fed railway, and contemplates stations in the seven points that have the largest expected real estate growth for the next years.” (Andrés Villaseca, La Tercera Newspaper, 11/04/2004)

The idea of the studio is thus to provide a high technology and low pollution transportation system. In its route, and mainly in its stations, improvements to the cities are produced, tying urban space to the infrastructure, to landscape and to the new real estate developments that the presence of this infrastructure could stimulate.
CONCEPTS AND PROGRAM

Key concepts:

• Urban project = Architecture
• Capital Cities
• Mobility

Program:

• Hotel
• Public Space

Reference:
* King’s Cross, London.

DESCRIPTION

This semester the studio will explore for the first time a simultaneous, in parallel work with a similar studio in the University of Buenos Aires (UBA).

An agreement of mutual interest between UBA and the PUC School of Architecture has been established, by setting up a first thematic link in terms of the work concerning urban projects that have already been carried out in previous semesters.

Specifically the theme of the studio will be to study the links between two capital cities such as Buenos Aires and Santiago, from the viewpoint of travel and also short stay tourism.

It is as such that the program has been defined on the onset to be the development of a hotel and a linked public space.

OBJECTIVES

The main objective is to achieve an understanding of the hotel’s urban role as a point of entry into a city, or said in another manner, the hotel as the continuation of a series of spaces that constitutes the trip.

Together with this, and also an objective, is to link these tourism spaces (every time more generic) with a public space, in other words, with the primary and complex urban structures of a city.

The place of work will be in the surroundings of the Retiro train station in Buenos Aires.

The studio should do a short trip to Buenos Aires, to work with the “brother” studio, guided by the architects Sebastián Adamo y Marcelo Faiden.

They will be the counterpart and will help translate the most relevant conduct and behavior codes in the Buenos Aires public space.
A CITYBLOCK, A NEIGHBORHOOD_1/09
INSTRUCTORS: Sebastian Gray, Francisco Vergara

SUMMARY

The studio is considered as a reflexive exercise on the current city, its constant transformations, requirements and opportunities. In this case, the exercise is incarnated in the design of the urban house and its immediate surrounding. For this we will initially operate in existing city blocks of the foundational grid of Santiago, whose constructed naves often left a vast and underutilized space in its interior. In a second phase, we will approach in these city blocks, the re-conversion of existing buildings of different types and periods to propose within them the new housing units, in accordance to the characteristics of current demand.

PROGRAM

The studio will operate in the center of Santiago, having the Plaza de Armas as point of reference. In this zone, also known as the foundational triangle (Santa Lucía Hill, Alameda, North-South Avenue and the Mapocho River), good quality housing has predominated, particularly in buildings built under the Brunner regulation towards mid 20th century, most of these being eventually converted into offices as new residential neighborhoods appeared in other area of the cities. Historically, the city-center concentrated the financial and administrative activities, the headquarters of public and private organizations, higher prestige professional offices, together with the corresponding services and equipment. However, the creation of new business sub centers in western Santiago, added to the environmental deterioration of the center, the deficiencies of public transportation and the general connectivity of the city, have provided the gradual but constant migration of private offices from the center to the other areas.

From a while back the city of Santiago has taken consciousness of this process of abandonment of housing and offices likewise, and has developed strategies with greater or lesser success to stimulate the repopulation of the center. The migration of offices has not been reverted and unfortunately, the indiscriminate building of high-rise housing and furthermore of tiny unit sizes, has had negative consequences in the historic conservation of the city, as well as in the undesirable use which have been given to these units, additionally preventing the establishment of families and the, by consequence, life of the neighborhood. Recently, the city has reframed the local regulations in a way of limiting the building height and to demand the construction of apartments of various sizes, which could improve the current conditions in the medium term.

The studio proposes a project in the spirit of the Repopulation Plan of the Center of Santiago, providing the most propitious conditions for the life of the neighborhood, particularly quality public space, green spaces and equipment. In a first stage, team work will be proposed to investigate the available territories inside the perimeter of the city blocks of the original grid, as much in its underground potential, in its basements, the inner emptiness of city blocks and in its roofs. From this team work, by means of an internal contest, the more interesting schemes and objective images will be chosen for the development of the housing project, considering for this the potential of the existing buildings in these city blocks. In a second stage of individual work, housing and office buildings of different periods will be approached (Brunner Regulation, platform and tower of the Modern Movement, free floor-plan towers and curtain wall of the ‘80s, housing buildings of the ‘90s) to propose a radical re-conversion in quality housing, arriving at the scale of details, and constructive, material and structural likeliness and probability.
1. Introduction:

Public housing policy in Chile has always considered the “ideal of the self owned house” as an unquestionable fact and as such, it has been the orientating axis par excellence of its configuration (Cáceres 2005). Under this assumption, decades of focused policies have caused the distancing of homes, and in their establishments as independent families in towns and settlements of social housing more and more removed from the urban nuclei (Sugranyes 2005). This idea has caused the isolation of the familiar groups with respect to their “social networks” (Ducci 2000).

2. Challenge:

Exactly as Rosario Palacios describes in “Orientations towards a Public Space Policy”, today, worrying about collective spaces in residential areas poses a challenge in developing an urban policy of public spaces. The general objective of this studio, is to explore the necessities of sustainable public and community spaces located in vulnerable neighborhoods, by establishing a participating process as an opportunity of integration in deteriorated urban areas. The assignment will be thus, to generate the construction of socially “rich and sustainable” neighborhoods: constructions of spaces that can be sustained in the long-term and will be platforms for opportunities. From the viewpoint of:

- The community: compensates the lack of private space of families of limited resources, strengthens the links between the families; is vehicle to orient to the population towards positive activities; is place of meeting, expression, game, and education; finally, it generates capital gains in benefit of the patrimony of the proprietors.

- The Environment: Decreases the temperature in the cities; reduces the amount of water run-off in the streets; refills the underground water table and allows cleaning of the city’s gray waters, diminishes the pollution of the air.

- Maintenance: diminishes the cleaning and pruning costs for the town halls; takes advantage of the hydro resources in the extent that vegetation of low impact exists.

Taking into account these considerations, the studio will strive to contribute in the conformation of public spaces regarding management, design and maintenance, and to be very useful for the present habitation policies.

3. Methodology:

A. Analysis of case studies to develop (planimetry drawing, communities) groups of 4-6 students, 2 weeks.

B. Study of international references, groups of 4-6 students, 1 week.

C. Study of current valid programs in Chile that respond to the problem proposed by the studio, groups of 4-6 students, 1 week.

D. Developed Architectural proposals, groups of 2 students, 10 weeks. Great importance to the development of the project from the urban, architectural, landscape, detail and cost estimation points of views. From general concept to detail.
In the framework of the Chilean Bicentenary celebration, it is proposed that the extreme Quinta Normal Neighborhood, be a space of exploration of city models that synthesize the values of a new era and of future ways of life, consolidated under low processes of on-going transformation.

1. Future day Communities

The understanding and visualization of the future urban communities will be proposed. New models of society will determine the types of urban behaviors and the conditions of habitability. The exercise will be orientated to the definition of the fundamental elements that condition human interaction in the city.

2. Large-scale architecture and new surroundings

This will embrace the challenge of large-scale architecture and the radical transformation of urban space. Large scale understood as entity more than building and as exploration of annotated operations of high urban impact.

3. Exploration models

One will work on the basis of the exploration of comprehensive and visionary models. Spatial entities that through design, approach the integration of cultural, social, political and economic variables.

4. Bicentenary Now!

This celebration still owes the quantum jump that could mean the development of projects that transcend in the construction of a new model of city. If the works of the Centenary were constituted in paradigms of the incipient cultured society, it is still time to consider new challenges.

5. extreme Quinta Normal

Specifically, the Matucana and Quinta Normal neighborhoods, have been consolidated into a new cultural cluster. In few years they have concentrated great amount of urban investments (subway, museums, galleries, parks, restorations, hospitals and new residences). It is expected that this accelerated process of transformation is to be intensified in the near future. Nevertheless, its condition of inner border, which it shares with other sectors of the Inner Ring of Santiago, still remains.

In this singular space, highlighted are 18.5 public acres which remain under the administration of the Army of Chile and which are waiting for a worthy challenge.

6. Projects

The studio will develop urban projects that will approach the site in question and its relationships with the surrounding. Likewise, it will concentrate in the design of smaller sections that constitute true models of urban space of visionary communities.

7. Studio

The studio will be developed in parallel to a studio in the School of Architecture of the Technische Universitat Berlin (Technical University, Berlin), thus it will include joint activities with its professors and students.
I. DESCRIPTION
The exercise studio in Technology and Architectural Systems is a practical exercise in which the knowledge, acquired in short and specialized optional courses, is applied by means of the design of a project. It incorporates the technical variables specific to the architectural problem presented by the studio, implying an emphasis in physical-structural aspects, the incorporation of constructive aspects and its modeling, as well as the definition of strategies of adequate representation according to the scale of the intervention. The themes in the area of Technology and Architectural Systems in the studios are grouped in the following issues: Structures and Resistant Form; Prototype and/or development of components in a specific materiality; State of the Weather and Sustainability.

II. OBJECTIVES

Generals
1. Handle necessary technical foundations for the development of an architecturally coherent form.
2. To know and apply tools and appropriate methodologies to the technological context of the architectural proposal.

Specific
1. Simulate and evaluate the environmental and habitability conditions in the project of architecture.
2. Develop the technical - constructive aspects in the design of the project.
3. Resolve the basic structural components of the project.
4. Know and comprehend the productive processes, components and characteristics of the different materials, to the coherent and efficient development of the architectural form.
5. Understand the requirements of the different systems or networks for the functioning of a building.

III. CONTENTS
1. Resistant form: development of a project from the viewpoint of the resistant form, defining structural criteria, its materiality, and constructive system: expansive roofs, towers, bridges, etc.
2. Material: produce a project from the study of a specific materiality, exploring through design new applications and/or development of prototype, parts and components. For example projects in steel, wood, concrete, glass or others.
3. State of the weather and sustainability: design of projects that contribute in the habitability and comfort, developing specific technical aspects for an efficient and sustainable handling of the energy, illumination and acoustics.

IV. METHODOLOGY
25. Research work
26. Site visits
27. Elaboration of a diagnosis
28. Project development
DIGITAL ENSEMBLE STUDIO  2/08
INSTRUCTORS: Claudio Labarca, Roger Saintard

I. DESCRIPTION
The digital ensemble studio is developed around the research and use of technologies of digital manufacture versus the technologies of traditional construction, as a way to relate architectural digital design with the construction and prefabrication by means of a kit of parts. The main theme to develop in the studio is Parts versus Assembly, by means of the production of prototypes of variable scales, where it is possible to analyze the solutions in a real manner in the prototype laboratory. As hypothesis the studio considers whether it is possible to generate an original and novel production from a reframing of the digital problematic by referring it to the traditional procedures of construction, assembly and/or mounting.

II. OBJECTIVES
The main objectives translate into the following questions:

1. How to apply the new technologies to traditional construction? It is hoped to find local applications to the new modes of production. New construction systems that are the result of the mixture of both realities. Themes to develop: Parts versus Assembly, Perfection versus Tolerance, and Complexity versus Economy.

2. To verify if it is possible to generate an original and novel production from a reframing of the digital problematic by referring it to the traditional procedures of construction, assembly and/or mounting.

III. CONTENTS
The field of application in this case was oriented around the establishment of architectural solutions related to mountain lodges, tourist infrastructure, mining hotels and others, in the Andres Mountain Range. This implied having in mind, for the formal and constructive resolution of the design, the means of transport of material and/or prefabricated parts and the good weather periods. As a first approximation, a 1:1 scale exercise was carried out where a habitation room was constructed and tested in the laboratory and then transferred and reconstructed in the mountain range zone of Farellones.
The research of the studio, similar to previous semesters, was directed to develop an original system, whose parts, digitally produced for manual assembly, could allow for various forms and facilitate the transport and quick assembly of constructive solutions in extremes locations.

IV. METHODOLOGY
Formal and constructive possibilities, that allowed working with the digital manufacturing technology, were studied. For this, the laboratory development will embrace the actual studio work, in parallel to the experimentation with the following CAD-CAM machines of the FADEU (Faculty of Architecture, Design and Urban Studies): 3D Arm Digitizer, machine of Fast Prototyping, Cut router and CNC carving, and Laser Cutter. In other words, the generated prototypes and parts will be taken to the studio realm to investigate applications, and to expose them to the traditional problematic of assignment and place.
Instructor: Alex Moreno

The studio proposes to deepen the knowledge of the Rehearsal Rooms for the Infant and Youth Orchestras of Chile, which conforms the Foundation of Orchestras. It proposes to study Rehearsal Rooms in the scope of the national territory, looking to make projects, as much as possible, in zones in which these have not yet been studied. This meant interventions in Iquique, Paihuano, Farellones, Contulmo, Lautaro, San Fabián de Alico, Santa Cruz, San Fernando, Santiago, Valparaíso and Rancagua.

A particularity of the studio was to integrate six students in exchange programs; two from other Chilean universities and four from abroad (three from Mexico and one from Israel).

Themes to investigate:

Architecture and Music
The technological emphasis of the Thematic Class is verified since it proposes an entrance from the study of sound and its Translation into architectural form.

a) Knowledge of the principles of room acoustics.

b) Case studies in light of acoustics fundamentals.

c) Study of the rehearsal act of orchestras.

d) Study of the translation of acoustic form into architectural form.

e) Study of wood structures.

Architecture and Territory

The studio proposes work in the territory of Chile, in a way to respond to the diversity of places where orchestras of different magnitudes exist, identifying them with their personal interest and with their years of study in school and integrating the dimension of the travel to the studio.

Architecture - University – Country

It is proposed, as the base of the studio, the possibility to study and serve by means of the architectural task. Said briefly, an opportunity rises for the University to provide a service to the community via its own means, finding the community in the project.

A final objective would be the construction of one of the rooms.

Architectural Induction

The project to design a rehearsal room proposes to study 2 architectural forms: One form being interior of the music and one form being exterior of the geography.

Between both extremes, a spatial and constructive realm is found, which is an “architectural thickness”, “project material”.

It is suggested to the students, propose the constructive development of the project, by means of wood design, intensive use of Models Laboratories and Prototypes.

The studio included a period of work with the engineer-architect, specialist in wood, Professor Wolfgang Winter, of the Technical University of Vienna, whom was visiting professor in our College.
THE ENERGY OF THE FORM AND FORM OF THE ENERGY: Latitude 33º south _2/08
INSTRUCTORS: Javier del Río

It is already a known fact that the 21st century must worry about the environment and the self survival of the human beings, in all scopes and disciplines, from the most theoretical to the most practical; it is not possible to carry on with how things are being done. The studio is thus focused in the search and incorporation of mechanisms that achieve in architecture the following:

- Reduction of the energy cost
- Usefulness to the community
- Takes care of public space
- Adapts to different necessities
- Of easy construction
- Of easy maintenance
- Is pleasant when cold and hot
- Innovative
- Sustainable

For this the case of a post-school training center in rural locations is embraced.

In 3 sectors of the Chilean central zone (latitude 33º) to be chosen from:

- Mountain range (Los Andes, Cajón del Maipo, Farellones...)
- Valleys (Malloco, Paine, Curacaví,...)
- Coast (San Sebastián, Tunquén, Horcón,..)

In each place the precise program will be proposed and defined, in buildings of approximately 200-300 m² in size.

The start of the search for answers is given by the conclusions of the climate study and of its relationships with the material: mass-insulation-transparency-conduction.

Include the incorporations of new alternative technologies: photovoltaic, water solar collectors, water recycling, geo-thermal, waste treatment, amongst others.
THEORETIC STUDY

To initiate this studio, the students studied and revised the work of the architect Jorge Elton Álamos. In specific it was asked to investigate and analyze the Elton Houses prefabricated construction system of the 60’s to 80’s. For this it was necessary to access the original documents and drawings in the Archive Center of the Universidad Católica. They were photographed and digitalized so that then each student could do a model of the selected building. In this research exercise they were able to realize how simple and versatile a constructive system can be and the possibility that the architect has in creating and designing a constructive method, that is able to fulfill the requirements and ideals that he needs in order to satisfy a market or a specific client.

SELECTION OF A MATERIAL

The students in groups selected a material with particularities that were in the requirements of the studio, from the point of view of its origin (recycling, nature, etc) up to its uses and environmental characteristics and sustainability. With this and the construction in full scale of a PARAMETER, the students had a real approach to the material and to its aesthetic particularities, as much as the structural ones. Then it was asked of them to design a habitation room where they were able to conform a structural theory on the material and its possible constructive method.

DESIGN FOR A CLIENT

With this idea in mind, proposals were developed for specific places and clients, chosen by the students to satisfy the needs and particularities of their own constructive system or typology. The proposed places were throughout the whole of Chile, each with different climates and geographies. The clients had to be chosen by the students and be adequate to the uses and typologies of each house and of each group.

THE PROJECTS

Each Group had to, through images, floor plans and isometrics, give an account of the origin and development of the constructive proposal and of how they were capable of materializing in a typology for a segment or particular client, in six house projects and different places.
Architecture and Climate
Understand that the architecture is part of an environmental context, in which the interior spaces are achieved through mechanisms in the building skin that control or adequately separate the exterior.
The entrance to the project is through the climate and territory, as well as its relations to it. Understanding that corresponding to each client, is a type of architectural response.

Contents:
1. Unity: Study of climates and responses of local architecture in various places.

2. Unity: Study of places in the territory of Chile, from north to south, and coast to The Andes. Identification of general strategies to confront a specific climate, analysis of local answers in architecture as well as in construction, development of an abstract model of synthesis.

3. Unity: Approximations of projects at 1:500 and 1:200 scales, inside a specific place chosen by the students, oriented to define the strategies in relation to the territorial context.

4. Unity: Development at 1:50 and 1:20 scales, basically oriented towards constructive-architectural proposals, referring to bio-climatic devices as space defining.

General program:
To chose a group of some ten low cost houses in remote locations of Chile. In this grouping, community or meeting spaces must also be proposed.
All the available energy saving and energy efficiency alternatives must be studied, constructive as well as of generation (solar, wind, geo-thermal).
The competition consists in developing a ‘Passengers Terminal’ of an Airport for a city in Chile of medium size, in order words between 500 thousand and 1 million habitants. With an approximate area of four to five thousand square meters and a program of the typically required enclosures, which should be accomplished in various levels and expansive spaces. All this with the latest technology incorporated, namely, mobile boarding bridges, mechanical stairs, waiting rooms, customs, police, controls, VIP halls, bathrooms, parking and others, as well as commerce, coffee shops and restaurants. An emphasis will be placed on the ecological and sustainable issues and in the management of the economic resources in terms of the costs of operation, maintenance, pollution and others.

The idea behind the CAP competitions is promoting and encouraging the knowledge of steel as a material, the Competition regarding its enormous potential, its Technologies and its multiple uses and applications in the construction area, such as structures, enclosures, fixtures, finishes etc and its development in an appropriate architectural and structural conception.

The due date of the projects corresponds to the final deadline of the studio, this being in midyear. The presented projects will be in groups and the prizes are of 4 million Chilean pesos for the first prize, 2.5 million Chilean pesos for the second and 1.5 million Chilean pesos for the third. One can also receive honorable mentions and a compensation of 150 thousand Chilean pesos to projects that fulfill all the requirements.
GREEN PAULMAN skyscrapers of load bearing wood structure, as development differentiator of regional know how. _1/09

1 AUTHOR: ARTURO TORRES
Project director: Arturo Torres
team: not yet defined
Project co-producer: David Campusano

2 THEME: TECHNOLOGICAL DEVELOPMENT ARISING FROM THE LOCAL CULTURE

thematic framework (a): sustainable high-rises
"...the high-rise is an efficient "green" alternative to the already known suburban decentralized structure of low density arrangement. Once again, the error in not seeing the entirety and totality of the system of interactions, distorts the comparisons and provokes that the high-rise seem worse than it really is, that the urban decentralization (as opposed to the high density urban solution) requires a greater consumption of non-renewable energy resources, especially for transport. Obviously, a decentralized urban organization implies additional routes in buildings."

thematic framework (b): sustainable high-rises
"... it is estimated that the elevators in high-rises are 40 times more energy efficient and 10 times more efficient in material consumption than the average car of 1995”.

thematic framework (c): technological development arising from the local culture
"...post-industrial society is the society of learning, understanding or better said of the organization of knowledge, in which some specialized knowledge integrates towards a common assignment. Knowledge is contributed by craftsmanship, in terms of apprenticeship in the treatment of certain materials and the use of certain techniques, meanwhile the common assignment is contributed by design, in terms of the new definition of the object that is to be produced. These two combined bodies of knowledge – knowing what has to be done and how it has to be done – can be the future (...) playing with the local cultural origins, and can be considered wider, or on the contrary, by incorporating values and external knowledge, one can satisfy very near markets. What matters is having the sufficient open mindness in order to consider a wider realm of action and of information, above the immediate environment in space and time.

3 CASE: Exercise Projects Studio, of design counterproposal of load bearing wood structures, strategies and structural resolution with CAE analysis (Computer Aided Engineering), arising from the conditions of real estate development of the Costanera Center Complex of Santiago, Chile.
promoter: School of Architecture, PUC
producer: arturo torres
execution time: 4 months: March - July 2009
budget: not known yet
final user: architecture students, architects, civil engineers
exploitation date: march 2010: publishing of the experience and results of technological interest considerations: the invited engineer co-professor, David Campusano, is tenure of the School of Engineering of the University of Chile

4 DESCRIPTION OF THE PROBLEM OR OPPORTUNITY: (100 words)
The Studio develops the theoretical and playful exercise of considering that the president of the important business group Cencosud, Horts Paulmann, suddenly, arising from a mystical internal process generated in sleep, adheres to an epistemology of environmental sustainability in a moment when the Costanera Center urban complex is paused by the Sub-prime financial crisis. The exercise takes as an excuse this case, to develop a project that has powerful pre-established
economic conditions, and counter proposes a development based on environmental sustainability theories, focusing in a change of specific productive processes towards the use of renewable green fibers as structural elements. At the same time, the exercise attempts to generate a pro-technological differentiating value arising from local culture in the use of wood and other green fibers, assuming that this differentiating value provides a greater urban and historic presence to this businessman in a Corporate Social Responsibility (RSE) logic of contribution to the development of the country in the medium and long terms.

Presented problem: More than the morphological debate on the city, in Chile, there already exists the real estate capacity to generate skyscrapers, thus the environmental effect of these infrastructures must be dealt with.

Strength of the project: possibility to isolate only the structural variable of the building, controlling the various use programs, macro-form and urban impact.

Opportunity for the project: present the development of new technologies for the use of wood and green fibers in general.

Weakness of the project: the students presents serious weaknesses in the understanding of the logic of building structures. This Weakness can be converted into Strength.

Threat to the project: lack of structural analysis software licenses in the PUC School of Architecture. Can be converted into the opportunity of testing various CAE analysis softwares.

Lack of expert training in structural analysis software in the academic staff of the PUC School of Architecture. Can be converted into opportunity.

Key words: sustainability / wood / great building structures

5 GENERAL OBJECTIVES IN HIERARCHICAL ORDER:
A Contribute to the development of an environmentally sustainable physical realm production from a epistemology based on the Systems Theory, and thus from a trans-disciplinary approach.
B Contribute to the development of a new sustainable technology of wood and green fiber use for the elaboration of great architectural infrastructures.
C Contribute to the comprehension, of future architects, on the load bearing physical principles that govern the structures of great architectural infrastructures.

6 QUESTION OF THE PROJECT: Which are the possible design strategies to conceive a skyscraper, which permits the use of the structural load bearing capacity of wood?

7 HYPOTHESIS BASE / CONCEPTUAL STRATEGY: Certain species of wood present a resistance to compression of approximately 160 Kg./cm² and a capacity to traction in the order of 2000 Kg./cm², the first comparable to concrete (200 Kg./cm²) and the second comparative to steel (2800 Kg./cm²). The connection between parts and the increase of sections, would allow to develop an infrastructure equivalent to the ones that these two classic materials of high-rise construction allow for.

8 SPECIFIC OR OPERATIONAL OBJECTIVES IN HIERARCHICAL ORDER:
1 Allow the understanding of future architects of the logics and basic principles of load bearing structures for construction.
2 Transfer to future architects the productive and environmental importance of green renewable fibers as a construction material, in specific the wood originating from environmentally managed forests because of its high structural capacity and its low energetic and biodegradable cost.
3 Transfer to future architects the theoretical and conceptual base elements of Sustainable Development from a scientific perspective based in the Systems Theory, and thus from a trans-disciplinary production approach.
4 Train future architects in the use of tools and software of CAE analysis.
5 Attempt to transfer to the students the concepts of what is understood by an architectural work from a method of iterative projection between synthesis and analysis (art + science).
The ODESUR 2014 games that will be carried out in Santiago signify an important investment to house, in the middle of the city, the 41 sporting specialties. The studio attempts to integrally and strategically responds to this event through architectural proposals that articulates relationships between urban contexts and complex constructive/structural systems in order to achieve large spans.

The official proposal suggests the end of the Parque de Los Reyes as the location of the Sports Villa. The studio pursues a location of urban proposal, in response to the new infrastructures of transport, ecologically corridors (Mapocho River, parks systems) and urban densification, considering the posterior use of these structures as equipment inheritance.

The studio will concentrate in design strategies based on the potential of parametric modeling applied to architecture projects, as a way to explore new forms and architectural languages that respond to contemporary urban space use and to digital fabrication methods (customized), enabling the management and production of complex forms.

**Urban Continuities**

The students will investigate different urban postures, namely concentrated organizations (sports villa), atomized and/or elongated, to create proposals that articulate different relations between urban flows, public spaces and the generation of sport infrastructure. These three strategies attempt to propose new orientations and continuities in the city.

**Structural Explorations**

The different sports disciplines require expansive spaces of big spans, predefining a special structural interest in the development of the proposals. For this aspect, we will take as a start the explorations in the behavior of materials, based on the work of Frei Otto, Antonio Gaudi and Robert Le Ricolais. Arising from a specific structural origin, the students will define a constructive component and its capacity of aggregation in larger systems, responding to programmatic, environmental and urban specific conditions.

**Strategy**

Each student will take an urban strategy (concentration, atomized or elongated) and a structural principal (frames, screens or surfaces) to generate architectural proposals that articulate different scales through parametric relations. In one extreme, prototypes of constructive components will be developed, responding to structural and material criteria, whilst in the other, urban strategies will be presented as intensification of Santiago’s urban space. These two extremes will be articulated by means of the architectural project.
COURSE: **EXERCISING STUDIO, DIPLOMA IN THEORY AND ARCHITECTURAL HERITAGE**

**I. DESCRIPTION**
The exercise studio in Theory and Architectural Heritage is a practical exercise in which the knowledge obtained in minimal and optional courses is applied, through the design of a project that develops concepts or grounded theoretical ideas, as well as critical thinking – thinking in respect to architectural heritage in different scales. The themes in the area of Theory and Architectural Heritage are grouped in four aspects: Intervention in urban-architectural Heritage, restoration or recycling operations, operating with theoretical and/or abstract categories and intervention arising from typology or constructive traditions.

**II. OBJECTIVES**

**General**
1. Handle concepts of thematic order - reflexive of the architecture, in the analysis and project strategy.
4. Value the importance of the built Heritage, from a historical-critical viewpoint.

**Specific**
1. Evaluate historical, cultural and technical factors of the built Heritage.
2. Integrate in both the diagnosis and in the project, considerations of hereditary value.
3. Demonstrate through the theoretical thought a level of conceptualization in the design proposal.
4. Resolve an architectural project incorporating abstract categories, based on thought and creativity.

**1.1. CONTENTS**
1. Intervene in a building or in a building complex that has a demonstrable heritage value, and of which it is interesting to rescue certain values.
2. Propose a conservation or restoration operation of a certain building or urban sector.
3. Produce a project from a category already worked on by the critic or the theory of architecture. Worth mentioning, develop in terms of project a concept or a grounded theoretical idea and with a certain degree of developed criticism (like for example, the “no places”, “the minimal form”, a certain idea of abstraction, etc).
4. Work in a certain constructive or typological tradition, such as adobe architecture or the theme of rural churches. It is assumed that the project will try to maintain part of the original meaning of these traditions or typologies.

**I. METHODOLOGY**
29. Investigation work
30. Site visits
31. Elaboration of a diagnosis
32. Project development
This studio presents the intervention of a hereditary context, represented by the existent fortification complex in the mouth of the Vladimir River, conformed by the Nebula, San Luis, Corral and Mascara forts. These fortifications have a high hereditary value that involves, on one hand the historic memory of a territory, and on the other, the architectural culture of a place. The main value of the defensive systems of the Bay of Corral, is that today they have been transformed by their strategic condition into significant places, capable of accommodating recreation and meeting functions for the city of Vladimir.

The objects of this studio refer to different scales of comprehension, and intervention of a hereditary context. The first reading scale is the territory. In it the footprints of history have been imprinted, of human action. Traces of old roads, of railway lines and of land-plots, constitutes territorial elements that as a whole establish a historical ground and is therefore hereditary. The second scale of reading refers to the city in itself, to its outline, to its urban morphology, to the typologies on which the city insists upon and that constitute the urban memory, and is an important element in the project. The third scale refers to the building or architectural complex to be intervened.

The intervention of these fortifications, consists in a series of architectural operations focused in three aspects:

a. Operations destined to restore pre-existing parts, such as defensive walls, batteries etc.

b. Operations to organize and give an exhibition place to the collection of historical objects, in galleries and museum pavilions.

c. Operations of adding alternative programs and of compliment to the one of museum, such as concert rooms, exhibition markets, meeting centers etc.
LANDSCAPE, TRACE, OPPORTUNITY: Mediation project in Sao Miguel Archange\_1/09

INSTRUCTORS: Rodrigo Perez de Arce, Sebastian Bianchi

Mediations project is inscribed in a real program for the management of the historical site of the Jesuitical Mission of Sao Miguel Archange\_1, located in the county of Sao Miguel das Misses, \R\io Grande do Sul State in Brazil. Sao Miguel is the most important of the group of missions erected in the middle of the 17th century in the area. It is also important because of Lucio Costa to whom it was assigned its restoration in an operation that includes management of the ruins, a reading of the landscape, the construction of a site museum and a caretaker’s house.

The time sequence of Sao Miguel describes: first the construction of the missions settlement, second its abandonment, third the action of Costa and his restoration.

We will assume the fourth phase, destined to propose new modes of linking between the historical vestige and the alive reality of its surrounding: a tourism space that is relevant in the everyday realm. Return the “history” to common life.

Rules of the game:

Scales: the relation of a small building and an expansive space

Articulations: between a way of life and current necessities and the historical site, between the vestiges, between detained time and active time.

Dimensions: landscape, architecture, environment, one only problem.

Material restrictions: only one material (clay brick)

Dimension restrictions: site measurements, experience measurements

Composition restrictions: a binary body (like the work in Costa en Sao Miguel)

Challenges: sustainability from the optic of permanence

Relations: three studios in parallel: Santiago, Porto Alegre, Columbus Ohio.

Long distance communication

Travel: site visit, 5 to 7 days towards May (date to be set)

Time: Thursday and Friday p.m.

Domains:

Capacity of analysis

Capacity to articulate technical and architectural intentions

Capacity of synthesis: capacity to take the interests to a project
I_ Introduction
This studio poses the intervention of a hereditary context, represented by the existing fortification complex in the coasts of Chiloé, specifically in the area of Ancud. These fortifications have a high hereditary value that involves, on one hand the historic memory of a territory, and on another the architectural culture of a place. The main value of the defensive systems of the Bay of Ancud, by their strategic condition, is the possibility of transforming them into significant places, capable of accommodating recreation and meeting functions for the community.

II_ Objectives
The objectives of the studio are to intervene in the existing heritage with architectural criteria that include the transformation, extension and restoration of the existing fortifications from the scope of the architecture and not of the restoration. For this it is necessary to study the Italian experience of interventions in palaces and castles carried out by the Italian architectural culture belonging to Carlo Scarpa, Franco Albini, Ignazio Gardella and the BBPR group. The project, which will be carried out, involves different scales of comprehension and of intervention of a hereditary context. The first reading scale is the territory. In it, the footprints of history, of human action and of nature have been imprinted. Traces of old roads, of railway lines, of land-plots and the different constructions linked to these, are over laid constituting territorial elements that establish a historical ground and is thus hereditary. The second scale of reading refers to the city itself, to its outline, to its urban morphology, to the typologies on which the city insists upon and that constitute the urban memory, and also an important element in the project. Additionally, exists in Chiloé a wood constructive culture that this studio intends to study, rescue and use in the project. Famous are the churches of Chiloé and famous is its constructive technique based upon wood pieces that ensemble and fit without nails. The third scale refers to the fortifications and its immediate surroundings, all of which conform the area of the project or hereditary group to be intervened.

III_ Program
the intervention of these fortifications, involves a series of architectural operations that are focused in three aspects:

a) Operations destined to restore pre-existing parts, such as defensive walls, batteries etc.

b) Operations to organize and give an exhibition place to the collection of historical objects in galleries and museum pavilions.

c) Operations of adding a community center as compliment to the program of museum.

III_ Studio Methodology
The studio is structured from individual work of observation and analysis, in which the different stages are forming the theoretical body of the project, understood as the grounding of the work. If we search the meaning of the word Architect, we see that it comes form the composition of two words of the Greek language: «Arché» and «Tektoon». Arché mean the first, the main, the origin and also the unique, meanwhile Tektoon designates the craftsman and within these the carpenter. Thus, the word Architect literally means «the principal carpenter». But the word «Arché» in classic Greece also means to ground and give order, for this reason the architect was considered «the principal» since he was the only one amongst the craftsmen to give order and meaning to the work. Referring to this we can remember the famous quote by Adolf Loos who declares that the architect was a bricklayer who had learned Latin. This metaphor reveals how the architect is at heart a contractor, possessor of a culture by means of which he is able to give foundation to the building, based on the characteristics of a civilization. For this reason in this exercise studio it is important to know the culture of a place and by studying it, acquire knowledge. The project in this manner is a tool to study and to know a reality before unknown, in this case the island of Chiloé and its
fortifications. The first part of the design development is of observation, through sketches, of territory, of place and of program. In parallel these exercises involve the problem of re-presentation of the most important observations in abstract spatial models, which synthesize the observed (the problem of the cube and of the frame). The problem of the cube, that is and has been used by architects, as well as by different architecture schools as space of knowledge and of proposal, intends to present an architectural idea inside a prism that gives origin conceptually to the form. On the other hand, the problem of the Frame is a form of re-presenting the territory, through the superposition of different strata or layers, that show the themes that are found in the territory, portraying the place in all its potential and converting it into an important part of the project.

The second part studies the object to intervene, in other words the different fortifications, their architectural form, their topology and topography, as well as the group of techniques that convert it into a constructed fact. This studio is accompanied by a proposal of handing legibility to the ruin, incorporating in addition the problem of the materiality with which to intervene them with. This stage starts with the group exercise of idyllically reconstructing the different fortifications. It is not about representing the ruins that we see today, but more about how these were when they were constructed in the 18th century, for which it is necessary do investigation work.

The third part is addressed to the project, formalizing the foundation through the three design operations. The first giving legibility to the preexisting, the second forming an exhibition space, the third incorporating a meeting and leisure community center that add these fortifications to the cultural life of Chiloé.

IV. Calendar

The studio is divided into three stages that correspond to brief periods of work: the first of observation and conceptual proposals will be in March; the second of studying the fortifications and territorial analysis will be in April; and lastly the design stage will develop in the months of May and June. The work of the studio will have two complimenting instances, one of deadlines with individual corrections and another weekly with collective deadlines and group discussion. To this are added a series of lecture classes that attempt to establish the tone of the studio, teach museum aspects and discuss the architectural themes that take part in the general theme of intervention in the built heritage. The trip to Chiloé is thought to take place at the end of March.
**TiDA studio (Integrated) _2/08**  
INSTRUCTORS: Rodrigo Tisi, Robert Holmes

**Case:** A new Plaza Italia to celebrate the Chilean Bicentenary

**Contents and methodology:**  5 units:  
2. Strategy: Intervention Proposal  
3. Object: Constructive solution to resolve the strategy  
4. Place: Installation of the object under certain contextual parameters specific to the surrounding  
5. Choreography: Solution of the time and experience of the project to resolve the place of the assignment.

The Studio of Integrated Designers and Architects - TiDA - has as an objective, the association of disciplinary practices related to the act of devising, developing and solving a “creative” spatial proposal. The students of this studio develop complex projects to propose themes of place referred to the experience. The studio highlights performance aspects to the design resolution, delving in six study factors: body, surface, program, time, material and place.

**Synopsis:**  
Recently we have witnessed an increase in the development of public infrastructure in our capital Santiago.

This studio is interested in analyzing and questioning the quality of the current city from the viewpoint of design and of the architecture, understanding that both, together, contribute in consolidating a significant, public and citizen space.

To develop the assignments, TiDA, ceasing the opportunity that the Bicentenary represents, sees the projects that have recently been implemented in our capital. We believe that many of these projects, because of management and coordination problems, have not completely contributed to projecting a coherent image of a country in development. The challenge that TiDA poses is one of constructing a city a little more sophisticated, friendlier and definitely more “integrated”, in the different public aspects, in a way to be consequent with a significant image that gives forms to the experience of the people. This semester the TiDA studied the case of the Baquedano Roundabout with the purpose of proposing a new Plaza Italia to the Bicentenary celebration. This Plaza has the potential of handing a seal to Santiago, through a particular area of citizenship encounter. The new image of the Plaza Italia could be an image that projects to our city and to Chileans abroad.

Some of the highlighted projects of this semester:

1- A lookout plaza that connects with the San Cristóbal Hill
2- A plaza that proposes a new bridge to unite the north and south of the Mapocho River
3- A subway – Transantiago (bus) intermodal station that proposes a new esplanade of civic encounter.

*The TiDA of this semester was the third studio presented on a series of Bicentenary studios.*
This studio continues with the series of integrated studios, which we have already carried out referring to the celebration of the Bicentenary in Chile. This semester we propose to work on the tourism image of Santiago. The idea is to project this city with an image of urban quality, particularly to position it, as a capital with a singular culinary culture in a global context. The theme of this integrated studio proposes to reformulate a new gastronomic center for the city of Santiago, in the area of comprised by the Mapocho Station, La Vega and the Central Market itself. The studio poses to explore a diverse programmatic potential that would serve as detonator of a potent and coherent urban development. We believe that this center could become, right on time to celebrate 2010, an emblematic national identity in Chile and abroad.

METHODOLOGY:
The studio proposes to explore the project from 6 different fronts: body, surface, program, time, material, and place. These factors develop the equation of the “efficient project”.

\[ B + S + P + T + M + P = E.P. \]

(body and time are factors that define performance)

STAGES OF WORK:
ANTECEDENTS – place, theme and assignment preliminary study
STRATEGY – operation tactics through design and architecture (PROJECT)
OBJECT – structure, which regardless of its scale is capable of interpreting the proposed strategy.
PLACE – tension between cultural context and proposed object ("installation")
CHOREOGRAPHY - moments of experience of the project ("temporality of the work").
* THE STUDIO CONSIDERS THE CONSTRUCTION OF PRECISE RECORDS
FROM EACH ONE OF THE FACTORS - information diagrams to explain the project.

REGARDING THE ASSIGNMENTS:
The students of the integrated studio will work in mixed groups of architects and designers in a way to ensure a correct collaboration between the similar disciplinary fields.
According to the exposed stages, special focus will be placed in contemporary systems of representation.
The integrated studio of architecture and design, sought to get the students to know and analyze some vulnerable neighborhoods of the La Pintana district, raising problems and opportunities of interest, in a way of generating innovative proposals to improve its Habitability conditions. An existing reality was worked upon, attempting to learn, value and improve it, inverting the traditional model of reality adaptation to what public policy can offer. For this purpose the studio articulately worked with the Bridge Program of Public Policy of the Universidad Catolica and with the Town Council of La Pintana, as a way of giving clues to the public world in generating new programs and initiatives, or the correction of the existing ones. Transversal concerning themes were: seeing from the user viewpoint, observing how they have answered their needs; the family's savings or economy; the sustainability and appropriateness of the solutions; the innovation; the restricted cost of the proposals; the duplicability and applicability of models and ideas; the transferability of the solutions to the key actors.

With weekly submittals, groups of two's - architecture and design students - worked on activities consisting of studio work, investigation, and idea and proposal development.

The studio generated a varied scope of themes and designing alternatives, in diverse scales, amongst which the following stand out: detonator elements for a growth in height; improvement of the street and corner spaces; proposals for the activities of corner shops, edibles and fruit-vegetables in street markets; habilitation of community squares; the keeping and storage in apartment blocks; the domestic commerce; extension and furnishing of continuous housing alternatives.
1. Introduction:
The studio will consist in approaching the student to the professional aspects that are required of
the development of an Architectural project. It consists in realizing through the project those
technical, constructive, legal and other aspects, which allow it to finally become a built reality.
Usually, the studios of the School of Architecture conclude with the submittal of initial preliminary
projects, corresponding to the initial configuration of the tackled theme in each case. But we know
that the project’s chore does not end there, the architectural problem is not concluded, instead,
when it has achieved a first order of where the parts can find their place, and with that, their
meaning, it is has just only opened.

The task of the designer architect is cyclical: It develops in a coming and going between an active
phase in which it completes an organizational action, and a passive phase, in which one withdraws
to think from the outside about this organizational totality, enabling to critically judge its deficiencies
and, simultaneously, to deepen its sense. Because of this architecture, is a reflexive and time-
consuming task.

In this studio, work will start from the preliminary project that each student has chosen from his best
of previous studios, in order to give it more architectural consistency.

2. Methodology:
Considering all the necessary aspects, it is asked to choose a project that a student has developed
in any of the previous studios, to be developed into a final project. The chosen preliminary projects
must be feasible, in other words, they must potentially be real constructions; for which they must be
placed in a real site, fulfill both the relevant legal regulations and the material and economic
conditions of costs; and on the other hand, be consistent, meaning, lacking of internal
contradictions that prevent their essential subsistence and its subsequent development.

The procedure that we will follow consists of two phases:

1. Critical phase. The criticism will be done distinguishing the intentions to which the design of the
chosen preliminary projects obeys to, openly declaring what is wished to obtain with it, as much as
in terms of habitability but also of its buildability. These motives must be concretely verifiable in the
project, and not only be mere generic intentions. The relevance (if it is applicable or not) will be
discussed, the coherence (its non-contradictory logic), and the completion (its sufficiency to reach
the real condition). Completed the criticism to the purposes, the consequence of the project with
these and also with the implied project’s purposes, will be reviewed.

2. Research and design. Research of facts relevant to the development of the project. Intervention
in the project, completing it.
I. Contents.
What follows below relates to a description of the basic contents of this phase, respecting the necessary autonomy of each class to set specific contents.

1. SUBJECT AND PROBLEM: each student will have to give an account regarding the appropriateness of the general subject and the specific problem to be dealt with in his Thesis Project. In the case of the students of the thematic class, these must be made to be part of the line of investigation posed by the professor, deriving from there a specific area of development to be treated during the course of this final stage in graduation. It is understood by “general theme” the subject or architectural problematic that is at play in the project, and by “specific problem” the case which develops the project, in other words, the application in a particular proposal.

2. CASE AND PROGRAMA: Each student should give an account of the case and architectural program that is being dealt with in the project, presenting the criteria and the decision taking processes that illustrates the contact with concrete reality in which the project is situated, and of its dominion in the network of facts that condition it (for example its relation to the physical and cultural realms; management aspects or others).

3. GENERAL CONCEPT: Each student should put at play (at the pre-project or first preliminary project level) a stance in terms of placement, program and nature of the material of the building, by means of an architectural proposal grounded in a rigor of one’s own conception and thought, characteristic of this final stage in graduation. In this stage the presentation and use of designing alternatives will be allowed that discuss from various angles the before mentioned aspects.

4. PROJECT DESCRIPTION: Considering the subject and the posed problem, the student must demonstrate, through a written document of maximum twenty pages, the capacity to structure a text that explains the conceptual base of his/her Thesis Project. This document must ground the general and specific themes, as well as the definition and the architectural program to be worked on. Each student must construct a direct or analogical body of reference, which allows him to frame the design field in which the project moves in respect to the discipline. This document must fulfill the requirements related to the writing of an academic text.

II. Modality of examination.
All the regular Class 1 students will give their exam during the week that the Head of Thesis Projects will plan once a semester for such purpose. The tutor must submit the Project Descriptions in the date previously informed by the Head of Thesis Projects, with the objective of sending it to the members of the Permanent Commission.

The students will present their work in individual form, disregarding that preliminary works may be presented and exposed in groups, as an integral part of the material to be examined and evaluated.

The examination will be taken by one of the Graduation Permanent Commissions, appointed by the Head of Thesis Projects for such effect, which will operate according to its norms of functioning exposed further ahead.

The designation of the Permanent Commission will be carried out by the Head of Thesis Projects on suggestion of the Class teachers or tutor professors, and considering the workload that the different commissions have at the moment of the examination.
COURSE: PROFESSIONAL PROJECT II  
CODE: AQA1200  
CREDITS: 25  
MODULES: 10  
PREREQUISITE: AQA1100  
CATEGORY: Required Course

Its objective is the development of a coherent architectural Preliminary Project. Its qualification is conceptual and its final passing grade corresponds to the one obtained in the Thesis Project Examination.

I. Contents.

The Thesis Preliminary Project assumes an absolute precision degree in respect to the definition of the architectural or urban form of the Thesis.

Considering the diversity of contents of an architectural project and considering that each one defines their own thematic realm, the contents exposed now are the responsibilities that a Thesis student must demonstrate in this stage.

1. THE COMPLEXITY: the thesis student must demonstrate the capacity to investigate the relevant subject areas that his/her thesis touches, integrating the conclusions or results as variables of the architectural or urban form. If is the case, this complexity must be associated to the academic diploma that each one may be approving in this final stage in graduation. These variables must be integrated with those belonging to the program, and to the architectural form that is being proposed.

2. THE DEFINITION OF THE FORM: the proposed form as preliminary project, must possess a definition that in the least embraces the problems associated to three working scales, whichever these may be, with designed solutions in each one.

3. REPRESENTATION: The preliminary project must be sufficiently explicit to enable its understanding without the presence of the student, in order to allow the commission to exert its role of evaluation with clear and adequate information.

4. INNOVATION: The preliminary project must include an innovative contribution within the thematic field in which it is placed. This invention or novelty must be explicitly exposed and constitutes the project’s value that ties the foundation and the form.

II. Modality of evaluation

The revision will be of responsibility of the same commission that evaluated the work in the previous stage (Aula I).

The revision will be carried out without the participation of the students, unless requested by the Permanent Commission or in a general session at the end of the revisions.

The contents of the projects will be presented by the Class professor (or tutor in the case of the independent student) following a methodology agreed by the Permanent Commission.

To present to the examination, each student must fulfill the following pre-requisites:

1. To have passed Class I.

2. Have the authorization to obtain the Permit to Thesis Projects Examination given by the Class professor or thesis guide Professor.

3. Present the following elements:
   a. Drawings sheets of the planimetry, hung in the corresponding room at the scheduled time.
b. Model at an adequate scale for the comprehension of the project.

**THESIS PROJECT EXAMINATION**

The Thesis Project Examination is the final stage in the graduation process. Its qualification has a double value: it is equivalent to the grade of the course Thesis Project II and to 50% of the final graduation grade of the students.

Between this examination and the one of Class II, the students must work autonomously, following the guidelines of the Preliminary Project's Observation Record and the ones that may be given privately by the tutor in only one meeting.

There exists, nevertheless, all liberty to consult specialists or professors external to the graduation process.

The examination is begun with the reading of the Preliminary Project’s Observation Record, which has to be attached to the Project Description of the Thesis Project.

**I. Contents.**

For the evaluation of the examination the commission must consider the following issues:

- The capacity demonstrated by the student to respond to the Observation Record handed when evaluating the Preliminary Project of Class II.
- The dominion of the developed themes, and the ability to expose them in a consistent manner, as foundation of the proposed architectural form.
- The quality of the architectural proposal as such, in other words, its coherence as form, its appropriateness to the architectural program and the correct selection of working scales.
- The correct adjustment between the ideas of the project, and the chosen aspects to be developed, be them in general working scales or in detail and fragments.
- The quality of the representation, graphic expression and modeling.

**II. Requirements and Modality of examination.**

The exam will be carried out by the same Permanent Commission that evaluated the work in the previous stage (Aula II). The Head of Thesis Projects will invite a guest architect to be part of the Commission, whose role is to bring an external vision to the student’s work.
SPECIALIZATION ELECTIVES COURSES  _ SECOND SEMESTER 2008

UNDERGRADUATE

History, Theory and Criticism Area
AQH2003  Poetics of Dwelling: Classic World (Ernesto Rodriguez)
AQH1301  Contemporary Architecture and Visual Arts (Rodrigo Tisi)
AQH1202  Italian Modern Architecture and its Influence on Latin America (Augusto Angelini)
AQH1405  Rite and Architecture (Mauricio Baros)

System and Building Technologies Area
AQC1304  Lighting and Acoustics (D. Leonard y V. Wulf)
AQC1501  Models Laboratory (Orlando Vigoroux)
AQC1503  Art and Science, Experimental Design Prototyping (A. Torres)

Urban Project Area
AQU1206  The Cities of the Urban Infrastructure (Carmen Rioseco)
AQU1303  Legislation and Urban Built Form (M. Vicuña, E. Schlack)
AQU1101  Housing in the city between prototype and Reality (Luis Valenzuela)

Representation & Computing Area
AQC1120  Modeling the Urban Landscape (Andrew Harris)

GRADUATE

MARQ
ARQ3012  Technology Applied to the Architectural Project (Claudio Labarca)
ARQ3042  Technical Project (Claudio Vásquez)
ARQ3511  Urban Regeneration (Rossana Forray)
ARQ3510  Morphology and Composition in the Urban Project (Antonio Lipthay)

MPUR
ARQ3301  Landscape Project (M. Tunte, E. Olate)
ARQ3302  Xerophyte Landscape (Rodrigo Pérez de Arce)

MAPA
ARQ3712  Building Environmental Assessment (Waldo Bustamante)
IEU + T
IEU3003   Project and Urban Management (R. Moris, O. Figueroa)
IEU3029   Infrastructure, Services, Transport and City (Oscar Figueroa)
IEU3006   History of the cities and the urbanization process (Gonzalo Cáceres)
IEU3008   Instruments of Urban Planning and Legislation (Martín Santa María)
IEU3027   Local Government and Development (Arturo Orellana)
IEU3024   Spatial Analysis Systems (Yasna Contreras)

SPECIALIZATION ELECTIVES COURSES _ FIRST SEMESTER 2009

UNDERGRADUATE

History, Theory and Criticism Area
AQH2003   Poetics of Dwelling 3: Contemporary World (Ernesto Rodriguez)
AQH1301   Contemporary Architecture and Visual Arts XX-XXI Century (Rodrigo Tisi)
AQH1102   Modern Architecture in Chile: Obsolescence Transformation and Change (M.Sarovic)

System and Building Technologies Area
ARQ3610   Advanced Sustainable Design (Ariel Chiang)
AQC1610   Space Structures (Orlando Vigoroux)
ARQ3711   Building Skins (Javier del Rio)
CCO2290    Architectural Restoration and Rehabilitation (Francisco Prado)

Urban Project Area
AQU1112   Urban Projects in Extreme Territories (Eugenio Garcés)
AQU1305   Cities of the twentieth century (Ricardo Abuauad)
AQU1100   Habitability in Vulnerable Areas (R. Forray, R. Tapia)
AQU1101   Housing in the city: between prototypes and Realities (D. Assael, M. Romero)

Representation & Computing Area
ARQ3017   Data, Algorithm and Form (Rodrigo Culagovsky)
GRADUATE

MARQ

ARQ3006  Historiography (Alejandro Crispiani)
ARQ3041  Architecture and Industry (Eduardo Lyon)
ARQ3038  Le Corbusier, Romanticism and Architecture (Germán Hidalgo)

MPUR

ARQ3501  Contemporary Urban Project (Luis Valenzuela)
ARQ3513  New Urban Scale: The Mega Projects and the City (Geraldine Hoermann)
ARQ3512  Mechanisms of Urbanization (Félix de Amesti)

MAPA

ARQ3306  Plant Material (Eduardo Olate)
ARQ3310  Productive Landscapes (Consuelo Bravo)

IEU + T

IEU3006  History of cities and the urbanization process (Gonzalo Caceres)
IEU3012  Public Policy and Environmental Governance (Arturo Orellana)
IEU3013  Territory and Environmental Systems (Sonia Reyes)
IEU3031  Regional Economics (Johannes Rennes)
Ricardo Abuauad Abujatum
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1996 Master in Genie Urbain, Ecole Nationale des Ponts et Chaussées, France
1994 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
- present Director, School of Architecture, Universidad Diego Portales, Chile
  2003 - present Associate Professor, School of Architecture, PUC, Chile
  1998 - 2003 Assistant Professor, School of Architecture, PUC, Chile
  1997 Instructor, School of Architecture, PUC, Chile
  1995 Instructor, School of Architecture, PUC, Chile
  1990 - 1994 Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE:
2000 Director, Master plan Projects and Research Office, PUC, Chile
1999 Chief Architect, Territorial Plan, Communal Development Master plan for Penco and Tome, Chile
1999 Chief Architect, Territorial Plan, Communal Development Master plan for Constitución and Pencahua, Chile
1999 Chief Architect, Territorial Plan, Productive Development Master plan for San Felipe, Chile
1999 Architect member of the team for the Communal Dev. Master plan for Concon, Chile
1998 - 1999 Architect member of the team for the Urban Master plan for Valle del Alto Aconcagua, Chile
1997 Director, Urban Masterplan for Bahía Las Manchas, DPI- FABA- PUC, Chile
1996 Architect, Atelier Parisien d’Urbanisme, Paris, France
1994 Associate Architect, Enrique Browne and Associate Architects, Chile
1993 - Architect, Abuauad, Donoso, Zaldivar Associate Architects

RESEARCH AND EXHIBITIONS
1998 “Las inversiones para mejorar los desplazamientos urbanos y su impacto sobre el sistema de espacios públicos en Santiago”, Finance by CEP (Public Studies Center) and the School of Architecture, PUC, Chile
1997 “Inversión para favorecer a peatones : Propuesta de veredas tipo” for SECTRA, Research fullfilled with CITRA and Bas & Garcia, Chile

HONORS AND AWARDS
2 Prize, Portal Bicentenario de Cerrillos Competition (part of the PUC Design Team), Chile
2000 AFCI Award (Chilean - French Professional Association), Chile
1995 French Government Scholarship, Chile. For Master studies in Paris, France
1994 Juan Mackenna Cerda, Prize of Excellance, School of Architecture, PUC, Chile

RECENT PUBLICATIONS
2005 R. Abuauad, “Nudo Estoril: De la obra de infraestructura al proyecto urbano”, ARQ n° 60, pages 59-61, ARQ Editions, PUC, Chile
2004 R. Abuauad, “Actitudes contemporáneas en la arquitectura chilena”, CA - Arquitectura y Ciudad, pages 24-28, Santiago, Chile
Pedro Alonso
Assistant Professor

CURRENT TEACHING AREA: History, Theory and Criticism, Heritage

EDUCATION:
2008 Ph.D., Architectural Association, England
2000 M. Arch, Pontificia Universidad Católica de Chile
2000 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2005 - present Professor, Architectural Association, England
2002 - present Assistant Professor, School of Architecture, PUC, Chile
2001 - 2003 Director Assistant, School of Architecture, PUC, Chile
2001 - 2002 Instructor, School of Architecture, PUC, Chile
2001 - 2002 Director, Information and Documentation Center Sergio Larraín García Moreno, Faculty of Architecture, Design and Urban Studies, PUC, Chile

PROFESSIONAL EXPERIENCE
2006 – present Architect, Arup Urban Design, London participation in the following projects:
Stratford City, UK; Voskresenskoe City, Moscow; Jeddah Masterplan, Saudi Arabia; Wanzhuan Eco-City, China; Nakheel Waterfront guidelines, Dubai; Baku City, Azerbaijan; Baku Sports City, Azerbaijan.

RESEARCH AND EXHIBITIONS
2007 - 2008 “Cultura industrial y audiovisual de una fábrica de edificios soviéticos en Chile. KPD, 1971-1973”, DIPUC Funds, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
External Evaluator Advanced Human Capital Program from CONICYT

HONORS AND AWARDS
2008 “RIBA Research Trust 2008” To research the social, architectonic and visual culture of the big panel buildings factories – KPD – that were donated by the Soviet Union to Chile and Cuba during the Cold War.
2003 “Presidente de la Republica” Scholarship for Ph.d. studies at the Architectural Association of London, UK.
2003 MECESUP- PUC Scholarship for Ph.d. studies at the Architectural Association of London, UK.
2001 Faculty Award Facultad de Arquitectura, Diseño y Estudios Urbanos to the best Graduated from the generation 2000-2001, P. Universidad Católica de Chile.
1999 CONICYT Scholarship for Master studies.
1998 Academic Excelence Scholarship, Universidad de Chile.
1997 Honor Scholarship, Universidad Católica de Chile.

RECENT PUBLICATIONS
2008  P. Alonso, “Post- Digital”, MARQ, pages 11-16, Santiago, Chile
2008  P. Alonso, “Comentario crítico a 23 edificios latinoamericanos” In The Phaidon atlas of XXI century world architecture, Editorial Phaiton, London, United Kingdom
Pablo Allard Serrano
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1999 - 2003    Doctor of Design Studies, Harvard University, Graduate School of Design.
1997 - 1999    Master of Architecture in Urban Design MAUD. Harvard University, Graduate School of Design
1993 - 1996   Magíster en Arquitectura, Pontificia Universidad Católica de Chile
1988 - 1996   Bachelor of Architecture and Professional Degree, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 - present    Lecturer and Academic Director, Executive Education Diploma in Public Policy, Public Policy Program UC.
2005 - present       Associate Professor, School of Architecture, PUC, Chile
2008 - present    Lecturer, Executive Education Diploma in Governance, Institute of Urban and Territorial Studies UC.
2008 - 2009    Academic Director, Seminar on Infrastructure Concessions, Public Policy Program UC.
2006    Visiting Critic of Architecture and urbanism, Universidad Católica de Quito, Ecuador.
2006    Visiting Critic of Architecture and Urban Design, University of Arizona, Tucson, AZ, USA.
2005 - 2009    Executive Director Cities Observatory (Observatorio de Ciudades) UC
2003 - 2005    Head of the Cities, Territory and Environmental Studies Unit at the School of Architecture UC.
2003    Lecturer and coordinator, Executive Education Diploma in Urban Projects, School of Architecture UC.
2002 - 2005    Assistant Professor, School of Architecture, PUC, Chile
1998-2002    Harvard University GSD:
Research Fellow, Harvard Center for Center Design Informatics CDI
Graduate Student Associate, David Rockefeller for Center Latin American Studies
Instructor and Coordinator, Course: Metropolitan Portals. Office of Executive Education and Center Design Informatics. '01.
Instructor, Career Discovery Summer program.
Research Assistant "Waterfronts in Postindustrial Cities".
1996 - 2002    Instructor (on leave 1997-2002), School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2005-2009    Executive Director, OBSERVATORIO DE CIUDADES UC www.ocuc.cl
2006-present    Founding Partner, NUEVA VIA Consultants www.nueva-via.cl
1996-2005    Founding Partner, ALLARDESIGN
2002-2005    Project Coordinator, SEREX UC
2000-2007    Founding Partner, ELEMENTAL www.elementalchile.cl
2004    Consultant, IDB Inter American Development Bank
1999    Consulting Architect and Urban Designer, HARVARD GSD, OFFICE OF DEVELOPMENT
1995-1996    Project Architect, CHRISTIAN DE GROOTE ARQUITECTOS, Santiago Chile
1991-1992    Intern Architect, FERNÁNDEZ, PEREZ DE ARCE AND PALMER ARCHITECTS, Chile
RESEARCH AND EXHIBITIONS:
2008 - 2010  FONDECYT Project n° 1085277 “Indicadores de Gestión Urbana Municipal. La situación de los gobiernos locales de las áreas metropolitanas frente al desafío de la planificación urbana en la actualidad”.
2006  Pablo Allard, Complete Works: School of Architecture University of Arizona, Tucson, AZ.
2005 - 2008  FONDEFAC Research Grant: “Observatorio de Ciudades” implementation of a research and consulting unit at the UC. www.ocuc.cl
2005  FONDEDOC Research Grant: “Plataforma Urbana”, www.plataformaurbana.cl an open blog on urban issues in Chile. Awarded “Best Blog in Chile 2006”
2002  ScarCITY, Eyestorm Gallery, 27 Hill Street London, UK.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2007- present  Director of the Architecture, Planning and Geography evaluation group for the FONDECYT scientific and technological research funds. National Commission for Scientific and Technological Research CONICYT
2003-Present  Member of the Editorial Board of ARQ Journal, ISI, Santiago, Chile.
2007-2009  Member of the Advisory Board to the Chilean Minister of Transportation, aimed to improve the Santiago Transportation Plan.
2007-2009  Member of the board of Advisors to the Chilean Minister of Housing and Urban Planning, in aspects related to Santiago’s Metropolitan Plan.
2006-2008  President of the Chilean chapter of the Harvard University Alumni Association
2007- 2009  Member of the Editorial Board of Foco 76 magazine, Santiago, Chile.
2007- present  Member of the Directive Board of ProUrbana, UC & Lincoln Institute.
2007- present  Member of the Advisory Board to the Provost of the UC in real estate and endowment development.
2007- present  Member of the Urban Advisory Committee to the Mayor of Peñalolén
2004- 2008  Member of the Editorial Board of EURE magazine, ISI, Santiago, Chile.

HONORS AND AWARDS
2005  Second Tier Award, International Competition for the New Multifunctional Administrative City of Korea. Presidential Committee on Multifunctional Administrative City Construction. Developed in association with Undurraga & Devés arquitectos.
2003  Honor Prize International Ideas competition for Rental Square in Caracas, Venezuela.
2000  First Prize, New lo Contador Campus Chapel, Universidad Católica de Chile, Santiago.

RECENT PUBLICATIONS
BOOKS:


2006  P. Allard, “Vitacura: Testigo de la avenida del consumo a Chile”, published in “ARQ” n°62 (ISI), pages 40-47, ARQ Editions, Santiago, Chile
Alejandro Aravena Mori  
Associate Professor

CURRENT TEACHING AREA: Architectonic Project, Housing

EDUCATION:
1993  Graduate studies in Theory and History, Istituto Universitario Di Architettura Di Venezia, Italy
1992   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2006 - 2009       Elemental Copec Professor at the UC
2004 - 2005       Professor of Summer workshop, Instituto Universitario di architettura di Venezia, Italy.
2003 - present   Associate Professor, School of Architecture, PUC, Chile
2001                  Visiting Professor Architect’s Week, Tulane University, New Orleans, Louisiana, USA
2000 - 2004       Visiting Professor, Graduate School of Design, Harvard University, USA
1999                  Visiting Professor, Architectural Association, England
1998 - 2003       Assistant Professor, School of Architecture, PUC, Chile
1992 - 1997       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1994 - present   Founder and Head, Alejandro Aravena Architects
2006 - present   Executive Director ELEMENTAL

RECENT RESEARCH AND EXHIBITIONS
2008   Exhibition, "Elemental housing prefabricated prototype", Milan Triennale, Italy
2008   Conference, “Rice Design Alliance” conference, Houston, Texas, USA.
2008   Conference, "Arquine" congress, Mexico City, Mexico.
2008   Exhibition, "Elemental", Venice Biennale, Italy 2008   Conference, VI Innovation congress, ICARE, Santiago, Chile.
2008   Exhibition, "Elemental" Design Philadelphia: A Clean Break, Philadelphia, USA
2008   Conference, Keynote speaker at the RIBA, Londres, UK.
2008   Conference, Holland pavillon conference at the Venice Biennale.
2008   Conference, La Solidez del Hormigón congress, Santiago, Chile.
2008   Conference, Revista El Sábado "Desafíos para Chile" congress, Santiago, Chile.
2008   Conference, Milan Triennale
2007   Exhibition, "Made in Chile", University of Texas, Austin, Texas, U.S.A.
2007   Exhibition, "Calvicie Geológica" (Geological Baldness), Lisbon Triennale, Portugal
2007   Exhibition, “X”, Extension Center of the Universidad Católica, Santiago, Chile
2007   Exhibition, Sao Paulo Biennale, Brazil
2007   Conference, Sao Paulo Biennale
2007   Conference, “Transantiago Quo Vadis?”, seminar at the SOFOFA (Federation of Chilean Industry), Santiago, Chile.
2007   Conference, “Interior Design” Congress, Shanghai, China,
2007   Conference, “Innovations for an Urban World”, Rockefeller Foundation + Earth’s Institute, Bellagio, Italy.
2007   Conference, “Vivienda y espacio doméstico en el siglo XXI” (House and domestic
space in the 21st century), La Casa Encendida, Madrid, Spain, October.
2007 Conference, Instituto Tecnológico de Monterrey, Mexico, October.
2007 Conference, Tübingen University, Germany
2007 Conference, School of Architecture, Porto, Portugal.
2007 Conference, Sao Paulo Biennale, Brazil.
2006 Conference, Universidad Católica de Córdoba, Argentina
2006 Conference, Universidad Torcuato di Tella, Buenos Aires, Argentina
2006 Conference, “O’Neill Lecture Series”, University of Texas, Austin, Texas, U.S.A.
2006 Conference, IUAV, Venice, Italy
2006 Conference, Berkeley University, San Francisco, California, U.S.A.
2006 Conference, Schelling Foundation, Karlsruhe, Germany
2006 Conference, “Bottom up. Building for a better world”, XIV Vienna Architecture Congress, ArchitekturZentrum, Vienna, Austria
2006 Conference, “From X (equation) to Y (form)”, Conference at the IUAV, Venice, Italy
2005 Conference, Architects’ Association of Córdoba, Córdoba, Argentina
2005 Conference, Architects’ Association of La Plata, La Plata, Argentina
2005 Conference, “Poiesis Conferences”, Buenos Aires, Argentina
2005 Conference, “Capital News” congress, Rosario, Argentina
2005 Conference, Universidad Central, Caracas, Venezuela
2005 Conference, “Architecture Students National Meeting”, Valparaiso, Chile
2005 Conference, “XXXII World Housing Congress”, Pretoria, South Africa
2005 Conference, “Latin American Architecture”, Universidad Diego Portales, Santiago, Chile

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2009 - present Appointed member of the Pritzker Prize Jury
2006 - present Executive Director Elemental

HONORS AND AWARDS
2009 Marcus Prize for Architecture, University of Wisconsin, USA
2008 Silver Lion at the Venice Biennial, Italy
2008 Finalist in the Iakhov Chernikhov Prize, Moscow
2008 Finalist in the Global Award for Sustainable Architecture, Paris
2008 Chosen by ICON as one of the “20 essential young architects”
2008 Quinta Monroy project: one the best architecture works from young architects at the VI Bienal Iberoamericana de Arquitectura y Urbanismo on Lisboa
2008 Alejandro Aravena choosen by Que Pasa magazine as one of the 50 most influential in Chile.
2006 The Erich Schelling Architecture Medal, Germany
2006 1º prize, XV Santiago Architecture Biennial, Chile
2005 “Corona Pro Architecture Award”, Bogotá, Colombia
2004 Elected between the 11 Design Vanguard Architects, by the Architectural Record, like one of the architects with higher projection in the world.
2002 1º prize, XIII Santiago Architecture Biennial, Chile
2000 Finalist in the “Mies van der Rohe” Prize , Barcelona, Spain
2000  Award of the Architects Association of Chile for best architect under 40
1991  “Venice Prize” of the Venice Architecture Biennial, Italy

RECENT PUBLICATIONS
2008  A. Aravena, “Vivienda elemental”, MARQ n°3, pages 78-80
2008  A. Aravena, “Casa Pirihueico”, The Plan magazine n°23, pages 4-8
2008  A. Aravena, “Torre Siamesa”, Oris magazine n°49
2008  A. Aravena, G. Arteaga, F. García-Huidobro, “Conjunto de viviendas Lo Espejo. Lo Espejo, Chile”, ARQ magazine n° 69, pages 24-27, ARQ Editions, PUC, Chile
2008  A. Aravena, “Elemental”, Arquine:revista internacional de arquitectura y diseño nº 43
2008  A. Aravena, “Elemental”, Icon magazine n°58
2007  A. Aravena, “Torres Siamesas”, ARKINKA magazine n° 143, pages 16-23
2007  A. Aravena, “Producir más con lo poco que gastamos”, Foco 76 n°4, pages 20-21
2007  A. Aravena, “Proyecto elemental, Iquique Chile”, The Plan magazine n°20
2007  A. Aravena, “Riordino della Scuola di architettura della Pontificia Università Cattolica Santiago del Cile”, Casabella n°756, pages 72-80
2006  A. Aravena, “Escuela de Arquitectura Universidad Católica de Chile”, CA-Ciudad y Arquitectura n°128, pages 24-29, Santiago, Chile
2006  A. Aravena, “Torres Siamesas”, CA-Ciudad y Arquitectura n°125, pages 68-70, Santiago, Chile
2006  A. Aravena, “Torres Siamesas. Macul, Chile”, ARQ magazine n°63, pages 44-49, ARQ Editions, PUC, Chile
2006  A. Aravena, “Viviendas sociales en Quinta Monroy”, Arquitectura (COAM) n°343, pages 74-77
2006  A. Aravena, “Casa de verano”, Arquitectura (COAM) n°343, pages 84-87
2006  A. Aravena, “Remodelación de la Escuela de Arquitectura, Santiago de Chile”, Arquitectura (COAM) n°343, pages 81-83
2006  A. Aravena, “Elemental”, Arhitectura n°41
2006  A. Aravena, “Casa Pirihueico”, CA- Ciudad y Arquitectura n°127, pages 90-91
2006  A. Aravena, “Torre Siamesa”, Ambientes n°52
2006  A. Aravena, “Siamese Towers”, Icon n°37
2006  A. Aravena, “Torre Siamesa”, Casabella n°747, pages 6-17
2006  A. Aravena, “Proyecto y autoconstrucción”, Summa + n°79, pages 136-141
2006  A. Aravena, “Espacio Público”, Foco 76 magazine n°1, pages 10-15
2006  A. Aravena, “Elemental Iquique”, Casabella n°742, pages 80-91
2006  A. Aravena, “Moverse en Santiago: ¿invertir más o mejor?”, Foco 76 magazine n°2, pages 34-37
2006  A. Aravena, Christie, Oddo, “Casa en Lago Pirihueico. X Región, Chile.”, Summa + n°80, pages 112-117
2006  A. Aravena, “Casa sul lago Pirihueico, Cile 2004” In: M. Daguerre “Case latino americane”, pages 34-43, Editorial Electra, Milano, Italy,
2006  A. Aravena, ELEMENTAL Housing Initiative In: Design Like You Give a Damn: Architectural Responses to Humanitarian Crises, Metropolis Books, New York, USA
Juan Ignacio Baixas Figueras
Professor

TEACHING AREA: System and Building Technologies; Architectural Project

EDUCATION:
1969 Diploma in Architecture, Conservatoire National D'Art et Metiers, France
1968 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2004 - present Director, School of Architecture, PUC, Chile
2004 - present Member of the Faculty Board, Faculty of Architecture, Design and Urban Studies, PUC, Chile.
2003 - present Professor, School of Architecture, PUC, Chile
1973 - 1990 Associate Professor, School of Architecture, Pontificia Universidad Católica de Valparaiso, Chile
1979 - 2003 Associate Professor, School of Architecture, PUC Chile

PROFESSIONAL EXPERIENCE
1998 - present Principal and Founder, Baixas & del Río Architects
2008 - 2009 Responsible Architect Nursery Sala Cuna Junji-Maria Pinto, CIDM, Center for Innovation and Development of Wood with the architect Mario Ubilla
2006 - 2007 Responsible Architect Nursery “Rucalaf” Integra-Villarrica, CIDM, Center for Innovation and Development of Wood with the architect Mario Ubilla

RESEARCH AND EXHIBITION
2009 Conference and Exhibition of Baixas – del Río office, Berlin, Germany
2008 Presentation Baixas - del Río office, in the International Seminar, Quito, Ecuador
2005 Exhibition: Architects hobby, Outreach Center, PUC, Chile
2004 - 2005 “Diseño por Envolvente para la vivienda en Madera” FONDEF Project D03I1020, Reasercher
2002 Research: “Los Sistemas de Prefabricación de Viviendas en Madera en Chile”.with Mario Ubilla

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2005 - present Publishing Committee Member, ARQ magazine, PUC, Chile

HONORS AND AWARDS
2008 President, XVI Santiago Biennial, Chile
2006 “Fermin Vivaceta” Award Colegio de Arquitectos de Chile
2001 First Place Masterplan Alameda – Lira – Quito. contest
2000 XII Biennial Award for the best work of architecture. Museo Interactivo Mirador.
1997 First Place Background to Building Contest Museo Interactivo Mirador.
1996 Second Place Conjunto Habitacional Puertas de La Reina Contest – Santiago – 60.000m2.
1995 Second Place X Architecture Biennale. Centro Cívico de La Pintana.Project
1994 Third Place Centro de Información Sergio Larrain G.M. – P.U.C. Contest
1993 First Place IX Architecture Biennale. Social Housing Project in Huechuraba.

RECENT PUBLICATIONS
2008   J.I. Baixas, E. del Rio, “Edificio Plaza Alameda UC”, AOA magazine n°9, Chile
2008   J.I. Baixas, “Geometrías de producción”, MARQ n°4, pages 45-47, PUC, Chile
2008   J.I. Baixas, “Acerca de la XVI Bienal de Arquitectura 2008”, CA-Ciudad y Arquitectura, pages 50-51, Santiago, Chile
2008   J.I. Baixas, W. Bustamante, F. Encinas, M. Ubilla. “Effective architectural design strategies for thermal comfort with energy efficiency in two nursery schools in Chile”
2006   J.I. Baixas, “Atracción de lo virtual, voluntad de lo real”, ARQ n°63, pages 39-41, ARQ Editions, PUC, Chile
2006   J.I. Baixas, “Sobre la formación de los Arquitectos”, ARQ magazine n°61
2005   J.I. Baixas, “Sobre el paso del tiempo en los edificios”, ARQ n° 59, pages 14-16, ARQ Editions, PUC, Santiago, Chile
2005   J.I. Baixas, “Forma Resistente”, ARQ Editions, PUC, Chile
Ian Bertie Acosta
Associate Professor

CURRENT TEACHING AREA: System and Building Technologies, Computing

EDUCATION:
1985 Visiting Scholar, MIT, USA
1973 Architect, Pontificia Universidad Católica de Chile
1971 System Analyst, National School of Information Technology, Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
1979 - present Associate Professor, School of Architecture, PUC, Chile
1991 - 2004 In charge of Academic Computing of the university, Sub Director of Information Services, PUC, Chile
1974 Sub Director, School of Architecture and Design, PUC, Chile
1973 - 1978 Assistant Professor, School of Architecture, PUC, Chile
1970 - 1973 Instructor, School of Architecture, PUC.

PROFESSIONAL EXPERIENCE
Consulting on Project Management, and in the fields of Graphic Computing and animation.

RESEARCH AND EXHIBITIONS
In 2003 he registers a new learning and recovery of information (remembering) method called V.A.L.E., based on XXI st century SPECTS - that show how the brain works -, Data Bases and SQL, and the capability of search engines such as Google to find images important in the learning process.
This was presented at Fulbright’s Chile 50th anniversary, in April 2005.

In charge of Academic Computing for the whole university, overseeing the production of teaching software for all areas of knowledge. From that experience he derived the talk delivered at AACE in Orlando called "The Dangers of Information Technology Enthusiasm" in 2001.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

HONORS AND AWARDS
2001 "Pionero del CAD en Chile", from the Latinamerican countries "Sociedad Iberoamericana de Gráfica Digital".
1990 "Earthquake" (Terremoto) Software to teach the notions of earth movements and basic concepts for seismic design, obtained one of the three prizes for the Best International Entries of MacWorld Hyperstacks, organized by MacWorld magazine.
1989 Produced "HyperStatics", a software that was awarded the prize for best Hypercard program in the 1989 "Wheels for the Mind" Latin America contest.
1989 National Productivity Prize in IT in the Academic World, awarded for the 25th anniversary of the Chilean Center of Productivity.
1985 Fulbright for Advanced Research Scholarship

RECENT PUBLICATIONS
2006 I. Bertie, “Arquitectura y construcción. ¿Estamos preparados para el próximo?”, CA Journal (City and Architecture), pages 42-45, Santiago, Chile
Consuelo Bravo Antúnez
Assistant Professor

CURRENT TEACHING AREA: Landscape Architecture

EDUCATION:
2003 Master of Architecture in Urban Design, Graduate School of Design, Harvard University, USA
2003 Master in Landscape Architecture, Graduate School of Design, Harvard University, USA
1998 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present Director, Master in Landscape Architecture, PUC, Chile
2002 - present Assistant Professor, School of Architecture, PUC, Chile
1999 - 2000 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2003 - present Principal and Founder, Irarrázabal & Bravo Associates Architects
1999 - 2000 Consultant Architect, Ministerio de Bienes Nacionales (Public Property Department), Chile

RESEARCH AND EXHIBITIONS
2005 “Assessment of Participatory Budgeting in Brazil”, Inter-American Development Bank Funds, Head of Research: Mona Serageldin
2002-2003 “Designing, Implementing, Measuring Sustainable Urban Development (DIMSUD)”. Research done for the “Center for Urban Development Studies” of Harvard University and the Inter-American Development Bank; USA

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 – present Parking Day Chile, REBAR Chilean representation
2005 - present Chilean Harvard Club, Board of Director
2005 – present Chilean Association of Landscape Architects, member.
2004 – present Zapallar Municipality, Chile. Urban Design Consultant

HONORS AND AWARDS
2002 – 2003 Selected as Best in Studio for the exhibit and publication of Studio Works 11 of the Graduate School of Design, Harvard University. Fall and Spring Semester
2001 – 2002 Selected as Best in Studio for the exhibit and publication of Studio Works 10 of the Graduate School of Design, Harvard University. Spring Semester
2000 – 2001 Selected as Best in Studio for the exhibit and publication of Studio Works 9 of the Graduate School of Design, Harvard University. Fall and Spring Semester.
2000 – 2003 Interamerican Development Bank Full Graduate Scholarship Recipient
1999 Honor Mention in the Chilean-British Culture Institute Photographic Contest.

RECENT PUBLICATIONS
Luis Eduardo Bresciani Lecannelier
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1997   Master of Architecture in Urban Planning, Graduate School of Design, Harvard University, USA
1992   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2003 - present   Associate Professor
1998 - 2003       Assistant Professor, School of Architecture, PUC, Chile
1992 - 1993       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1998 - 2000   Head of Urban Projects, Grupo CB-Inmobiliaria Curauma
1997 - 1998   Senior Urban Designer, WRT, Wallace Roberts & Todd, USA.
1996           Urban Advisor, Southend Neighborhood Action Program - SNAP, Boston, Massachusetts, USA.
1996               Advisor Assistant, URA-HARVARD agreement, Singapore.

RECENT EXHIBITIONS
2009   “Integración urbana social” Seminar, Institute of Urban Studies U.C.-CONAVICOP,
2009   “Conservación, restauración y gestión del patrimonio urbano”, Urban Heritage Seminar, Pontificia Universidad Católica de Chile
2009   “Recuperación de Barrios”, 2° International Forum, MINVU-Cities Alliance-GTZ, Santiago, Chile
2009   “Participación de los barrios en la Construcción de Ciudades” Seminar, UNIFEM-SUR, La Serena, Chile
2009   “Ciudad Viva 2009: Desarrollo Urbano de Provincia de Ñuble” Seminar, Chillán, Chile

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2003 - present   National Director, Urban Development Division, MINVU (Housing and Urbanism Department), Chile
2002 - 2003       Housing and Urbanism Regional Secretary, Santiago, Chile
2002 - 2003       Committee Member, Santiago Urban Transport Plan, Chile
2001               Advisor, Housing and Urbanism Department, Santiago, Chile
2000 - 2001       Executive Secretary of the Urban Reform, MINVU (Housing and Urbanism Department), Chile
2000               Head of the Urban Development Department, SEREMI (Regional Secretary of Department), Santiago, Chile
2000               Executive Secretary, Anti-bureaucracy Commission, MINVU, Chile

HONORS AND AWARDS
2009   Alfredo Johnson Award, for a distinguished Architect in Public Policies, National Institute of Architects, Chile
1998   1° Place, Competition:: “Newark Airport Business Center”, Newark, New Jersey, USA.
1996   Community Service Fellowship, Harvard Graduate School of Design, U.S.A.
1995   Graduate Studies Scholarship, Pontificia Universidad Católica de Chile.
RECENT PUBLICATIONS

2009  L. Bresciani, “Ciudad y Sociedad Civil”, in the book “Agenda Pública: Arquitectura, Ciudad y Desarrollo”, Edited by C. Cocíña, F. Quintana and N. Valenzuela; and by Cientodiez magazine, Santiago, Chile

2008  L. Bresciani, “El Chile Urbano Emergente: Capitales regionales” in the book “Mercado y Ciudad: los desafíos de un país urbano”, varios autores, Edited by the BBVA and Observatorio de Ciudades PUC, Chile

2008  L. Bresciani, “Comunidades vs Edificios”, En Foco 76 magazine n°6, Chile

2007  “Derechos Transables de Construcción: primer paso en la dirección correcta, Cinco Respuestas al Patrimonio”, En Foco 76 magazine n°3, Chile

2006  “Del Conflicto a la Oportunidad: Participación Ciudadana en el Desarrollo Urbano”, en Revista URBANO N°14, Concepción, Chile

2006  “Relación entre vivienda social y mercado de suelo en Chile”, in PROURBANA magazine, n°4, Pontificia Universidad Católica de Chile

Luis Eduardo Bresciani Prieto
Associate Professor

CURRENT TEACHING AREA: Architectonic Project, Services Internship

EDUCATION:
1969   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2009   College Tutor: Licenciatura en Artes y Humanidades
2008   Committee Member, search for new Dean
2008 - 2010  Member of the Academic Board, School of Architecture, PUC, Chile
2008 - 2009  Member of the Appeal Commission, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2007 - 2009  Member of Academic Board, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2006 - 2009  Member of the Infrastructure Commission, Vice - rectory for Economic and Administrative Affairs, PUC, Chile
2006 - 2008  Member of the Title Committee
2006 - 2008  Member of the Thesis Committee 2006 - 2007  Member of the faculty selection commission – H. Superior Board, PUC, Chile
2006  Member of the Superior Direction Restructuring Commission
2006 - 2007  Member of the Students Rules Commission, Vice - rectory for Academic Affairs, PUC, Chile
2006  Committee Member, search for new Director
2005  Committee member, search for new rector
2001 - 2009  Faculty Representative, Honorable Superior Board, Pontificia Universidad Católica de Chile
1998 - 2008  Member of the Academic Board, School of Architecture, PUC, Chile
1990 - present  Associate Professor, School of Architecture, PUC, Chile
1990 - 1997  Director, School of Architecture, PUC, Chile
1990 - 1997  Member of the Academic Board, Faculty of Architecture and Beaux Arts, PUC, Chile
1990-1997  Member of the Editor Committee, ARQ magazine, School of Architecture, PUC, Chile
1989 - 2000  Member of the General Formation Commission, Vice-rectory for Academic Affairs
1989 - 1997  Member of the Appeal Commission, Faculty of Architecture and Beaux Arts, PUC, Chile
1988 - 1990  Member of the Academic Board, School of Architecture, PUC, Chile
1984 - 1986  Member of the Academic Board, School of Architecture, PUC, Chile
1982 - 1990  Assistant Professor, School of Architecture, PUC, Chile
1980 - 1981  Instructor, School of Architecture, PUC, Chile
1965 - 1967  Teacher Assistant, School of Architecture, Universidad Católica de Valparaiso, Chile

PROFESSIONAL EXPERIENCE
2006 - 2009  Architect, Bresciani and Gray Associates, Santiago, Chile
1997 - 2004  Architect, Bresciani and San Martin Associates, Santiago, Chile
1988 - 1997  Architect, Luis Eduardo Bresciani, Santiago, Chile
1977 - 1980  Architect, Luis Eduardo Bresciani, Santiago, Chile
1968 - 1969  Architect, Bresciani, GarcíaHuidobro and Associates, Santiago, Chile
ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

2009-2011  Vice presidente, Chilean Institute of Architects
2008      Director, Competition for: Casa Club, Universidad Católica de Chile Sports Club
2005 - 2009 Director, Rio Colorado Research Institute Corporation, Chile
2004 - 2006 National Vice – president, Comunidades de Vida Cristiana CVX
2002 - 2004 Vice president, National Ethic Board, Chilean Institute of Architects
2002 - 2004 Vice - president, Ethic Board of the Chilean Association of Architects.
2001 - 2004 National Vice – president, Comunidades de Vida Cristiana CVX
2001      Director, Lira - Alameda Land Director Plan competition
1999 - 2002 President, National Ethic Board, Chilean Institute of Architects
1998 - 2002 President, Ethic Board of the Chilean Association of Architects.
1998 - 2000 Member, Accreditation Commission, Chilean Association of Architects.
1995      Director, Campus San Joaquín church competition.
1995      Consultancy and revision of the program of the School of Architecture of the Universidad Católica de Guayaquil, Ecuador
1994      Consultancy for the creation of the School of Architecture of the Universidad Las Américas, Quito, Ecuador
1992 - 2004 Consultant, Education Department, for new universities accreditation process.
1988 - 1989 Consultant, Santiago Archbishopric, for the Belen project.
1985 - 2005 Vice president, Rio Colorado Research Institute Corporation, Chile
1982      President, Comisión Tributaria, Chilean Institute of Architects
1979 - 1985 President, Rio Colorado Research Institute Corporation, Chile
1971      Consultant, Department of Public Works
1970 - 2008 Director, Instituto de Investigaciones Río Colorado, Chile
1969 - 2009 Associated, Chilean Institute of Architects

PUBLICATIONS

2000  L. Bresciani, Chapter: Carlos Bresciani Bagattini, in the book: Premios Nacionales de Arquitectura Chile, Compilation: María Dolores Muñoz, Edited by the Universidad del Bio-Bio - Concepción, Chile, pages 22 - 33
1999  L. Bresciani, Arquitectura inmobiliaria o arquitectura inmoviliaria? ARQ magazine Nº 42 pages 62 – 63, ARQ Editions, PUC, Chile
1990  L. Bresciani, Renovación Urbana en Valparaíso, ARQ magazine Nº 15, pages 14 - 19, ARQ Editions, PUC, Chile
Waldo Bustamante Gómez
Professor

CURRENT TEACHING AREA: Architecture and Energy

EDUCATION:
2001   PhD, Catholic University of Louvain, Belgium
1993   Master in Urban Development, Pontificia Universidad Católica de Chile
1986   Civil Engineer, Universidad de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 - present   Professor, School of Architecture, PUC, Chile.
1989 - 2003  Lecturer, Construction School. Faculty of Engineering. PUC. Chile.
2003 – present  Professor, Faculty of Engineering.

PROFESSIONAL EXPERIENCE
1989- present Consultant in condensation problems and energy efficiency for buildings

RESEARCH AND EXHIBITIONS
2009   “Enfriamiento ambiental de edificios de oficina a través de ventilación Nocturna”, FONDECYT Project n°1090602, Head of Research
2007 - 2010 “La Buena Casa: Diseño por envolvente para la vivienda de madera fase II: Complejos de Techumbre y Piso” FONDEF Project n° D06I1034, Head of Research: Juan José Ugarte, Co researchers: W. Bustamante, P. Martínez, P. Urrejola, M. Ubilla, J. Baixas.
2003 - 2005 “ Desarrollo experimental de especificaciones técnicas para el mejoramiento higrotérmico de muros de albañilería de ladrillo y hormigón” FONDEF Project n° D01I1161, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2000-present   Member of the PLEA (Passive Low Energy Architecture). Academic organization in sustainable architecture. (www.plea-arch.org)

HONORS AND AWARDS

RECENT PUBLICATIONS
2008 W. Bustamante, “La arquitectura sustentable, más allá de la reglamentación térmica”, CA-Ciudad y Arquitectura, pages 48-49, Santiago, Chile.


Macarena Cortes  
Assistant Professor

CURRENT TEACHING AREA: Theory, History and Criticism

EDUCATION:
2004 - present  Ph.D. © in Architecture and Urban Studies, Pontificia Universidad Católica de Chile
2005  Diploma in Cultural Landscapes, Heritage and Territorial Projects, Universidad Politécnica de Cataluña, Spain
2002  Master in Architecture, Pontificia Universidad Católica de Chile
2000  Architect, Universidad Central, Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2005 - present  Assistant Professor, School of Architecture, PUC, Chile
2002 - 2006  Assistant Professor, Faculty of Art, Architecture and Design, Universidad Diego Portales, Chile
2000 - 2002  Instructor, School of Architecture, PUC, Chile
1998 - 2000  Teacher Assistant, Faculty of Architecture, Universidad Central, Chile

PROFESSIONAL EXPERIENCE:
2007  Head of the Project “Diseño Sustentable Parque Peñalolén” (Sustainable Design for the Peñalolen Park), Universidad Diego Portales, Chile
2005  Architect, Estudio Ana Plá y Verónica Arcos, Barcelona, Spain
2003 - 2005  Architect Associated with German Molina, Chile
1999 - 2000  Architect and Urban Consultant, Mas Diseño Architects, Chile

RESEARCH AND EXHIBITIONS
2004  Project Presentation Campo Clínico UDP, Hospital de Talagante. In the Chilean section of the Venice Architecture Biennale and College of Architects in Paris, France.
2003  Project Presentation: Aire, Section MOB_LAB 1º International Architecture Biennale Rotterdam.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2007 - 2011  Member of the Bureau of Architecture DIRAC. Ministry of Foreign Affairs of Chile.
2008 - 2010  Evaluator Conicyt for Becas Chile; Programa Capital Humano Avanzado.

HONORS AND AWARDS
2005  MECE Scholarship, Education Department, Chile
2005  ALFA Scholarship for Ph.D. in Urbanism and Territorial Plan, UPC, Spain
2004 - 2006 Ph.D. Scholarship, School of Architecture, PUC, Chile
2004 - 2006 Ph.D. Scholarship for academic development from the Universidad Diego Portales, Chile
1998 Master in Architecture Scholarship, School of Architecture, PUC, Chile

RECENT PUBLICATIONS
2007 M. Cortés, “Estrategias de construcción del borde costero viñamarino: contradicciones y esperanzas del movimiento moderno”, Cuadernos de Arquitectura, Habitar el norte, pages 124-127, Antofagasta, Chile
Alejandro Crispiani
Assistant Professor

CURRENT TEACHING AREA: Theory, History and Criticism

EDUCATION:
2009 Ph.D. in Social and Human Sciences, Universidad Nacional De Quilmes, Argentina
1984 Architect, Universidad Nacional de la Plata, Argentina

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present Member of the Academic Board, School of Architecture, PUC, Chile
2003 - present Coordinator of the Originals Archives of the Information and Documentation Center Sergio Larraín García Moreno, PUC, Chile
2003 - present Head of the Theory. History and Critique Area, School of Architecture, PUC, Chile
1999 - present Assistant Professor, School of Architecture, PUC, Chile
1999 Professor, Universidad Torcuato Di Tella, Buenos Aires, Argentina
1994 - 1998 Professor, Faculty of Fine Arts, Universidad Nacional de La Plata (UNLP), Argentina.
1997 Assistant Professor, Faculty of Architecture and Urbanism, UNLP, Argentina

PROFESSIONAL EXPERIENCE

RESEARCH AND EXHIBITIONS
2005 - 2009 “Objetos para transformar el mundo. Trayectorias del invencionismo: la Escuela de Arquitectura de Valparaíso y las teorías del diseño para la Periferia (Chile – Argentina, 1940-70)
2008 – 2009 Experiencia Piloto para la revisión del Área Teoría, Historia y Crítica en base a la implementación de las nuevas competencias, Concurso Fondo de Desarrollo de la Docencia
2002-2003: Claudio Girola y Gui Bonsieppe: dos episodios de la cultura del diseño y de la arquitectura en Chile.
2001-2002: La Escuela de Valparaíso y sus orígenes: una mirada a través de testimonios orales. DIPUC,
1999-2000 Claudio Girola: vida y obra. Proyecto de Investigación DIPUC:
1995 y 1997 Campo cultural, producción y diseño en la Argentina de los años sesenta. Facultad de Bellas Artes, UNLP.”

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2005 - 2008 Evaluation Committee, EURE journal, PUC, Chile
2006 Jury XV Architecture Biennale Quito, works in theory, history and criticism of Architecture.
1997 - 2008 Member of the writing board, Block magazine, Argentina

RECENT PUBLICATIONS
2009...A. Crispiani, “El orden de los sentidos”, CA n° 140, julio 2009, Colegio de Arquitectos de Chile, Chile.
2008 A. Crispiani, “La obra de arte como crítica de arquitectura”, ARQ n°70, pages 36-39, ARQ Editions, PUC, Chile


2006 A. Crispiani, “Un gran contenedor y muchos carritos”, ARQ n°62, pages 32-39, ARQ Editions, PUC, Chile


2004 A. Crispiani, “José Cruz Ovalle. Hacia una nueva abstracción”, ARQ Editions, PUC, Chile
Enrique Del Río Ojeda
Associate Professor

CURRENT TEACHING AREA: Architectonic Project

EDUCATION:
1986   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2000 - present   Head of the Formative Stage, PUC, Chile
1999 - present   Associate Professor, School of Architecture, PUC, Chile
1992 - 1999       Assistant Professor, School of Architecture, PUC, Chile
1991 - 1992       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1998 - present   Associate architect Baixas & Del Río Architects

HONORS AND AWARDS
2000   The best work of the XII Santiago Biennial exhibition
1997   2 Prize “Centro Cívico de La Pintana” Competition, XI Santiago Biennial
1995   Prize in the Young Architecture Competition, X Santiago Biennial
       1 Prize, “Parque Residencial La Cañada” Competition
       1 Prize, “Plan Regulador Plaza Alameda UC” Competition

RECENT PUBLICATIONS
2008   J.I. Baixas, E. del Río, “Edificio Plaza Alameda UC”, AOA magazine n°9, Chile
2008   J.I. Baixas, “Geometrías de producción”, MARQ n°4, pages 45-47, PUC, Chile
2008   J.I. Baixas, “Acerca de la XVI Bienal de Arquitectura 2008”, CA-Ciudad y Arquitectura, pages 50-51, Santiago, Chile
2008   J.I. Baixas, W. Bustamante, F. Encinas, M. Ubilla. “Effective architectural design strategies for thermal comfort with energy efficiency in two nursery schools in Chile”
2007   J.I. Baixas, E. del Río, “Alameda, Lira y Quito: Santiago, Chile”, ARQ n°67, pages 60-63, Santiago, Chile
2006   J.I. Baixas, “Atracción de lo virtual, voluntad de lo real”, ARQ n°63, pages 39-41, ARQ Editions, PUC, Chile
2006   J.I. Baixas, “Sobre la formación de los Arquitectos”, ARQ magazine n°61
2005   J.I. Baixas, “Sobre el paso del tiempo en los edificios”, ARQ n° 59, pages 14-16, ARQ Editions, PUC, Santiago, Chile
2005   J.I. Baixas, “Forma Resistente”, ARQ Editions, PUC, Chile
Teodoro Fernández Larrañaga
Professor

CURRENT TEACHING AREA: Architectonic Project, Landscape Architecture

EDUCATION:
1991 Diploma in Landscape Architecture, Pontificia Universidad Católica de Chile
1972 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present Professor, School of Architecture, PUC, Chile
2003 Visiting Professor, School of Architecture, Universidad Ricardo Palma, Lima, Peru
2002 Visiting Professor, Landscape Architecture Seminar, Universidad del Desarrollo, Concepción, Chile
1998 - 2000 Academic Board Member, School of Architecture, PUC, Chile
1993 - 2008 Associate Professor, School of Architecture, PUC, Chile
1989 - 1992 Assistant Professor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1997 - present Principal and Founder, Fernandez & Courard and Associate Architects
1994 - 1997 Architect Associated with Smiljan Radic C. and Cecilia Puga L. Architects, Chile
1990 - 1994 Architect Associated with Montserrat Palmer T., Rodrigo Pérez de Arce A. and Ramón Lopez Architects, Chile
1980 - 1990 Architect Associated with Mario Pérez de Arce Lavín and Mario Pérez de Arce Antonic, Santiago, Chile.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2009 Jury Member, New Building for the Faculty of Science UACH Competition, Valdivia, Chile
2004 Jury Member, Social Housing in Chiloé Competition, XIV Santiago Biennial, Chile
2002 Jury Member, Staging of the XIII Santiago Biennial Competition, Chile
2001 Jury Member, Urban spaces for La Florida commune, Santiago, Chile
2001 Jury Member, New Building for CODELCO in Calama Competition, Chile
2001 Jury Member, Staging of the XIII Architects Association Biennial Competition, Santiago, Chile
2000 Member of the jury, “Phillips Ilumina tus Ideas” Competition, Santiago, Chile

HONORS AND AWARDS
2007 1 Prize, “Parque Bicentenario”, National Competition, Santiago de Chile.
2006 1 Prize, “Nuova Scuola Italiana” National Competition, Santiago de Chile.
2005 First Place, “Ministerio de Obras Públicas en La Serena” National Competition, Santiago de Chile.
2005 1 Prize, “Gimnasio Colegios Padre Hurtado y Juanita de los Andes” National Competition, Santiago de Chile.
2005 1 Prize, “Museo Arqueológico de la Serena” National Competition, Santiago de Chile.
2005 1 Prize, “Caleta Guardamarina Riquelme” National Competition, Santiago de Chile.
2004 3 Prize, “Edificio Consistorial Municipalidad de Viña del Mar” National Competition, Santiago de Chile.
2003 1 Prize, “Habilitación Oficinas Phillipi” National Competition, Santiago de Chile.
2003 1 Prize, “Proyecto Vivienda Social para siete lugares de Chile” International Competition, Santiago de Chile.
2001 1 Prize, “Ministerio de Relaciones Exteriores” National Competition, Santiago de Chile.
1997 1 Prize, “Nuevo Templo para el Campus San Joaquin” National Competition, Pontificia Universidad Católica, Santiago de Chile.
1996 1 Prize, “Centro de Documentación Sergio Larraín García Moreno” National Competition, Pontificia Universidad Católica, Santiago de Chile.
1994 1 Prize, “Parque Inés de Suárez” National Competition, Santiago de Chile.
1994 1 Prize, “Centro Cultural Estación Mapocho” National Competition, Santiago de Chile.

RECENT PUBLICATIONS
2007 “Concurso Scuola Italiana”, ARQ Magazine n° 67, ARQ Editions, Santiago, Chile
Rosanna Forray Claps
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1998  Ph.D., Catholic University of Louvain, Belgium
1991  Master of Science, Catholic University of Louvain, Belgium
1982  Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2004 - present  Associate Professor, School of Architecture, PUC, Chile
1995 - present  Professor, Master in "Urbanisme et Développement Territorial", Catholic University of Louvain, Bélgica

PROFESSIONAL EXPERIENCE
2002.  Municipality of Tipitapa, Managua, Nicaragua. Consultant for the Municipal Development Plan,
1997.  Commune de Haubourdin, Lille, France, Consultant in urban project.
1991-1996.  Habitat et Développement, Université Catholique de Louvain, Consultant for social housing programs in Guadalajara Mexico and Fortaleza, Brazil.

RESEARCH AND EXHIBITIONS
2008 - 2010  “La Sustentabilidad en el proyecto urbano”, FONDECYT Project, Head of Research.
2006  “Evolución Urbanística y Arquitectónica de Chuquicamata, 1900-2005” Head of Research.
2000 - 2002  “Planification et conception participative d’espaces publics », Formation-action-recherche FAR – Public Space program, fulfilled in 6 Communes of the Nord Pas-de-Calais region, France and one Commune in Brussels, Belgium. Associate Researcher.


ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

2009 sept. Curator for the presentation of the french exhibition “la calle es nuestra... de todos!” in Santiago. Responsible for the organization of the Seminar “Movilidad cotidiana y equidad”.

2008- present Member of the Chaire of the “Institut pour la ville en movement” [cities on the move] Latin America.

2008- present Member of the “Comité Curricular” of the School of Architecture.

2008- present Member of the national experts group in charge of Chilean Credit Transfer System.

2007- present Member of the assessment staff of CONICYT, in scholarships and research programs.

RECENT PUBLICATIONS


2006  R. Forray, “¿Qué tenemos entre manos?”, in Rev. CA-Ciudad y Arquitectura, Santiago, Chile, pages 32-33.


CURRENT TEACHING AREA: Urban Project, Heritage.

EDUCATION:
1987 PhD. in Architecture, Universidad Politécnica de Cataluña, Spain.
1973 Architect, Universidad de Chile.

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2003 - present Professor, School of Architecture, PUC, Chile.
1990 - 2003 Associate Professor, School of Architecture, PUC, Chile.
2007 - 2009 Member of the Faculty Commission and Ethnic Commission, School of Architecture, PUC, Chile.
2006 Visiting Professor, School of Architecture, Universidad de Magallanes, Chile.
2001 - 2002 Academic Sub director of the Institute of Research and Graduate Studies, Faculty of Architecture, Design and Urban Studies, PUC, Chile.
1997 - 2000 Sub director of Research, School of Architecture, PUC, Chile.
1990 - 1997 Director, Master in Architecture Program, PUC, Chile.

PROFESSIONAL EXPERIENCE
2006 Urban Architect, Director of the Urban Center Zone Study of San Bernardo, SEREX, PUC, Chile.

RESEARCH AND EXHIBITIONS
2009 “Fomento al turismo de intereses especiales (TIE). Rutas culturales en Tierra del Fuego” CORFO Innova Project, Head of research.
2007 - 2008 “Las ciudades del cobre y los territorios complementarios en Chile”, Head of research.
2006 “Investigación en Arquitectura. Evaluación del Seminario de Investigación a 10 años de su puesta en marcha”, Head of research
2006 “Gestión de los recursos culturales como fundamento de planes de desarrollo de base local” Head of research: Joaquín Sabaté.
2006 “Sistemas de información municipal territorial”. Head of research: Carlos Zañartu.
2005 “Las formas de la ocupación del territorio en Tierra del Fuego”. Fondecyt Project, Head of research.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 - 2009 Evaluator, Architecture, Urbanism and Human Settlements, CONICYT, Chile.
- Design Member of the Industrial Design Association of the FAD, Barcelona, España. Inscription Nº 398.
- Member of the Chilean Architects Association Nº 2617.
2007 - present CONYCET Evaluator, Argentina.
2007 - present Chungará journal Evaluator, Chile.
2007 - present Evaluator, Apuntes journal, Pontificia Universidad Javeriana, Colombia.
HONORS AND AWARDS
2000 Architects Association Biennial Award, Public Spaces section. Remodelación Fachada Sur Acceso Hospital Clínico PUC – DPI, Chile.
1997 - 2002 Excellence in Research program P.R.E.I / PUC, Chile.
1980 Silver Hexagon Internacional Award. Habitation Space, Milano, Italy. For the Gavaldá house, Gerona, España (with Germán del Sol).

RECENT PUBLICATIONS
2008 E. Garcés, “Tierra del Fuego (Chile), paisaje cultural”. In: Y. Schoonjans “Ensaios sobre sustentabilidad y patrimonio”. Rio de Janeiro, Brazil, Drukkerij Sintjoris, pages 89-94.
2007 E. Garcés, E. Cooper, M. Baros, “Las ciudades del cobre”, PUC Editions, Chile
2005 E. Garcés, Informe “Las formas de ocupación del territorio en Tierra del Fuego”, Fondecyt N° 1030580. Santiago, FADEU, PUC, Chile.
2005 E. Garces, “Las ciudades del cobre y las variaciones de la company town”. In ID Journal, Barcelona, Spain.
2003 E. Garcés, “Las ciudades del cobre. Del campamento de montaña al hotel minero como variaciones de la company town”. In EURE Journal, PUC, Chile.
Pilar García Alfonso
Assistant Professor

CURRENT TEACHING AREA: Architectonic Project, Landscape Architecture

EDUCATION:
1984   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2004 - present   Academic Subdirector, School of Architecture, PUC, Chile
2001 - 2003        Head of the Degree Stage, School of Architecture, PUC, Chile
1989 - present   Assistant Professor, School of Architecture, PUC, Chile
1985 - 1987       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2002 - present   Private practice
1991 – 2002      Principal and Founder GLS Architects
1985 – 1990    Partner Cristian Boza & associate architects

RESEARCH AND EXHIBITION
2008   Selected Project for the exhibition of the XVI Santiago Biennial, Chile
2007    Selected Project for the exhibition of the Lisboa Triennial, Portugal

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2009   Committee Member Strategic planning College UC
2009   Committee Member evaluation VRA Special admission UC project
2007-2009   Curricula Committee Member
2004 -2009 Special admission Committee Member
2004     Jury Colegio Alemán Contest, chicureo
2004-2005   Member of Academic Committee
2001-2003   Member of Faculty Council
2001 -2009   Graduate Committee Member

HONORS AND AWARDS
2008 Honorable mention Contest enlargement Chile Embassy in Buenos Aires.

RECENT PUBLICATIONS
2008   P. Garcia, Aguiló, Arteaga, Pedraza, “Escuela Juan de Dios Aldea”CA-Ciudad y Arquitectura Journal n°136, , Santiago, Chile
2002   García, Lihn, Strabucchi: Casa Gottlieb, selected project XI Bienal. Publication in Book “24 Casas” and in CA Journal
Sebastián Gray Avins
Assistant Professor

CURRENT TEACHING AREA: Architectonic Project, Housing

EDUCATION:
1988 Master of Science, MIT, USA
1985 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
1998 - present Assistant Professor, School of Architecture, Pontificia Universidad Católica de Chile
2007 – 2008 JEFE AREA EJERCITACIÓN, ESCUELA DE ARQUITECTURA PUC
2006 – 2007 Director of the External Services Office, SEREX, PUC, Chile
1993 - 1997 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2007 – 2008 Heritage Master plan for Valparaíso PUC
1993 - present Principal and Founder Sebastian Gray Architects

RESEARCH AND EXHIBITIONS

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 Member of "Mesa De Arquitectura, Dirección De Asuntos Culturales", Ministry of Foreign Affairs of Chile
2007 – 2008 Part of the Management team, School of Architecture PUC, Chile
2006 – 2007 Member of Executive Committee FADEU PUC
2007 President of the National Jury Fondo Nacional de Desarrollo Cultural y las Artes (FONDART)
2006 Member of the National Jury Fondo Nacional de Desarrollo Cultural y las Artes (FONDART)
2000 – 2004 Chilean Architecture Exhibition Jury for the Venice Architecture Biennial, Italy
Architecture publisher, ARQ Review
Architecture publisher, NUEVO DISEÑO Review
Architecture publisher, LA NUEVA REPÚBLICA Review
Member of the Gastronomic Journalist Association of Chile

HONORS AND AWARDS
2000 1 Prize, Interior Architecture, XVII Architecture Biennial (Expocumbre 1998 Assembly)

RECENT PUBLICATIONS
2008 Foreword of the book: "+ Arquitectos". ARQ Editions, PUC. Chile
2007 S. Gray, "Chile en Venecia: jóvenes arquitectos chilenos", MARQ Magazine, pages 85-86, PUC, Chile
2004 S. Gray, “Reconociendo la preexistencia”, CA-Ciudad y Arquitectura n°114, page 47, Santiago, Chile
CURRENT TEACHING AREA: Urban Project

EDUCATION:
2002    Ph.D. (Built Environment), University College London (UCL), England.
1988    Master in Sociology, Pontificia Universidad Católica de Chile (PUC), Chile
1973    Architect, PUC, Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2009 to date  Full Professor, School of Architecture, PUC, Chile.
2006 – 2009  Director of Research and Graduate Studies, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2006    Jury Member of the Housing State Award 2005 “Renovation Alternatives for Public Space in Social Housing Estates”, Instituto de la Vivienda del Estado de Chihuahua, México.
2005    Director of Final Year, School of Architecture, PUC, Chile
2004 to date  Member, Evaluation Committee for Graduate Studies Programme, PUC, Chile.
2003 – 2009  Associate Professor, School of Architecture, PUC, Chile
2003    Visiting Scholar, Environment Behaviour Research Studies Group, Faculty of Architecture, University of Sydney, Australia.
2002    Member, Evaluation Committee of Research Activities of Universidad Mayor de San Simón, Social Sciences Group, Cochabamba, Bolivia. For and funded by SIDA.
2001 – 2005  Academic Representative to the Faculty Board, Faculty of Architecture, Design and Urban Studies, PUC, Chile.
1994 – 1998  Deputy Director, School of Architecture, PUC, Chile
1994 – 2003  Assistant Professor, School of Architecture, PUC, Chile
1991 – 1994  Lecturer, School of Architecture, PUC, Chile
1988 – 1989  Research Officer, Bartlett School of Architecture, UCL, England
1986 – 1993  Research Associate, Housing Unit, Corporación de Promoción Universitaria, Santiago, Chile.
1975 – 1976  Research Assistant, Housing Planning Department, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
Jun 08 – Jan 09  Coordinator of Estudio Diagnóstico Nacional de Evaluación Habitacional y Urbano COD BIP 300-111-A107. For and funded by MINVU, Santiago
Dec 06 – Oct 07  Technical Assistance Consultancy in Monitoring and Evaluation, Neighbourhood Upgrading Programme UR-L1009 Uruguay. For the Interamerican Development Bank (IDB), Montevideo, Uruguay
May 06 – Dec 06  Member of the team in Diagnosis Study of the Housing Deficit in Peñalolén Local Authority, for Peñalolén Local Authority, Santiago, Chile.
Feb 06 – Mar 06  International Consultancy in the Participative Elaboration of the Logical Framework for PROMEBA II. For the (IDB), Buenos Aires, Argentina.
Dec 05 – Mar 06  International Consultancy in Strengthening the Evaluation Area of the Neighbourhood Upgrading Programme (PROMEBA). For the IDB, Buenos Aires, Argentina.
Aug 04 – Jul 05 Coordinator of the School of Architecture team in the Study of Development of Methodologies to Prevent Building Pathologies in Social Housing. For the Institute of Construction, Chile.


1990 – 1991 Technical Advisor to the Under Secretary of State, Ministry of Housing and Urban Development (MINVU), Santiago, Chile.


RESEARCH AND EXHIBITION
Grant Holder in the Following Research Projects:


2001 – 2002 The Role of Spatial Configuration in Urban Safety, in collaboration with UCL. Funded by the UK Embassy in Chile.


1993 – 1994 Socio-Spatial Analysis of the PUC Campuses, in collaboration with UCL. Funded by the Research Division of PUC (DIUC).

1993 – 1994 The Need for Professional Assistance in Housing Consolidation: the experience of the Technical Support Offices of the Faculty of Architecture and Beaux Arts. Funded by Academic Vice-Chancellor (VRA), PUC.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

2000 – 2001 Member of the Accreditation Commission for Schools of Architecture, Chartered Society of Chilean Architects.

2000 – 2001 Member of Housing Commission, Chartered Society of Chilean Architects.


1995 – 1996 Member of the Higher Education Commission, Arts and Architecture Group, Santiago

HONORS AND AWARDS

RECENT PUBLICATIONS


2005 M. Greene, Book review of “Volver al centro”, EURE 31 (92) 131-133.

Romy Hecht Merchant
Assistant Professor

CURRENT TEACHING AREA: Theory, History and Criticism, Landscape Architecture

EDUCATION
2009  Ph.D. History and Theory of Architecture, Princeton University, USA
2006  Master of Arts, Princeton University, USA
1997  Master in Architecture, Pontificia Universidad Católica de Chile (Graduated as Summa Cum Laude)
1997  Professional Degree in Architecture, Pontificia Universidad Católica de Chile (Graduated as Summa Cum Laude)

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE
2000 –  Assistant Professor, Pontificia Universidad Católica de Chile
2001 – 2003 Head of Foundation Studies (1st to 3rd Year), School of Architecture, Pontificia Universidad Católica de Chile
2000 – 2001 Head of the Program Master in Architecture, School of Architecture, Pontificia Universidad Católica de Chile
2000 – 2001 Editorial Producer, ARQ Editions, Pontificia Universidad Católica de Chile
1998 – 1999 Lecturer, School of Architecture, Pontificia Universidad Católica de Chile

PROFESSIONAL EXPERIENCE
2008  “Development of the Natural Museum of Quinta Normal, Santiago, Chile,” Member of Consultant Team, Teodoro Fernández Arquitectos
1998 – 1999 “Area of Bioceanic Development,” Member of the Consultant Team, Pontificia Universidad Católica de Chile and CIS Engineers

RESEARCH AND EXHIBITIONS
2008  “Landscape Studies in the PUC,” III Jornadas de Reflexión sobre Paisaje, Medioambiente y Ciudad: Diseñando el Paisaje, La Plata, Argentina
2006 – 2007 Research Assistant, Profesor Robert Gutman, “Theories of Housing and Urbanism,” School of Architecture, Princeton University, USA
2005  “Trace, Landscape and Territory: Cerro Sombrero and the Oil Architecture in Magallanes,” First Conference Docomomo-Chile, Pontificia Universidad Católica de Chile
2005  “Hunting in the Encyclopédie, or the Thematization of Land as Landscape,” PhD Forum, School of Architecture, Princeton University
2004 – 2006 Organization (with Els Verbakel) of the “Landscape & Urbanism Series.” Funds provided by School of Architecture, Princeton University.

2000 "Integral Studies in the Teaching of Architecture." FONDEDOC Project, Pontificia Universidad Católica de Chile. With Juan José Ugarte and Carmen Rioseco

HONORS AND AWARDS
Academic Awards:

2009 “Concurso DIRIP Última Milla,” Research and Publications Funds, FADEU, Pontificia Universidad Católica de Chile

2008 “Inserción Académica a la Docencia,” excellence award, Vicerrectoría Académica, Pontificia Universidad Católica de Chile

2000 “Assistant Professor,” Academic Categorization Contest, School of Architecture, Pontificia Universidad Católica de Chile

1997 "EXXAL-TECHNAL Award," granted to the best student of the School of Architecture, Pontificia Universidad Católica de Chile, Class of 1997

1997 School of Architecture, Pontificia Universidad Católica de Chile, Class of 1997 Valedictorian

Fellowships:

2007 “The Howard Crosby Butler Traveling Fellowship in Architecture,” research at Ian McHarg’s Archives, University of Pennsylvania

2006 – 2008 “Fellowship of Woodrow Wilson Scholars” to support research and writing of dissertation

2006 “The Howard Crosby Butler Traveling Fellowship in Architecture,” research at Rachel Carson’s Archives, Yale University

2006 “Graduate School Summer Fellowship” to prepare a Dissertation chapter

2005 “Graduate School Summer Fellowship” to prepare General Examination requirements

2004 “Graduate School Summer Fellowship,” research at John Brinckerhoff Jackson’s Archives, Center for Southwest Research, University of New Mexico

2003 – 2008 “Princeton University Fellowship” to develop Graduate Studies in Architecture

2003 – 2006 “Presidente de la República de Chile Fellowship” to develop Graduate Studies in Architecture

2003 – 2006 “Fulbright-MECESUP Fellowship” to develop Graduate Studies in Architecture

RECENT PUBLICATIONS


Rocío Hidalgo Cepeda  
Assistant Professor  

CURRENT TEACHING AREA: Architectonic Project  

EDUCATION:  
- Ph.D. © in Architectonic Project, Universidad Politécnica de Cataluña, Spain  
  2001  
- Master in Architecture, Universidad Politécnica de Cataluña, Spain  
  1997  
- Architect, Pontificia Universidad Católica de Chile  

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:  
- 2005 - 2006  Coordination and Implementation of the MECESUP project “Innovación e Incremento en la Calidad de la Enseñanza de Pregrado para Arquitectos y Diseñadores, PUC 0203” (Innovation and Increase of the undergraduate teaching quality for Architects and Designers), Faculty of Architecture, Design and Urban Studies, PUC, Chile  
- 2002 - 2008  Research Assistant with Profesor Juan José Ugarte “Reformulación Proceso de Titulación Escuela de Arquitectura PUC” (Reformulation of the PUC School of Architecture degree process), FONDEDOC.  
- 2003 - present  Assistant Professor, School of Architecture, PUC, Chile  
- 1998 - 1999  Instructor, School of Architecture, Pontificia Universidad Católica de Chile  

PROFESSIONAL EXPERIENCE  
- 2005 - 2008  Rocio Hidalgo, Architect  
- 2001 - 2003  Associate Architect, Emili Donato i Folch Architects, Barcelona, Spain  
- 1997 - 1999  José Ramón Ugarte and Associate Architects  
- 1994 - 1995  Assistant, Projects Direction, Faculty of Architecture, Design and Urban Studies, Pontificia Universidad Católica de Chile  

RESEARCH AND EXHIBITIONS  
  Research and Publications Fund: VRAID and Pastoral General Direction, Pontificia Universidad Católica de Chile. Co-Researcher with R. Hecht  
- 1998  “Reformulación Proceso de Titulación Escuela de Arquitectura PUC”, Research assistant with professor Juan José Ugarte, FONDEDOC project  
- 1994  “Investigación, Diseño y Mobiliario Urbano en Hormigón”, Research assistant with professor Alex Moreno, FONDEDOC project  

RECENT PUBLICATIONS  
CURRENT TEACHING AREA: Theory, History and Criticism; Representation & Computing

EDUCATION:
2000    Ph.D. in Architecture History and Theory, Universidad Politécnica de Cataluña, Spain
1991    Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2001 - present   Head of Representation Area, School of Architecture, PUC, Chile
2007 - present   Associate Professor, PUC, Chile, School of Architecture, PUC, Chile
2001 - present   Member of the Direction Board, School of Architecture, PUC, Chile
2002 - present   Organizer of the Raimundo Infante Drawing Competition, School of Architecture, PUC, Chile
1997 - 2007       Assistant Professor, School of Architecture, PUC, Chile
1993 - 1997       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE:
1995    Collaboration with “El Golf Arquitectos”, Project responsible of the Typological Service Station Project YPF Petrans S.A.
1995    Collaboration with interdisciplinary team (DPI) coordinated by Germán Bannen for the project Parque de las Américas, Vitacura.
1994-1995  Architect collaborator in Raimundo Lira architects, responsible for various institutional projects: Club de Golf Los Leones, Industrias CIC, etc.
1985-1991  Architect collaborator with Raúl García de la Huerta architects; Eugenio Orellana architects; and in Busquet-Chavarrí-Energici architects.

RESEARCH AND EXHIBITIONS
2005    Exhibition “Tres momentos en la vida familiar de Santiago”. Extension Center PUC. Organized by Vicerrectoría de Comunicaciones y Extensión PUC. Instituto de Historia PUC. Escuela de Arquitectura PUC. Escuela de Diseño PUC. Canal 13 TV.
2005    Exhibition “Panorámicas de un Santiago Múltiple”. Facultad de Arquitectura Diseño y Estudios Urbanos.
2004 Exhibition "Uno a Quinientos. Maquetas de templos e iglesias de la tradición clásica". Sample of models made by students of the course History of Architecture I, School of Architecture PUC.

2003 Exhibition “Guacarhue: La representación de la materia. Exposición de dibujos de gran formato realizados por los alumnos del curso Dibujo II”, School of Architecture PUC.

2002 Exhibition “Para enCompetition a Gaudí. Dibujos realizados por alumnos de Dibujo II”, School of Architecture PUC. Exhibition attached to the activities organized by the Centre Catalá, Universidad de Chile, and Universidad de Santiago, under the title: "Una Mirada a Gaudí".


ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE.

2008 – present Evaluator "Becas Chile" program. Conicyt.
2007 – present External evaluator of academic categorization School of Architecture, Universidad Federico Santa Maria.

HONORS AND AWARDS

2007 Last Mile Award. FADEU Pontificia Universidad Católica de Chile.
2006 Award Recognition Program for Excellence in Research, PREI. Vicerrectoría Académica, PUC.
2000 Second Place in the architectural contest: Capilla Chica. Campus Lo Contador PUC.

RECENT PUBLICATIONS

2006 G. Hidalgo, “Panorámicas de un Santiago Múltiple. La representación de la ciudad y su territorio”, Revista Universitaria n°90, pages 10-15, Santiago, Chile


2004  G. Hidalgo, A. Moreno, “Polígonos de Campo Visual: la planta del territorio” ARQ journal n°58, pages 72-73, ARQ Editions, PUC, Chile

2002  “Entre imagen y pensamiento”, ARQ journal n°52, page 41, ARQ Editions, PUC, Chile

Sebastian Irarrázaval Delpiano
Assistant Professor

CURRENT TEACHING AREA: Architectonic Project

EDUCATION:
1993   Graduate Studies, Architectural Association, London,UK
1991   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2004                 Visiting Professor, MIT, USA
2003                 Visiting Professor, University of Arizona, USA
1999 - present  Assistant Professor, School of Architecture, PUC, Chile
1999                 Visiting Professor, Universidad Andrés Bello, Chile
1999                 Visiting Professor, Universidad Central de Caracas, Venezuela
1995 - 1998                 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2000 - present   Principal and Founder, Sebastián Irarrazaval Architects
1993– 2000     Principal and Founder, Irarrazaval - Acuña Architects

RESEARCH AND EXHIBITION
2009 Exhibition la mano dell'architetto, triennale bovisa y sede de la revista “abitare”, organized by fai, milán, italia, abril -mayo.
2009 Exhibition chain reaction transformations in hotel architecture quinta da fonte da pipa and lagar das portas do céu, loulé, Portugal
2008 Exhibition in the Santiago Biennial, Chile
2008 Exhibition in the Venice Biennial, Italy
2008 Exhibition in the Kunsthauzarbeitung, Kunsthau Zurich
2007 Exhibition in the architectural association of Croatia,Croatia
2006 Exhibition in the Santiago biennial, Chile
2004 Exhibition University of Arizona, USA.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2007 Delegate, Biennial of Latin American architecture, Lisboa, Portugal.

HONORS AND AWARDS
2009 First Prize, Indigo Santiago Competition
2009 First Prize Chilean Cultural Center in Buenos Aires, Argentina
2008 First Prize, Catholic University School of Design
2008 First Prize, Chilean Institute of cement, Santiago Chile
2007 Finalist, Kunsthau Zurich
2007 Selected in wallpaper directory
2007 Finalist, Santa Maria Polo Club competition, Sotogrande, Spain
2007 Finalist Living Steel, international competition.
2007 Second Prize, international competition, museum of the memory, Santiago Chile
2000 Finalist, II Iberoamerican Biennial, México
2000 The 100 leaders for the 2000, Economic and Business, El Mercurio newspaper, Chile
1999 AOA Prize (Architecture Offices Association of Chile) to the most outstanding young architect
1993 British Council Scholarship for graduate studies, Great Britain

RECENT PUBLICATIONS
2009   10 x 10-3, Phaidon, London,
2009 Exhibition Catalog, “La Mano dell'Architetto”, Moleskine and Abitare/Segesta: 288p, Italy
2009 Pulso, “Nueva Arquitectura en Chile”, Jeannette Plaut Editora, Santiago, 2
<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Publisher/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Catalog Kunsthaus-erweiterung Competition, Stadt Zurich.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Phaidon “Atlas de Arquitectura del Siglo 21”, Phaidon editions,</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>“Del croquis al proyecto”, Universidad Diego Portales Editions,</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Beach-life, Frame Publishers, Amsterdam, the Netherlands.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>House on the Landscape, C3 House 9, C3 Publishing co, Seoul, Korea,</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>“1000x Architecture of the Americas”, Verlagshaus Braun, Germany (Indigo Patagonia Hotel)</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>S. Irarrázaval, “Reseña varios proyectos”, Made journal n°3, Novara, Italy</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>S. Irarrázaval, “Edificio Escuela de diseño e Instituto de estudios urbanos PUC”, ARQ journal n°70, page 93, ARQ Editions, PUC, Chile</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>S. Irarrázabal, “Hotel Indigo Patagonia”. In: “1000x Architecture of the Americas” Verlagshaus Braun Editorial, Germany</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa las Palmas”, House Trader journal n°17</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa Ocho al Cubo”, The plan Journal n°21</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa Pedro Lira”, Monitor Unlimited n°43</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa Pedro Lira”, BA journal</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa las palmas”, House trader n°17</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Hotel Indigo, Puerto Natales Chile”, AU Arquitetura e Urbanismo n°159, pages 40-47</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Hotel Indigo Patagonia”, Capba, Revista del Colegio de Arquitectos Provincia de Buenos Aires, Argentina, n°58</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Casa Pedro Lira”, BA Journal</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>S. Irarrázaval, “Hotel Indigo Patagonia”, DHD journal n°15</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Espacios II, El Mercurio Aguilar.</td>
<td></td>
</tr>
</tbody>
</table>
Sandra Iturriaga Del Campo
Assistant Professor

CURRENT TEACHING AREA: Theory, History and Criticism

EDUCATION:
2000    Master in Architecture, Escuela Técnica Superior de Barcelona, Spain
1993    Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 - present    Development Sub director, School of Architecture, PUC, Chile
2001 - present    Assistant Professor, School of Architecture, PUC, Chile
1997 - 2000       Instructor, School of Architecture, PUC, Chile
1990 - 1991       Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2000 - present    Sandra Iturriaga, Architect

RECENT AND EXHIBITION
2008            Curator, Cristián Valdés Exhibition
2006 - 2007     “La situación en arquitectura: interacción entre forma de vida y forma construida. Cinco casos Lo Contador.”, Head of Research: W. Strabucchi, Co researcher: S. Iturriaga
2006            Selected Project for the exhibition of the XVI Santiago Biennial, Chile
2006            “La situación en Arquitectura: interacción entre forma de vida y forma construida. 5 casos en el Campus Lo Contador”, School of Architecture Promote Funds Competition, PUC, Co - researcher
2005 - 2006     “Plan Maestro y anteproyectos de Arquitectura para la Preservación del patrimonio Industrial, Histórico y Cultural de Chuquicamata”
2001 - 2002     “Los Hechos del Material”, Creation and Artistic Culture Competition DIPUC (Graduate and Research Office, Universidad Católica), Co - researcher

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

HONORS AND AWARDS
2002            Selected for the general exhibition of the XIII Santiago Biennial, Chile. For the Aylwin-Silva House
2000            1 Prize “Las plazas del año 2000” Competition, Associated with J.R. Ugarte and Associated Architects
2000            1 Prize “Parque Nacional La Campana” Competition, Associated with J.R. Ugarte and Associated Architects
1994            ICI-UPC Scholarship for graduate studies in the Escuela Técnica Superior de Barcelona, Spain

RECENT PUBLICATIONS
2008            S. Iturriaga, “CRISTIAN VALDES. La medida de la Arquitectura”, ARQ Editions, Santiago de Chile
2008            S. Iturriaga, W. Strabucchi, "DOCTORADO Y MAGISTER FADEU - PUC ", in ARQ Magazine nº 68, pages 40-45, ARQ Ediciones, PUC, Chile


Claudio Labarca Montoya
Assistant Professor

CURRENT TEACHING AREA: Digital Production, Architectonic Project

EDUCATION:
1998 Master in Architecture and Urban Design, University of California, USA
1995 Architect, Pontificia Universidad Católica, Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2003 - present Assistant Professor, School of Architecture, PUC, Chile
2007 - present Head of Digital Production Area, PUC, Chile
1997 Project Assistant of Urban Research, with professor Anastasia Loukaitou Sideris, University of California, Los Angeles, USA
1995 Instructor Professor, School of Architecture, PUC, Chile
1994 Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2005 - 2006 Consultant Architect, Pucon Municipality. Member of the consultant team of “Pucón Sustentable”, Chile
2003 - 2005 Principal and Founder Labarca/Lyon Architects, Chile
2000 - 2001 Architect, URBE, Architects and Planners, Chile
1998 - 2000 Project Designer, THE LUCKMAN PARTNERSHIP, INC. Los Angeles, USA.

RESEARCH AND EXHIBITION
2009 - 2011 “La manzana de la Catedral: la trama de la historia” FONDECYT Project n°1090325, Head of Research: F. Perez, Co researcher: C. Labarca, J. Rosas
2008 - 2009 “Integración de la fabricación digital en la enseñanza de la arquitectura” FONDECYT Project n°1080328, Head of Research: Rodrigo García, Co researcher: C. Labarca
2007 - 2008 “Del modelo digital al prototipo real: Experimentando nuevos procesos y prácticas de diseño en arquitectura a través del uso de tecnologías cnc y de prototipizado rápido”, Concurso ‘creación y cultura artística’ VRAID, PUC, Head of Research.
2006 - 2007 “Construcción de metodologías y normativas de aproximación a la docencia de laboratorio de herramientas análogas y digitales en la FADEU”, FONDEDOC, PUC, Head of Research: Alex Moreno, Co researcher: C. Labarca
2003 - 2006 “Joint Study Program Form Z Auto-Des-Sys” Head of research, Faculty of Architecture, Design and Urban Studies, PUC.
2002 “Taller de Investigación en Proyectos I. Magíster en Arquitectura. Equipamiento Urbano en la Periferia de Santiago”, MINVU Funds: Program for the course and studios financing for the Urban Reform
2002 “A Tajo Abierto: Estrategias de Recuperación Urbana de los Pozos de Extracción de Aridos”, MINVU Funds: Program for the course and studios financing for the Urban Reform

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008-2009 Active Member of “WORLD8: International Working Group for New Virtual Reality Applications in Architecture”
2008 Main exhibitor “ARQUIFORO 2008”, School of Architecture, San Martín de Porres University, Lima, Perú.
2003-2009 Academic Coordinator “Diploma in Digital Architecture”, School of Architecture, FADEU, PUC.
2006 Principal expositor “Seminar in Digital Fabrication”, Maestría Diseño Arquitectónico, School of Architecture, Universidad Central de Venezuela, Caracas, Venezuela.
2005-2006 Comité de Postgrado, Magister in Arquitectura, PUC.
2006 Member Consejo de Facultad, FADEU, PUC
2006 Member Comité de Búsqueda Director de Escuela de Arquitectura, FADEU, PUC.

HONORS AND AWARDS
1999 American Institute of Certified Planners Award (AKP). Proyect ”The Byzantine-Latino Quarter Creating Community in Los Angeles”. University of California, Los Angeles (UCLA).
1998 American Planning Association Academic Award Byzantine-Latino Comprehensive Project, University of California, USA
1996 Contini Fellowship Award. University of California, Los Angeles (UCLA) Best first year graduate student Master in Architecture and Urban Design.
1995 Presidente de la República Scholarship (for graduate studies in the University of California, Los Angeles) PUC Central Funds Scholarship (for graduate studies in the University of California, Los Angeles)
1994 Fulbright Scholarship (for graduate studies in the University of California, Los Angeles)

RECENT PUBLICATIONS
2007 C. Labarca, “Consulta Cubo: Chicureo, Chile. Espacios de Trabajo” ARQ magazine n° 66, pages 82-85
2006 Labarca, C., Lopez J.I., Consulta Cubo: Entrevista a arquitectos, Revista ESCALA #21, Sao Paulo, Brasil.
Hugo Mondragón López  
Assistant Professor  

CURRENT TEACHING AREA: Theory, History and Criticism, Architectonic Project  

EDUCATION:  
2008    Ph.D. in Architecture and Urban Studies, Pontificia Universidad Católica de Chile  
2003    Master in Architecture History and Theory, UNAL, Colombia  
2002    Master in Architecture, Pontificia Universidad Católica de Chile  
1990    Architect, UPC, Colombia  

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:  
2007 - present   Head of the Master in Architecture, School of Architecture, PUC, Chile  
2005 - present   Assistant Professor, School of Architecture, PUC, Chile  
2003 - 2004   Instructor, School of Architecture, PUC, Chile  
2000 - present   Professor, School of Architecture, Universidad Central, Chile  
2000 - present   Professor, School of Architecture, Universidad Andres Bello, Chile  
2003 - present   Visiting Professor, Master in Architecture, Universidad Nacional de Colombia.  
1995 - 1999   Professor, School of Architecture, Universidad Piloto de Colombia  
1995 - 1999   Professor, School of Architecture, Universidad de los Andes, Colombia  

PROFESSIONAL EXPERIENCE  
1992 - 1999   Founder member, Duran - Mondragón & cía Ltda., Bogota Colombia  

RESEARCH AND EXHIBITIONS  

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE  
2009   Speaker, “Insularity and Difference”, in the seminar: “Ambiguous Territories”, Columbia University, USA  
2009   Member of the jury, “Engineering Building for the Universidad Austral” Competition, Valdivia, Chile  
2009   Member of the jury, “Centro Cultural y Embajada de Chile en Buenos Aires” Competition, organized by the State Department and the Department of Public works, Santiago, Chile  
2008   Coordinator, Seminar. “Intervenir sobre el patrimonio moderno”, organized with the Department of Public works  
2007, 2008, 2009   Coordinator, International Studio in Mendoza, with the office A4  
2005 - present   Member of the DoCoMoMo-Chile group
2003 Speaker, Tradición y Modernidad, la ciudad y el plan y la casa y el proyecto, Universidad Piloto de Colombia and Universidad de los Andes, Bogota, Colombia

2001 Speaker, Tradición y Modernidad, la Arquitectura en Colombia 1946-1951, in the Seminar: Disecciones 2, PUC, Chile

2001 Collaborator, Seminar: Disecciones 1, Master in Architecture, PUC, Chile

1994 Curator, Exhibition: La Arquitectura Moderna en Colombia, Bogota, Colombia

HONORS AND AWARDS
2006 MECESUP Scholarship to make an apprenticeship in Harvard School of Design, USA

RECENT PUBLICATIONS

2008 H. Mondragón, “Arquitectura en Colombia 1946-1951: lecturas criticas de la revista Proa”, Dearquitectura magazine n°2, pages 82-95

2007 H. Mondragón, “Historia de una pérdida”, MARQ magazine n°2, pages 71-74, PUC, Chile


2006 H. Mondragón, “Chile en el debate sobre la forma de la Arquitectura moderna”, ARQ magazine n°64, pages 17-19, ARQ Editions, PUC, Chile


2004 H. Mondragon, “Does Latin American Architecture have an identity?”, Domus magazine n°875, pages 82-87
Alex Moreno Zamorano
Associate Professor

CURRENT TEACHING AREA: Systems and Building Technologies, Architectonic project

EDUCATION:
2006 – present Magíster © en Arquitectura. Chile, PUC, Chile.
1977 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 - present Head of the Model and Prototype Laboratory, PUC, Chile
2005 - 2007 Member of the Direction Board, School of Architecture, PUC, Chile
2005 - present Member of the Title Permanent Commission
2003 - present Associate Professor, School of Architecture, PUC, Chile
1985 - 2003 Assistant Professor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE

RESEARCH AND EXHIBITION
2008 Individual Exhibition: Cuadernos De Italia: Dibujos De Viaje De Alex Moreno. Refectorio Facultad De Arquitectura PUC.
2005 Collective Exhibition: “Muebles De Madera De Arquitectos Chilenos”. Hall Central Centro de Extensión PUC.
2005 Individual Exhibition: Alex Moreno, Architects drawings, Faculty of Architecture, Universidad Central de Venezuela
2001 “Arquitectura y territorio en las Regiones de Aysén y Magallanes: Capillas en la XI Región y representación del espacio geográfico comprendido entre Estancia Vicuña y Estancia Yendegaia” (Architecture and Territory in the Aysén and Magallanes regions: Chapels in the XI region and the representation of the geographic space between the Estacias Vicuña and Yendegaia)

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 Jury First National Contest on Sustainable Design. Design School, PUC, Chile
2005 -2008 Member of Dirección Ampliada School of Architecture, PUC, Chile
2008 Alternate Member of Joint Committee on Health and Safety, Campus Lo Contador. 
2006 – 2007 President of Joint Committee on Health and Safety, Campus Lo Contador.
2005 – 2008 Member Committee of qualification.
1985 – 2001 Publishing Committee Member of the CA Magazine, Santiago, Chile
1985 – 1995 Organizer Committee Member in the V, VI, VII, y X Santiago Biennial, Chile

RECENT PUBLICATIONS
2008 A. Moreno, “Sala de ensayo para la orquesta estudiantil de Contulmo”, CA-Ciudad y Arquitectura n°138, page 52, Santiago, Chile
Montserrat Palmer Trias
Professor

TEACHING AREA:

EDUCATION:
1961 Architect, Universidad de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
1992 - present Director of ARQ Editions
1985 - present Professor, School of Architecture, PUC, Chile
2000 - 2003 Dean, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2000 - 2003 Member of the Faculty Board, Faculty of Architecture, Design and Urban Studies, Chile
1974 -1985 Associate Professor, School of Architecture, Pontificia Universidad Católica de Chile
1964 - 1974 Assistant Professor, School of Architecture, Universidad de Chile
1980 ediciones arq 85

PROFESSIONAL EXPERIENCE
1989- Private practice
1984-1989 Founding Partner, Fernández, Palmer and Pérez de Arce Architects

RESEARCH AND EXHIBITIONS
1997 Researcher, "Nemesio Antúnez, Obra Pictórica".
1997 "La Arquitectura de la Madera en Chile entre 1960-1990" (Chilean Wood Architecture between 1960 and 1990)
1990 “El lote 9x18 en la encrucijada habitacional de hoy” (The 9x18 plot in the actual housing crossroad)
1984 “La comuna de Providencia y la ciudad jardín: un estudio de los inicios del modelo de crecimiento actual de la ciudad de Santiago” (The Providencia Commune and the garden city: A Study from the beginnings of the actual growing model of Santiago)

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 Member of the jury, Competition for the best final project among the most important School of Architecture of Chile, National Institute of Architects, Santiago, Chile

HONORS AND AWARDS
1991 1 Prize, Mapocho Train Station Remodelation Competition, with Teodoro Fernandez, Rodrigo Pérez de Arce and Ramón López

RECENT PUBLICATIONS
1997 M. Palmer, “Nemesio Antúnez, Obra Pictórica”, ARQ Editions
1990 M. Palmer, F. Vergara “El lote 9x18"
Rodrigo Perez de Arce Antonicich
Professor

CURRENT TEACHING AREA: Architectonic Project, Landscape Architecture

EDUCATION:
2005 – present  PHd © Universidad Central de Venezuela, Caracas
1975  Graduate Diploma, Architectural Association, England
1972  Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2003 - present  Professor, School of Architecture, PUC, Chile
2001 – 2004  Director of the Faculty Development Program, Faculty of Architecture, Design and Urban Studies, PUC, Chile
1998 – 2000  Head of Master in Architecture program, PUC, Chile
1994 - 2003  Associate Professor, School of Architecture, PUC, Chile
1989 - 1994  Assistant Professor, School of Architecture, PUC, Chile
Professor, Architectural Association, UK
Visiting Professor in the following Universities: Central de Venezuela, Arizona, Pennsylvania, Bath and Degli Studi , Roma, within others.

PROFESSIONAL EXPERIENCE
1989 – 2003  Principal and Founder Pérez de Arce Architects, Chile
1984-1989  Founding Partner, Palmer, Pérez de Arce

RESEARCH AND EXHIBITION
2008  FONDEDOC (Teaching Development Fund) “Arquitectura en Tiempo Real” with Felipe De Ferrari and Diego Grass.
2008  Exhibition: Drawings, Universidad Diego Portales, Santiago, Chile
2006  Exhibition in the Santiago Biennial of Architecture, Chile
2006  Exhibition: Architects drawings, MAVI Museum, Santiago, Chile

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2006 – 2007  Curricula Committee
2006  Member of Directory Atacama Desert Center
2007  Part of Search Committee for School of Architecture Director
Member of the ARQ Editions committee
Member of the Heritage program committee, PUC, Chile

HONORS AND AWARDS
2008  Second Prize, School of Design Competition. PUC.
2006  Best patrimonial Work Award at the Architecture Biennale, Santiago
2001  Second Prize “Plan Director Alameda Lira“ Competition, Santiago, Chile
2001  First Prize “Anteproyectos para la Cripta en la Catedral de Santiago” competition, Chile

RECENT PUBLICATIONS
2008  R. Perez de Arce, “Obras en la Catedral: Santiago, Chile”, ARQ magazine n°68, pages 74-81, ARQ Editions, PUC, Chile
2008  R. Perez de Arce, “Trasformaciones urbanas”, MARQ magazine n°3, pages 99-104, PUC, Chile
2006  R. Perez de Arce, “Domicilio Urbano”, ARQ Editions, PUC, Chile
2006  R. Perez de Arce, “Nueva cripta arzobispal. Catedral de Santiago”, CA-Arquitectura y Ciudad n°126, pages 60-61, Santiago, Chile
CURRENT TEACHING AREA: Theory, History and Criticism

EDUCATION:
1981  Ph.D. in Architecture, Universidad Politécnica de Cataluña, Spain
1977  Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2004 - present  Head of the Doctorate Program in Architecture and Urban Studies
2006 - present  Director of Heritage Center, School of Architecture, PUC, Chile
2006 - present  Member, Graduate Committee, Ph.D. Committee, Accreditation Committee, School of Architecture, PUC, Chile
2006-2007  Research Fellow of SCAS (Swedish Center of Advanced Studies, Uppsala, Sweden).
1993 – present  Professor, School of Architecture, PUC. Chile
1990 - 1996  Dean of the Faculty of Architecture and Fine Arts PUC, Chile
1990  Visiting Design Critic, Harvard University, USA
1987 - 1990  Director School of Architecture, PUC, Chile
1985 - 1993  Associate Professor, School of Architecture, PUC, Chile
1979 - 1985  Assistant Professor, School of Architecture, PUC, Chile
1974-1977  Instructor

PROFESSIONAL EXPERIENCE
Professional activities in architecture, parallel with the main academic orientation. They include houses, medical buildings, university buildings, some of them located in heritage areas.
2001  Competition: Remodeling and new Cripta for Santiago Cathedral. Second Place. In collaboration with Catalina Griffin and Gabriel Rodríguez.
1999-2000  Medical School Building Project Universidad Católica de Chile. In collaboration with Alejandro Aravena and DPI team.
1998  Master Plan Casa Central and Faculty of Medicine PUC. Preliminary. In collaboration with Tomás dalla Porta and DPI Team, Faculty of Architecture and Fine Arts.
1994-1996  Design and construction Cancer Center Nuestra Señora de la Esperanza de Faculty of Medicine, Pontificia Universidad Católica de Chile, Santiago, with Tomás dalla Porta, Osvaldo Muñoz y DPI Team, Faculty of Architecture and Fine Arts.
1995  Master Plan Casa Central, Universidad Católica, (DPI) with Montserrat Palmer, José Tuca, Luis Eduardo Bresciani, Tomás dalla Porta and Carmen Rioseco.

RESEARCH AND EXHIBITION
Focused on theory and history of architecture and architecture and urban heritage.
2009 - 2011  “The Catedral Block: the history weave” FONDECYT Project n°1090325, Head of Research: F. Perez, Co researcher: C. Labarca, J. Rosas
2008 – 2009  “The cathedral Interior: bases for its restoration”, Head of Research, Financed by the VRAI
2008  “Misiones Jesuitas de Brasil” Head of Research
2008  “Arquitectura en Chile 1950-2000”, Head of Research
2008  “Higienismo en Chile S. XIX-XX” Head of Research
2006 - 2007  “Cementerio General de Santiago”, Head of Research
2005 - 2006  “La chacra Lo Contador:evolución de un edificio patrimonial.”, Head of Research
2005  “Lo Contador House”, Head of Research
2002  “La Autosegregación de las elites en Viña del Mar 1855-1927”. Coinvest., DIPUC Project, Chile
2002  “Formulación de un Doctorado en Arquitectura y Urbanismo” Project Coordinator, DIPUC, Chile
2002  Sistema de Difusión virtual del Patrimonio Urbanístico y del Paisaje Chileno, Research Coordinator, FONDEDOC, Chile
2000 - 2003  “Programa de Estudios del Patrimonio Arquitectónico, Urbano y del Paisaje” Head of Research, DIPUC Project, Chile
2001  “Ignazio Cremonesi: Eclecticism, modernity and tradition in Chilean Architecture at the end of XIX century”. Head of research, DIPUC Project
1999  “Juan Borchers architectural thinking”, Head of Research, DIPUC Project
1997  “Juan Borchers Studio: Architectural and design work” Head of Research, FONDECYT, Chile
1994  “American Modern Architecture: the emergency of Latin America in the architectural culture of the XXth century” (Getty senior research grant)
1993  “Modern Architecture in Chile: Churches and chapels” (DIUC)
1992  “Architecture and liturgic space” (DIUC)
1984-1985  “Reception and Discussing of the Idea of type in Modern Architecture” (DIUC)
1983  “The "Plan Libre” in Le Corbusier's work” (DIUC)

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICES
2005 - present  President, National Accrediting Agency, National Institute of Architects and Faculties of Architecture Association, Santiago, Chile
Member, Committee on Cultural Heritage of the Church.
Member of the Technical Committee of the , National Accrediting Agency
Member of the Principal Search Committee P. Universidad católica de Chile.
Member of the jury for the refurbishment of the Plaza de Armas in Santiago.
Editorial Board Ediciones Universidad Católica
Editorial Board Revista Universitaria
Editorial Board Revista ARQ
Editorial Board CA magazine College of Architects of Chile
President of the jury for the new church campus San Joaquin Catholic University of Chile

HONORS AND AWARDS
2002  Work, School of Medicine of the XXI century, Pontificia Universidad Católica de Chile, selected for exhibition in the XIII Architecture Biennale College of Architects of Chile.
1999  Prize for the “Best Thematic Project Title Studio”.
2000  Work Cancer Center Nuestra Señora de la Esperanza, selected for exhibition in the XI Architecture Biennale College of Architects of Chile.
1997  Award for the Best Teacher School of Architecture, given by FEUC (Student’s Federation).
1993  Second prize, downtown office building competition, with José Domingo Peñafiel and Raimundo Lira.
1988  Centennial Medal to the best teacher in the School of Architecture given by the students
1988  Honorable Mention Melipilla Cathedral competition (with A. Moreno, C. Cortés y B. Onfray)
1978  Instituto Iberamericano de Cooperación Scholarship.
RECENT PUBLICATIONS
2008  F. Pérez, “Iannis Xenakis la arquitectura de la música”, ARQ magazine n°70, pages 70-73, ARQ Editions, PUC, Chile
2008  F. Pérez, “40 años de arquitectura en Chile”, CA-Arquitectura y Ciudad n°137, pages 24-29, Santiago, Chile
2008  F. Pérez, “Noticias de la facultad: Homenaje de la facultad de arquitectura, diseño y estudios urbanos de la PUC al arquitecto Horacio Borgheresi”, ARQ magazine n° 84-85, ARQ Editions, PUC, Chile
2007  F. Pérez, “Lo Contador casa, barrio y ciudad”, ARQ magazine n°65, pages 11-19, ARQ Editions, PUC, Chile
2007  F. Pérez, “Aproximación a una situación, José Cruz Ovalle, arquitecto”, ARKINKA n° 144, pages 24-26
2007  F. Pérez, “Tres notas sobre una cierta poética de la arquitectura actual”, ARKINKA n° 143, pages 14-15
2007  F. Pérez, “Tras los concursos”, ARQ magazine n°67, pages 10-17, ARQ Editions, PUC, Chile
2007  F. Pérez, F. Chateau, “Germán Bannen y la escuela de Valparaíso”, In: Pedro Bannen “La ciudad de Providencia en la obra de Germán Bannen”, ARQ Editions, PUC, Chile
2006  F. Perez, A. Aravena “Facultad de Medicina de la Universidad Católica de Chile, Santiago de Chile, Chile”, Summa + n°72, pages 58-65.
2005  F. Perez, A. Aravena, “Escuela de Medicina. Santiago, Chile”, ARQ magazine n°59, pages 28-33, ARQ Editions, PUC, Chile
2005  F. Pérez, J. Rosas, L. Valenzuela, “Las aguas del centenario”, ARQ magazine n°60, pages 72-74, ARQ Editions, PUC, Chile
Carmen Rioseco Perry
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1974   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2005 – present Teaching Academic Director PUC, Chile
1998 – 2003 Academic Sub director, School of Architecture, PUC, Chile
2007 – present Associate Professor, School of Architecture, PUC, Chile
1994 – 2007 Assistant Professor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2005  Head of La Florida Urban Master Plan (with Sonia Reyes), Santiago, Chile
2000-2002 Architect of the Claro river Intercommons provinces Urban Master Plan (Coinco, Malloa, Quinta de Tílococo, Rengo and Rosario Communes), MINVU (Urbanism and Housing Department), Chile
1993- 1998 Architect of Las Condes, Valle Alto Aconcagua and Huechuraba Urban Master Plan, Chile

RESEARCH AND EXHIBITIONS
2002 FONDEDOC (Teaching Development Fund) Project “La formación integral en la enseñanza de la arquitectura en la PUC” (The integral formation in the education of the School of Architecture of the PUC), with Juan José Ugarte y Romy Hecht

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2003- 2005 Head of MECESUP Project “Innovación e incremento a la calidad de la enseñanza de pregrado para arquitectos y diseñadores”
2008 Head of Projecto Mecesup: Puc 0715: “Impacto de los Mecesup de mejoramiento de la Docencia en la UC: “Una metodología de medición centrada en las competencias logradas por los alumnos”
1995 Mobiliario Urbano I. Municipalidad de Las Condes
1995 Deputy Director Contest Iglesia Campus San Joaquin.

HONORS AND AWARDS

RECENT PUBLICATIONS
José Rosas Vera
Professor

CURRENT TEACHING AREA: Urban Project, Architectonic Project

EDUCATION:
1986   Ph.D. in Architecture, Universidad Politécnica de Cataluña, Spain
1984   Master in Urban Development, Pontificia Universidad Católica de Chile
1976   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present Professor, School of Architecture, PUC, Chile
2006 - present Dean of Faculty of Architecture Design and Urban Studies, PUC, Chile
2004 - 2005 Coordinator, Master in Architectonic Design, School of Architecture Carlos Raúl Villanueva, Universidad Central de Venezuela.
2004 – 2005 Director of the External Services Office (SEREX), Faculty of Architecture, Design and Urban Studies, PUC, Chile
2000 - 2002 Director, School of Architecture Carlos Raúl Villanueva, Universidad Central, Venezuela
2000 - 2003 Visiting Professor, Schools of Architecture of the Universidad Central de Venezuela, Pontificia Universidad Católica de Chile, Pontificia Universidad Bolivariana de Medellín, Colombia; Tecnológico de Monterrey, México; University of Columbia, USA; Harvard G.S.D., USA; MIT, USA; F.I.U., USA
1997 - 2008 Associate Professor, School of Architecture, PUC, Chile
1997 - 2000 Director, School of Architecture, PUC, Chile
1997 - 2000 Visiting Professor, Schools of Architecture of the Universidad del Bio-Bio, Chile; Universidad Católica del Norte, Chile; Universidad Técnica Federico Santa María, Chile; Universidad de la Serena, Chile; Universidad Central de Venezuela; Escuela Técnica Superior de Arquitectura, Barcelona, España; Laboratorio de Urbanismo de Barcelona.
1996 Visiting Professor, Master in Urban Design, Universidad Metropolitana, Venezuela
1990 - present Professor, School of Architecture “Carlos Raúl Villanueva”, Universidad Central, Venezuela
1990 - 1992 Visiting Professor, Schools of Architecture of the Universidad Simon Bolivar and José Maria Vargas, Venezuela
1985 - 1987 Assistant Professor, School of Architecture, PUC, Chile
1983 - 1987 Outreach Coordinator, Faculty of Architecture and Beaux Arts, PUC, Chile
1976 - 1981 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2004 - 2005 Director, Urban Plan for the Zanjón de la Aguada, SEREX, PUC, Chile
2004 - 2006 Director, Regulator Plan for Copiapó, SEREX, PUC, Chile
1998 Colaborator, Urban Masterplan for the Saint George School Area, Municipality of Vitacura
1993 Director, Urban Masterplan for Las Condes, Chile
1989 - 1993 Member of Equipo 18 Arquitectos Asociados Javier Caricatto, Enrique Rojas y Andrés Makowski. Venezuela
1976 – 1980 Assistant Architect, Cristián Fernández Cox Associate Architects, Chile
RESEARCH AND EXHIBITIONS
2009 - 2011  “La manzana de la Catedral: la trama de la historia”  FONDECYT Project n°1090325, Head of Research: F. Perez, Co researcher: C. Labarca, J. Rosas
2006 - 2008  “Competitividad, Innovación y Territorio. El rol de las regiones centrales en el desarrollo de los clústers tecnológicos”

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2003 - 2006  Director of the External Services Office (SEREX), Faculty of Architecture, Design and Urban Studies, PUC, Chile
2002  Permanent Member, Schools of Architecture Accreditation System, National Universities of Colombia
2002  International member, Accreditation Process of the School of Architecture of the Universidad Central, Chile; and the School of Architecture of the Universidad Central, Chile. CNAP

HONORS AND AWARDS
2005  Honorable Mention in Museo de Bellas Artes contest, with the architects Fernando Pérez, Ischia Gnecco y Hermman Eikhof, and the collaboration of Francisco Quintana, Rodrigo Camadros S., Felipe Fuentes G., Felipe Fontecilla V.
2003  One of the seven winning teams Elemental: Architecture World Competition Professional Category. Architects: Andrés Makowski, Arquitectos Asociados: Lea Dojc, Blanca Rivero and José Rosas
1992  Project selected among 10 finalists : National Competition Museo de los Niños. Ciudad Bolivar. Andrés Makowski and José Rosas
1987  First Prize, Urbanism Award (National Contest for new cities with Munizaga, Ross and Energici), Santiago VI Architecture Biennalel, Chile

RECENT PUBLICATIONS
2009  J. Rosas, “El Santiago del Bicentenario: la ciudadanía por sobre la ciudad”, Foco 76 magazine n°9, pages 34-37
2008  J. Rosas, “Plan de estudios, formación disciplina y habilitación profesional, reglamentos de la escuela de arquitectura”, Revista Urbana n°33, pages 109-117
2008  J. Rosas, “Territorializar la arquitectura= Territorializing architecture”, ARQ magazine n°65, page 10, ARQ Editions, PUC, Chile
2008  J. Rosas, R. Abuauad “Santiago 2010: Un campo de tensiones”, ARQ magazine n°69, pages 74-81, ARQ Editions, PUC, Chile
2006  J. Rosas, “Conformación y Consolidación del Centro de Santiago”In: “Santiago Centro. Un Siglo de Transformaciones”, pages 40-53, Published by the Municipalidad of Santiago
Khaled Saleh Pascha
Assistant Professor

CURRENT TEACHING AREA: System and Building Technologies

EDUCATION:
2004   Ph.D. in Architecture, Technische Universitat Berlin, Germany
1995   Graduate Ingeneer of Architecture, Technische Universitat Berlin, Germany

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2006 - present   Assistant Professor, School of Architecture, PUC, Chile
2004 - present   Assistant Professor, TU Berlin, Germany
1998                  Architectural Design Instructor, TU Berlin, Germany
1997 - 2003       Scientific Assistant, TU Berlin, Germany
1991 - 1992     Tutor, TU Berlin, Germany

PROFESSIONAL EXPERIENCE

RESEARCH AND EXHIBITIONS
2009     Presentation and proceedings “Ciudad Abierta de Ritoque, Chile – Acoustic Experiences in Architecture”, in the congress: “The Speaking City – Cultrans. Urban environment from intercultural acoustic perspectives”, University of Potsdam, Germany
2009     Lecture “Nuevas tendencias para la construcción en madera. El futuro de un noble material”, in a series of lectures “Innovación tecnológica para el confort térmico”, Universidad de los Lagos, Osorno, Chile
2008 - present   Member of the scientific team of the FONDEF project D06i1034 “La buena casa diseñado por envolvente para vivienda de madera fase II: complejos de techumbre y piso.”
2007     Team member of workgroup (together with Waldo Bustamante and Felipe Encinas) “Proyecto Herramienta de Certificación CCTE v2.0”; finanzed by the Ministerio de Obras Públicas MOP, Chile
2007     Presentation (with W. Bustamante, F. Encinas) and publication as proceedings of the SET2007 - 6th Intern. Conference on Sustainable Energy Technologies, “Is it suitable a tool for the energy certification in Chile? An analytical point of view in the context of worldwide building regulations” PUC, Chile
2006     Lecturer, “Modern Timber Construction” in CATEDRA INTERNACIONAL DE LA MADERA (CIDM: Timber Innovation and Development Center). Series of lectures at the Universidad Arturo Prat (Iquique), Universidad de Valparaíso (Valparaiso) and Universidad de Magallanes (Punta Arenas).
2005 - 2006     “The development of New Towns as a strategy of a sustainable settlement development for future mega-cities” (e.g., Hashtgerd, Iran), funded by BMBF, Germany
2005 - 2006     “Thermal comfort and good air quality in school buildings by means of hybrid ventilation technologies”, in cooperation with institute of
building services (HRI) of TUB, Germany

2005  Lecture on the topic of “sustainable architecture” in the seminar “Semana de Arquitectura Sustentable”, PUC, Chile

2004 - 2006  Implementation of a “Competence Centre for Sustainable Building” as project of cooperation between TUB and PUC

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

2006 - present  Member of the jury, TARAPACÁ Competition. PUC, Chile

2007  COOPERACIÓN CL-DE: supervision of PUC-students of the GRUPO TARAPACA at the TU-Berlin

HONORS AND AWARDS

RECENT PUBLICATIONS


2007  K. Pascha, W. Bustamante, F. Encinas “Is it suitable a tool for the energy certification in Chile? An analytical point of view in the context of worldwide building regulations”, Proceedings of the SET2007 - 6th International Conference on Sustainable Energy Technologies, Santiago, Chile

2007  K. Pascha, “La metafísica del número en la estética. Proporción e intervalo en arquitectura y Música”, in: diseño, edited by Alex Blanch, Alberto Sato y Guillermo Tejeda i.a., ARQ Editions, PUC, Chile


2002  K. Pascha, E. Widjaja “Doppelt gekrümmte, verglaste Dachtragwerke” (Doubled curved, roof frameworks in glass), Deutsches Architekten Blatt, pages 54-58
Marcelo Sarovic Urzúa
Assistant Professor

CURRENT TEACHING AREA: Architectonic Project, Heritage

EDUCATION:
2003   Artist, Pontificia Universidad Católica de Chile
1999   Master in Architecture, Pontificia Universidad Católica de Chile
1992   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2001 - present   Assistant Professor, School of Architecture, PUC, Chile
2003 - present   Assistant Professor, School of Architecture, Universidad Andres Bello, Chile
2000                  Instructor, School of Architecture, PUC, Chile
2000                  Instructor, School of Architecture, Universidad Andres Bello, Chile
1994 - 1996       Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2001 - present   Marcelo Sarovic, Architect

RESEARCH AND EXHIBITION
2005 - 2006   “Patrimonio, nación y paisaje, de la imagen turística al registro patrimonial en torno al centenario de la república.”, Head of Research
2004              “Espacios de culto, entre el arte y la Religión, transferencias espaciales de principio de siglo”, DIPUC, Chile, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 - present   Editor, CA Magazine, Colegio de Arquitectos, Chile

HONORS AND AWARDS
1999   1 Prize, "Nuevo Liceo para Isla de Pascua" Competition (New High School for Easter Island), Associated with Hugo Molina and Gloria Barros

RECENT PUBLICATIONS
2007   M. Sarovic, “Costabal y Garafulic arquitectos, modernidad a dos tiempos”, AOA magazine n°6, pages 36-49, Santiago, Chile
2007   M. Sarovic, “Trabajando en China”, ARQ magazine n°66, pages 74-75, ARQ Editions, PUC, Chile
2006   M. Sarovic, “Nuevo liceo Isla de Pascua”, CA-Arquitectura y Ciudad n°127, pages 78-79, Santiago, Chile
2002   M. Sarovic, “Casa Primera”, Compendium ARQ, Generación del 90, arquitectos chilenos, ARQ Editions, Chile
Wren Strabucchi Chambers
Associate Professor

CURRENT TEACHING AREA: Theory, History and Criticism, Arquitectonic Project

EDUCATION:
2001   Ph.D. in Philosophy and History of Architecture, University of Cambridge, England
1986   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2001 - present   Associate Professor, School of Architecture, PUC, Chile
1993 - 2000       Assistant Professor, School of Architecture, PUC, Chile
1986 - 1987       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1999 – 2008  Private Practice
1993 - 1999   Associate Architect, GLS and Associate Architects, Chile
1986 - 1988   Associate Architect, Cristian Boza and Associate Architects, Chile

RESEARCH AND EXHIBITION
2007 - 2008   “Santiago 1810-1910: Ciudad representada ciudad construida. 100 imágenes visuales 100 años de vida urbana”, Head of Research: G. Hidalgo, Co researcher: W. Strabucchi
2006 - 2007   “La situación en arquitectura: interacción entre forma de vida y forma construida. Cinco casos Lo Contador.”, Head of Research: W. Strabucchi, Co researcher: S. Iturriaga

RECENT PUBLICATIONS
2008   W. Strabucchi, S. Iturriaga, "DOCTORADO Y MAGISTER FADEU - PUC ", in ARQ Magazine n° 68, pages 40-45, ARQ Ediciones, PUC, Chile
2003   W. Strabucchi, “El último monumento”, ARQ magazine n°53, pages 52-77, ARQ Editions, PUC, Chile
1994   Publisher of the book “1984 -1994 Cien Años de Arquitectura en la Universidad Católica de Chile”, ARQ Editions, Chile
Rodrigo Tapia Vera-Cruz
Assistant Professor

CURRENT TEACHING AREA: Building Practice, Architectonic Project

EDUCATION:
2007   Master in Urban Development, Pontificia Universidad Católica de Chile
1989   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008-2009 Academic coordinator with Rosanna Forray in Vulnerable Inhabited Territories Area.
   School of Architecture, PUC, Chile
1996 - present   Head of the Practice Stage, School of Architecture, PUC, Chile
1998 - present   Assistant Professor, School of Architecture, PUC, Chile
1994 - 1997       Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1996 -1997 chief architect of the workshop in the office “Pazols y Téllez y arquitectos asociados”, architecture office linked mainly to industrial projects.
1990 – 1995 architect and researcher from: “Equipo de Vivienda y Gestión Local” (EVGL.),
   (Housing and Local Management Team)
1989 – 1990 Professional activities at the "Oficina de Asistencia Técnica de Conchalí" (Technical Assistance Office).

RESEARCH AND EXHIBITIONS
2006   Expo-prácticas exhibition, School of Architecture, PUC, Chile

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008   Evaluator Public Policy Contest 2009 Vicerrectoría de Comunicaciones y Asuntos Públicos de la Dirección de Asuntos Públicos PUC
2004 - present   Consultant, Chile Solidario Program, Fosis (Solidarity Fund and Social Investment), Chile
Member of Housing committee, College of Architects of Chile
Member of Healthy Housing Network of Pan American Health
Member of the board of "Improving the quality and standard of social housing in Chile" invited by MINVU coordinated by the Institute of Construction.

HONORS AND AWARDS

RECENT PUBLICATIONS
2008   Poster and Presentation “Estudio y proyectos para la integración socio-espacial en Peñalolén”, in the XIV Encuentro Red ULACAV (Latin American Network of University Chairs of housing ) Subject “Inserción de las problemáticas habitacionales de áreas urbanas metropolitanas en la formación universitaria”, Buenos Aires. Argentina
2007   Co-author of the Book “1906 / 2006 Cien años de política de vivienda en Chile”, María José Castillo y Rodrigo Hidalgo (Editors), UNAB Editions Architecture Series Nº1 serie GEOlibros Nº10 Facultad de Arquitectura y Diseño UNAB – Instituto de Geografía UC.
Horacio Torrent
Professor

CURRENT TEACHING AREA: Theory, History and Criticism

EDUCATION:
2006   Ph.D. in Architecture and Urbanism, Universidad Nacional de Rosario, Argentina
2001   Master in Architecture, Pontificia Universidad Católica de Chile
1985   Architect, Universidad Nacional de Rosario, Argentina

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2009 - present  Professor, School of Architecture, PUC, Chile
2009   Director of Research and Graduate Studies, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2007 – 2008  Sub director of Research and Graduate Studies, School of Architecture, PUC, Chile
1996 - 2001  Project Coordinator, Development of the Information and Documentation Center Sergio Larraín García Moreno, Pontificia Universidad Católica de Chile
1999 - 2008  Associate Professor, School of Architecture, PUC, Chile
1996 - 1999  Assistant Professor, School of Architecture, PUC, Chile
1990 - 1997  Professor, Universidad Nacional del Litoral, Argentina
1990 - 1999  Researcher, Research Council, Universidad Nacional de Rosario, Argentina
1990 -1994  Director, Centro Universitario Rosario de Investigaciones Urbanas y Regionales, Universidad Nacional de Rosario, Argentina

PROFESSIONAL EXPERIENCE
1980 - 1989  Architect, Estudio DAU, Rosario, Argentina
1990 - 1994  Consultant of the “Comisión Nacional de Monumentos de Argentina” (National Commission of Argentina’s Monuments)
1997 - 1997  Researcher, Canadian Centre for Architecture, Montreal, Canada
1997 - 1997  Researcher, Getty Institute for the Arts and the Humanities, Los Angeles USA
1997 - 1997  Researcher, National Gallery of Arts, Washington, USA

RESEARCH AND EXHIBITIONS
2005 - 2006  “Viajes y equipajes de la Arquitectura Moderna”, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2004 – 2009  President, Docomomo Chile.
2009 – 2010  INTERNATIONAL SCIENTIFIC COMMITTEE. 11th International Docomomo Conference, Mexico.
2007  Curator, 1st Lisbon Architecture International Triennale


1996-1999 Professor Universidad Técnica Federico Santa María. Valparaíso, Chile.


HONORS AND AWARDS


2004 U. S. DOCOMOMO GRANT. New York, USA.

1999 Faculty Enrichment Programm. International Council for Canadian Studies. Vancouver-Toronto /Canada

1997 ARIAH Fellowship. American Association of Research Institutes in Art History.

1996 Selected Project . Zal Competition International Union of Architects Barcelona 96

1993 Honourable Mention, Redesigning of Buildings - Built work International Competition, of the Iberoamerican Council of National Associations of Architects CIANA and the Panamerican Federation Associations of Architects (for the Rosario City Museum).

1985 Honourable Mention, International Federation for Housing and Planning, Budapest, Hungary

RECENT PUBLICATIONS

2008 H. Torrent, “Chile: Recent architecture in a developing country.” World Architecture magazine n°221, pages 16-21


2008 H. Torrent, “La memoria del moderno”, Foco 76 magazine n°6, pages 24-27

2008 H. Torrent, “Paisajes activados”, MARQ magazine n°3, pages 45-64, PUC, Chile


2007 H. Torrent, “El proyecto de los lugares de trabajo”, ARQ magazine n°66, page 12, ARQ Editions, PUC, Chile


2007 H. Torrent, “Hacer la América: viajes y equipajes de la Arquitectura moderna”, MARQ n°2, pages 90-95, PUC, Chile
2006 H. Torrent, “Cristián Undurraga, Condición pública y sentido cultural para la Arquitectura”. In: “Arquitectos Iberoamericanos del Siglo XX. Tomo II.” Pages 555-559, Fomento Cultural Banamex, México
2006 H. Torrent, “Public condition and sense of Culture in Architecture”. In: “PRO Architect 38”, pages 14-19, Archiworld, Korea
Arturo Torres
Assistant Professor

CURRENT TEACHING AREA: System and Building Technologies

EDUCATION:
2008 Master in Construction Technologies, Universidad Politécnica de Cataluña, Spain
1998 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2009 – present Head of Building and Technologies Area, School of Architecture, PUC, Chile
2003 - present Assistant Professor, School of Architecture, PUC, Chile
1999 - 2003 Instructor, School of Architecture, PUC, Chile
1991 - 1998 Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2008 - present Partner, COOP S.A. , Chile
2003 - 2008 Partner, URO1 Ltda, Chile.
1998 - 2001 Architect, Projects and Research Direction, PUC, Chile
1996 Architect, Iglesis Prat and Associate Architects, Chile

RESEARCH AND EXHIBITION
2007 International exhibition: COOPERATIVA URO1.ORG CHILE, in 44 Young International Architects, exhibition at the Centre d’ Art Santa Monica, Barcelona, Spain, Curators: Félix Arranz and Carlos Camara
2006 National exhibition: URO1.ORG + Rodrigo Santoro + Víctor Orellana, Gabriela Mistral International Museum of Modern and Contemporary Art, in SPAM CITY, Museum of Contemporary Art, University of Chile, Quinta Normal, Santiago, Chile, Curator: Gregorio Brugnoli.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
1993 Director of Culture, Students Federation, PUC, Chile
1992 President, Students Association, School of Architecture, PUC, Chile

HONORS AND AWARDS
2005 MECESUP Scholarship – Universities Education Development, to develop graduate studies in Architecture Technologies on distinguished international centers.
RECENT PUBLICATIONS
2008   A. Torres, “Dossier técnico ARQ”, ARQ magazine n°69, pages 84-93, ARQ Editions, PUC, Chile
2007   A. Torres, “Chile en Venecia: jóvenes arquitectos chilenos” MARQ magazine n° 2, Pages 85-86
2006   A. Torres, “Cultural transformation processes.”, Arhitectura magazine n°41, pages 70-73
2006   A. Torres, Cooperativa URO1.ORG, “Prototype M7, Punta de Gallo- Chili” Moniteur Architecture AMC magazine, pages 10-15
Juan José Ugarte Gurruchaga
Professor

CURRENT TEACHING AREA: Architectonic Project

EDUCATION:
1983  Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2005 - present  Vice-rector of Academic Affairs, Pontificia Universidad Católica de Chile
2008 - present  Professor, School of Architecture, PUC, Chile
2004 - 2005  Dean, Faculty of Architecture, Design and Urban Studies, PUC, Chile
2000 - 2004  Director, School of Architecture, PUC, Chile
1994 - 2008  Associate Professor, School of Architecture, PUC, Chile
1989 - 1994  Assistant Professor, School of Architecture, PUC, Chile
1985 - 1987  Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
1998-  Founding Partner José Ramón Ugarte and Associates Architects

RESEARCH AND EXHIBITIONS
2007 - 2010  “La Buena Casa: Diseño por envolvente para la vivienda de madera fase II: Complejos de Techumbre y Piso” FONDEF Project no D06I1034, Head of Research, Co researchers: W. Bustamente, P. Martinez, P. Urrejola
2005 - 2007  “Diseño por envolvente para la vivienda de madera: Innovación tecnológica para fomentar el uso del pino radiata en Chile”, FONDEF Project, Head of Research: J.J. Ugarte, Co researchers: W. Bustamante, P. Martínez, P. Urrejola

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2004 - present  President, Center for Innovation and Development of Wood, PUC, Chile

HONORS AND AWARDS
1995  First prize, X Architecture Biannual, Santiago, Chile
1995  First prize, I Quito Biannual, Peru

PUBLICATIONS
2003  J.J. Ugarte, M. Palmer, “Noticias de la facultad: cambio de decano en la facultad de arquitectura, diseño y estudios urbanos PUC”, ARQ magazine n°55, pages 74-75, ARQ Editions, PUC, Chile
2001  J.J. Ugarte, chapter in the book: Casas, ARQ Editions Santiago, Chile
1982  J.J. Ugarte, chapter in the book: Estructura y Ciudad
1991  J.J. Ugarte, chapter in the book: Le Corbusier y Sudamérica, ARQ Editions Santiago, Chile
Pilar Urrejola Dittborn
Associate Professor

CURRENT TEACHING AREA: Architectonic Project

EDUCATION:
1979   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007- 2009       Director of Continuous Education and Communications, Faculty of Architecture, Design and Urban Studies, PUC, Chile
1990 - 2000       Outreach Coordinator, Faculty of Architecture, Design and Urban Studies, PUC, Chile
1999 - present   Associate Professor, School of Architecture, PUC, Chile
1988 - 1999       Assistant Professor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
Associate Architect, Eduardo Cuevas Valdés and Associated Architects, Chile
Associate Architect, Mario Rojas A. and Associated Architects, Chile
Associate Architect, José Riesco J. and Associated Architects, Chile

RESEARCH AND EXHIBITIONS
2007 - 2010 “La Buena Casa: Diseño por envolvente para la vivienda de madera fase II: Complejos de Techumbre y Piso” FONDEF Project n° D06I1034, Head of Research: Juan José Ugarte, Co researchers: W. Bustamente, P. Martínez, P. Urrejola
2005 - 2007 “Diseño por envolvente para la vivienda de madera: Innovación tecnológica para fomentar el uso del pino radiata en Chile”, FONDEF Project, Head of Research: J.J. Ugarte, Co researchers: W. Bustamante, P. Martínez, P. Urrejola
1999 P. Urrejola, “Arquitectura y Extensión PUC”
1999 - 2001 P. Urrejola, “El taller de Juan Borchers”
1997 - 1999 P. Urrejola, "Medio siglo de arquitectura en Chile a través de sus iglesias"

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
Head, Gallery of the Chilean Architects Association
1997 President, XI Santiago Biennial

HONORS AND AWARDS

RECENT PUBLICATIONS
1998  P. Urrejola, “Las Iglesias de la Modernidad en Chile”, ARQ Editions, PUC, Chile
Luis Valenzuela
Associate Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
2005 Doctor of Design, Graduate School of Design, Harvard University, USA
1999 Master in Architecture, Pontificia Universidad Católica de Chile
1999 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 – present Director, Master in Urban Project, PUC, Chile.
2007 – present Coordinator Urbanism Unit, PUC, Chile.
2005 – 2006 Associate Professor, School of Architecture, Northeastern University, Boston MA, USA.
2003 – present Research Associate, Institute for International Urban Development, Cambridge, MA, USA.
2003 – 2005 Teaching Fellow, Graduate School of Design, Harvard University, Cambridge, MA, USA.
1999 – 2007 Assistant Professor, School of Architecture, PUC, Chile
1998 – 2001 Academic Secretary, School of Architecture and Faculty of Architecture, Design and Urban Studies, PUC, Chile
1998 – 2001 Instructor, Graduate School of Design, Harvard University, USA
1997 – 1999 Instructor, School of Architecture, PUC, Chile
1995 – 1996 Instructor, School of Architecture and Urban Planning, University of Milwaukee, WI, USA.

PROFESSIONAL EXPERIENCE
2008 – present Director, Master Plan for Science and Technology Park at PUC, OCUC, Chile.

RESEARCH AND EXHIBITION
2009 “Sustentabilidad en espacios colectivos de barrios vulnerables: lineamientos para una política de espacios públicos, directrices de gestión, diseño y mantención”. Public Policy Competition PUC.
2008 “La implementación de urbanismo como perfilamiento profesional: su desempeño y evaluación en la enseñanza de la arquitectura UC”. Fondo de Desarrollo de la Docencia (Teaching Development Fund) PUC.
2008 “La sustentabilidad en el proyecto urbano: nuevas iniciativas y su implementación local”, FONDECYT Project, Head of Research.
2007 “Migration, Remittances and the Empowerment of Women in Central America and the Andean Region”. Institute for International Urban Development, Cambridge, MA, USA.
2007 “Plataforma tecnológica de colaboración para la creación de casos de estudios de proyectos urbanos contemporáneos” Fondo de Desarrollo de la Docencia (Teaching Development Fund) PUC.
ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2009  Co-Director *Concurso de Viviendo de Ingreso Mixto*, Ciudad Parque Bicentenario.
2007  Jury *Nueva Sede Colegio Santiago Collage* competition
2005  Editor, for the *Bringing Harvard Yards to the River*, Cambridge, USA

HONORS AND AWARDS
2004  Graham Foundation Carter Manny Award Nomination by the Graduate School of Design at Harvard University.
2003  Honorable Mention, Urban Design, Singapore
2002  Fulbright Fellowship.
2002  Second Prize, Urban Design for *Cerrillos* Competition, for the Bicentenary of Santiago

RECENT PUBLICATIONS
2008  L. Valenzuela, *El expectante presente del futuro urbano*, CA-Ciudad y Arquitectura journal n° 137, pages 32-33, Chile.
2007  L. Valenzuela, J. Rosas, M. Greene, D. Opazo, *“Cartografías contemporáneas de Santiago”*, Foco 76 magazine n°5, pages 42-49
2005  L. Valenzuela, F. Perez, J. Rosas, *“A centenary made by monument and infrastructure: the case of Santiago de Chile”* ARQ review n°60, pages 72-74, ARQ Editions, PUC, Chile
2005  L. Valenzuela, *“Periferia e infraestructura: una aproximación crítica al paradero 14”*, ARQ review n° 60, pages 62-64, PUC, Chile
2004  L. Valenzuela, J. Busquets, F. Correa, *“Bringing the Harvard yards to the river”*, Harvard Design School Editions, Cambridge, Massachusetts, USA.
Claudio Vásquez Saldivar
Associate Professor

CURRENT TEACHING AREA: Systems and Building Technologies

EDUCATION:
2008   Ph.D., Universidad Politécnica de Cataluña, Spain
1995  Master in Architecture, Pontificia Universidad Católica de Chile
1995   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present  Associate Professor, School of Architecture, PUC, Chile
2004 - present  Head, Title Stage, School of Architecture, PUC, Chile
2004 - present  Member of the Title permanent Commission, Thesis Commission School of Architecture, PUC
2002 - 2008  Assistant Professor, School of Architecture, PUC, Chile
2002- 2003  Academic Secretary, Faculty of Architecture, Design and Urban Studies, PUC, Chile
1996 - 1998  Instructor, Master in Architecture, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2008-2009  Dojo Huepe, Gimnasio de Artes Marciales, Santiago, Chile, performing
2004-2005  Martínez Letelier House, La Reina, Santiago, Chile.
2004-2005  Pichara Saud House, Vitacura, Santiago, Chile.
2001-2002  Vivas-Vasquez Arch. Assoc., Santiago de Chile.
1992-1993  Taller 4 Arquitectos (Palmer, Pérez de Arce, Fernandez, López)

RESEARCH AND EXHIBITIONS
2009   “Definición de la transparencia adecuada para Santiago de Chile. Estudio de casos”, Last Mile Contest to support the publication in high impact journals, DIRIP-FADEU. March.
2008  “Cuadernos de la Técnica-material docente del curso Introducción a la Edificación y la Tecnología”, Fonedoc funding, Head of Research.
2007  “Definición energética de soluciones vidriadas para Santiago. estudio de casos teóricos”, Head of Research.
2005  “Monografía Técnica: El vidrio”, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2009  Reviewer contest “FONDECYT DE INICIAIÓN EN INVESTIGACIÓN 2008”, CONICYT.
2009  “Member Committee Human Capital Advanced Program from CONICYT. Chile Scholarship Program 2009”. Reviewer.
2009  “Creación de un instrumento para medir el consumo energético desagregado a nivel residencia”. Advice given to the National Energy Commission (CNE), conducted in conjunction with Public Policy Program UC and School of Engineering PUC.
2009  “Curso de capacitación a actores involucrados en el incentivo al reacondicionamiento térmico de viviendas”. Advice Country Energy Efficiency Program (PPEE), conducted in
Conjunction with DECON UC y Public Policy Program UC. Developed in: Rancagua, Talca, Concepción, Valdivia, Pto. Montt, Coyhaique, Punta Arenas.

2008 Reviewer contest "FONDECYT DE INICIACIÓN EN INVESTIGACIÓN 2008", CONICYT.

2005 Direction of the Contest “Nuevo Liceo Alemán de Chicureo”. Verbo Divino Congregation.


HONORS AND AWARDS
2008 Book Selection: El Vidrio: Arquitectura y Técnica to be exposed in XVI Architecture Biennale Chile.


1998-2001 Scholarship Presidente de la República to pursue doctoral studies in Barcelona.

1993 First Prize Contest: Plaza de Armas de Placilla, VI región, Chile. Claudio Vásquez, Enzo Vignolo, Iván González, alumni partners architects.

RECENT PUBLICATIONS

2009 “Cuaderno de la Técnica N°1: Luces”, educational publication of the School of Architecture PUC, Ediciones ARQ, April. Co-authors: SCHMITT Cristián, ARROYO Diego.


2008 C. Vásquez, “Análisis critico al Edificio ENAP”, CA- Ciudad y Arquitectura n°137, page 63, Santiago, Chile


2007 C. Vásquez, “El programa arquitectónico y las bases de un concurso”, ARQ n°67, pages 26-31, ARQ Editions, PUC, Chile


2005 C. Vásquez, “Casa Martínez Letelier”, ARQ magazine n°61, pages 40-43, ARQ Editions, PUC, Chile
Orlando Vigouroux Jaime
Associate Professor

CURRENT TEACHING AREA: Systems and Building Technologies

EDUCATION:
2009   Master in Landscape and Contemporary Infrastructure, Universidad Diego Portales, Santiago de Chile
1978   Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
1980 - present   Associate Professor, School of Architecture, PUC, Chile
1985 - 1988       Assistant Professor, School of Architecture, PUC, Chile
1981 - 1983       Academic Secretary, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2002   Architect, Aula Magna Remodeling, Campus San Joaquín, Pontificia Universidad Católica de Chile.
2003 Architect, Mechanic Engendering Building Remodeling, Faculty of Engineering, Campus San Joaquín, Pontificia Universidad Católica de Chile.

RESEARCH AND EXHIBITIONS
2007   Lecture “La enseñanza de las estructuras a través de modelos” in the School of Architecture of the Universidad de Los Andes, Bogotá, Colombia.
2007   "Alternativas al CCA para la Impregnación del Pino Radiata", Copec-UC Project, Head of Research: Paul Sepulveda
2006 - 2007 “La ulexita y sus derivados como alternativa al cca en la impregnación del pino radiata”, Head of Research
2006   "Diseño por envolvente de la vivienda en madera", FONDEF Project, Head of Research: Waldo Bustamente
2005   "Patologías en la vivienda Social" CORFO Project
2005   Lecture “Arquitectura Chilena en madera”, in the School of Architecture of the Universidad San martín de Porres, Lima, Perú.
2001   Lecture “Arquitectura Chilena contemporánea en madera”, in the School of Architecture of the Technische Universität Berlin.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
1995 - 1997   Manager, Urban Development Corporation of San Miguel, Santiago, Chile
1991-1993   Director, School Santiago Workshop, with the Spanish International Cooperation program. In charge of the construction of the Los reyes park.

HONORS AND AWARDS
1990   “Gold Prize Sony” International Award for Educative programs with the “Técnicas para mejorar la vivienda”, Teleduc

RECENT PUBLICATIONS
2009   O. Vigouroux, “Rehabilitación de los Bloques 1010 y 1020”, Master Thesis
2006   Construction Institute, SEREX-DECON, “Vivienda Sana”. Financed by the Housing Department, Chile
2005   O. Vigouroux, C. Alfero, “Enseñanza de las estructuras con modelos análogos y digitales”. School of Architecture, Financed by the Fonedoc – UC, Santiago, Chile
Pedro Bannen Lanata
Professor

TEACHING AREA: Urban Project

EDUCATION:
1992 Master in Urban Development, IEU Pontificia Universidad Católica de Chile
1980 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 - present Director, Institute of Urban Studies, PUC, Chile
2008 - present Professor, School of Architecture, PUC, Chile
1992 - 2008 Associate Professor, School of Architecture, PUC, Chile
1989 - 1992 Assistant Professor, School of Architecture, PUC, Chile
1985 - 1987 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2000 President of the Jury architectural building competition for Catholic University in Alameda area.
1997 Director of the Ideas Competition for Plaza de Armas, Santiago. (Santiago Municipality and Architecture Biennale).

RESEARCH AND EXHIBITION
2008 - 2010 Fondecyt Project “Santiago de Chile: una ciudad atractiva para un país competitivo” (co-researcher, C. de Mattos head of research)

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2005 - 2007 Academic Secretary FADEU, Pontificia Universidad Católica de Chile
2000 - 2005 General Director of Continuing Education, Pontificia Universidad Católica de Chile
1998 - 2000 General Secretary, Pontificia Universidad Católica de Chile

HONORS AND AWARDS

RECENT PUBLICATIONS
2007 Bannen, P. and Chateau, F. “La ciudad de Providencia en la obra de Germán Bannen.” Santiago, Chile, ARQ editions.
Rafael Riddell
Professor

CURRENT TEACHING AREA: Structures

EDUCATION:
1979   Ph.D. Earthquake Engineering, University of Illinois, USA
1976   MSc., University of Illinois, USA
1970   Civil Engineer, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 - present   Member of the Administrative Board of the School of Engineering, PUC, Chile
2007 - present   External member of the Qualification Committee of the School of Civil Construction, PUC, Chile (designated by the Rector of the University).
2007 - present   Past-President of the Chilean Association of Structural Engineers (AICE)
2005 - 2007    President of the Chilean Association of Structural Engineers (AICE)
2005 - present   Head of the Department of Structural and Geotechnical Engineering, School of Engineering, PUC, Chile
2001 - 2003   Member of the Qualification and Academic Promotion Committee of the School of Engineering, PUC, Chile
1997 - 2001    Head, Department of Structural and Geotechnical Engineering, School of Engineer, PUC, Chile
1994 - present   Professor, School of Architecture, PUC, Chile
1986 - 1988   Head, Department of Structural and Geotechnical Engineering, School of Engineer, PUC, Chile
1985 - present   Professor, Pontificia Universidad Católica de Chile.
1983 - 1986   Director, Department of Scientific Technologic Research, PUC, Chile
1983 - 1985   Associate Professor, Department of Structural Engineering, School of Engineering, PUC, Chile
1980 - 1983    Assistant Head, School of Engineering, PUC, Chile
1971 - 1973    Assistant Head of Students Affairs, School of Engineering, PUC, Chile
1970 - 1983    Instructor, Department of Structural Engineering, School of Engineer, PUC, Chile

PROFESSIONAL EXPERIENCE

RESEARCH AND EXHIBITIONS

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE

HONORS AND AWARDS
2007   Technologic Development Award, conferred by the Instituto Chileno del Cemento y del Hormigón to the Structural Design in Reinforced Concrete Committee of which R. Riddell is a member.
2003   "Ramon Salas Edwards" Award. Conferred by the Instituto de Ingenieros de Chile for the best scientific or technologic contribution in the engineering field.
2002   Munro Prize “Best Paper of the Year” in Engineering Structures Journal, Elsevier Science Ltd.
2002   Excellence in Teaching Award. Conferred by the Direction of the School of Engineering of the Universidad Católica de Chile
1998   Outstanding Teacher. Conferred by the Center of Students of the School of Engineering of the Universidad Católica de Chile
RECENT PUBLICATIONS
2007 Santa María, H. y Riddell, R. "Comportamiento Estructural de Paneles de Pino Radiata Diseñados por Envolvente para la Vivienda de Madera", II Jornadas Chilenas de Estructuras de Madera, 12-15 Nov., Usach, Univ. Mayor, Santiago, Chile.
2006 Riddell, R., "Correlation between Ground Motion Intensity Indices and Structural Response to Earthquakes, in Earthquake Engineering Challenges and Trends, Editor J.J. Perez Gavilan, Instituto de Ingenieria, UNAM, Mexico, pp. 521-536.
2005 Riddell, R. “Evaluación de índices de intensidad del movimiento del suelo según correlación con la respuesta a terremotos”, 9as Jornadas Chilenas de Sismología e Ingeniería Antisísmica, ACHISINA, CD-ROM, Concepción, Chile.
Mario Ubilla Sanz
Assistant Professor

CURRENT TEACHING AREA: Systems and Building Technologies

EDUCATION:
2002   Architect, Pontificia Universidad Católica de Chile
1992   Industrial Designer, Pontificia Universidad Católica de Valparaiso, Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008 – present  Director, School of Design, PUC, Chile
2006 – 2007  Director (a) School of Design, PUC, Chile
2003 – present  Assistant Professor, School of Design, Universidad Andres Bello, Chile
2002 – present  Assistant Professor, School of Architecture, Universidad Andres Bello.
2006 – present  Assistant Professor, School of Design, PUC, Chile
2005 – present  Assistant Professor, School of Architecture, PUC, Chile
2004 – 2005  Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2008-2009  Responsible Architect Nursery Sala Cuna Junji-Maria Pinto, CIDM, Center for Innovation and Development of Wood with the architect Juan Ignacio Baixas.
2006-2007  Responsible Architect Nursery “Rucalaf” Integra-Villarrica CIDM, Center for Innovation and Development of Wood with the architect Juan Ignacio Baixas.
1993   Industrial Designer RIOS Publicidad y Diseño Ltda.

RESEARCH AND EXHIBITION
2005 – present  Researcher, FONDEF(Promote Fund for the Scientific and Technologic Development) -CONICYT D06I1034 CIDM Center for Innovation and Development of Wood "Diseño de Viviendas por Envolventes: Pisos y Techos en Pino Radiata" (Promote Fund for the Scientific and Technologic Development) Project: Skin Design for Houses in Radiata Pine.
2005 - 2006  "Diseño para el Parto Humanizado." School of Design PUC
2005 - 2006  "Espacios cotidianos de niños y niñas." Public Policy PUC
2003  Research on the State of Art: “Prefabricación en Madera de Viviendas en el ámbito Nacional”. FONDEF. Project led by Professor Arch Juan José Ugarte G.
2002  Research: “Los Sistemas de Prefabricación de Viviendas en Madera en Chile” with Juan I. Baixas F.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2006-2007  Project Evaluator CONICYT (Fondecyt, Fondef).
2007-2008  Member Faculty Council
2007-2008  Member, Self evaluation Committee School of Design PUC, entidad que realizó informe para la CNA, Comisión de Acreditación Nacional. Objetivo recientemente logrado con 7 años de acreditación, calificación de excelencia y con unanimidad por parte de la CNA en el otorgamiento de dicha certificación.
2006-2008  Member Academic Council School of Design. Universidad Católica de Chile.
2004-2005  Founder Member CIDM, Center for Innovation and Development of Wood, Faculty of Architecture, Design and Urban Studies and Faculty of Engineering UC. The center investigates and promotes the use of wood material. Projects: FONDEF D03I1020 y D06I1034
2005-2006  Member of Extended Direction, Coordinator Graduated Level, School of Design, Pontificia Universidad Católica de Chile.
HONORS AND AWARDS

2002 – 2003  Faculty of Architecture, Design and Urban Studies Award for the best student of the class

2004  Honorable Mention, for his Undergraduate Final Project in the Santiago Biennial

1995  3rd Prize, in the CINTAC Design Competition

RECENT PUBLICATIONS


2008  Publication Nursury Sala Cuna RUCALAF Integra-Villarrica in D+A journal, Nº 5, pag. 34, 35, 36. Chapter: “Más Allá de un Sueño.”

2008  “Effective architectural design strategies for thermal comfort with energy efficiency in two nursery schools in Chile”. Authors: Baixas; Bustamante; Encinas; Ubilla.

2007  Author of Book Chapter about architecture: Nursury Sala Cuna RUCALAF Integra-Villarrica, pag. 85-94.in the book: “Diseño, Construcción y Equipamiento Sala Cuna Modelo en Villarrica para Fundación Integra” Chile Emprende Editions, Fundación Integra and Sede Villarrica PUC.


Roberto Moris Iturrieta
Assistant Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
2004 Master in Cities Design and Social Science, London School of Economics, England, United Kingdom
1999 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007 – present Deputy Director, Urban and Territorial Studies Institute PUC, Chile
2007 - 2008 Member of the Academic Board, School of Architecture, PUC, Chile
2005 - 2007 Professor, School of Architecture, Universidad Diego Portales, Chile
2002 - present Assistant Professor, School of Architecture, PUC, Chile
2000 - 2002 Instructor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2005 - 2007 Head of the Urban Project Department, MINVU, Santiago, Chile
2002 - 2003 Consultant, MINVU (Ministry of Housing and Urban Development), Chile
2002 - 2003 Technical Secretary of the Urban Reform, MINVU, Santiago, Chile
2002 - 2003 Technical Secretary of the City and Territory Ministers Committee, Santiago, Chile
2000 - 2001 Head of Projects, SEREX, PUC, Chile

RESEARCH AND EXHIBITIONS

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2008 Global Exchange Council. Spring Summit, Urban Land Institute, Dallas, USA. Mayo
2007 Jury for Competition. SET07 – 6th international Conference on Sustainable Energy Technologies, Santiago, Chile.
2006 Task Force for the urban projects integrated evaluation methodologies.
2005 Coastal Borders Committee. Government of Chile.
2000 – 2001 Anillo Interior de Santiago Committee. Special committee created for the promotion of an academic initiative as a public urban strategy.

HONORS AND AWARDS
2003 British Chevening Scholarship, British Council, United Kingdom
2001 2º place. International Competition. Proposal of urban reconversion of former airport (Portal Bicentenario, Cerrillos)
2000 President’s Medal. Selected project for RIBA Competition, United Kingdom.
1995 “Matrícula de Honor” Award, Scholarship for the best student of the class, PUC, Chile

RECENT PUBLICATIONS


1996 R. Moris (Colaborator), “La Visión de los Jóvenes Profesionales”. Paz Ciudadana Fundation, Chile
Ivan Poduje Capdeville
Assistant Professor

CURRENT TEACHING AREA: Urban Project

EDUCATION:
1994  Architect, Pontificia Universidad Católica de Valparaiso, Chile
2003  Master in Urban Development, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
Academic coordinator, Diploma in Property Valuation, PUC, Chile
Academic coordinator, Diploma in Management and Urban Projects, PUC, Chile
2003 - 2004  Director, Master in Urban Development, PUC, Chile
2003 - present  Assistant Professor, Institute of Urban Studies, PUC, Chile
2001 - 2003  Assistant Professor, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
Architect, Atisba, Chile
2005  “Marga marga: Marina Deportiva y Revitalización Urbana Estero Viña del Mar”
Commission by the Canadian company Baird.
2005  “Plan Estratégico Comunidad Benedictina de Las Condes”, Commission by the Benedictian Community to the External Service Office (SEREX), Faculty of Architecture, Design and Urban Studies, Pontificia Universidad Católica.
2005  Head of the Project, “Proyectos Urbanos en Cuatro Ciudades”
2004  Head of the Project, “Plan Maestro Complejo Ecológico, Cultural y Metropolitano de Santiago (Zoo La Platina)”, Commission by the Department of Urbanism and Housing.

RESEARCH AND EXHIBITION
2003 - 2004  “Designing, Implementing, Measuring Sustainable Urban Development (DIMSUD)”, PUC Institute of Urban Studies, the Swiss Federal Institute of Technology (ETH), and the Massachusetts Institute of Technology (MIT)

RECENT PUBLICATIONS
2005  Iván Poduje, Alexander Galetovic, “Quien es Santiago” in “Santiago: Donde Estamos y Hacia donde Vamos” Publish by the Center of Public Studies (CEP).


2005  Iván Poduje, ‘From Understanding to Action: Sustainable Urban Development in Medium-Sized Cities in Africa and Latin America’, Chapters 6 and 7, Publish by Springer
Philippe Blanc  
Assistant Professor

CURRENT TEACHING AREA: Representation & Computing

EDUCATION:  
2005 - present  Ph.D. © in Architecture and Urban Studies, Pontificia Universidad Católica de Chile
1996  Architect. Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:  
2004 - present  Assistant Professor, School of Architecture, PUC, Chile  
2000 - 2004  Instructor, School of Architecture, PUC, Chile  
1992 - 1998  Teacher Assistant, School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE:  

RESEARCH AND EXHIBITIONS  
1995 1998  Collaborator "The Spatial Configuration of peripheral settlements in Santiago de Chile: the implication of physical consolidation for the quality of urban life"  
(Research PUC / UCL) European Union
1995 1997  Collaborator "Arquitectura y Espacio Litúrgico: Una exploración teórico proyectual de los espacios de renovación litúrgica propuestos por el concilio Vaticano II"  
Dirección de investigación de la Vicerrectoría académica de la Pontificia Universidad Católica de Chile (Programa Fe y Cultura).
1993  Project Selected for Expo talleres exhibition

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE  
HONORS AND AWARDS  
2004  Second Place in Ministerio de Obras Públicas de La Serena contest.
2002  First Prize in Mount exhibition XIII Architecture Biennale contest with Carolina Portugueis.  
2000  First Prize Montaje Muestra de la Escuela de Arquitectura de la Pontificia Universidad Católica de Chile contest in the XII Architecture Biennale.  
2000  Title Project selected for international exhibition R.I.B.A. President’s Medal student awards (bronze medal runner up).
2000  Title Project (Juan Ignacio Baixas, tutor) presented in the XII Architecture Biennale.  
1999  Best Student of the generation Award  
1996  Third Place in Competition: Remodelación Ruinas de Huanchaca with Alejandro Aravena and Alejandro Morales  
1995  Expo talleres exhibition Award  
1994  Expo talleres exhibition Award  
1994  Honorable Mention in Competition: Centro de Información Sergio Larraín García Moreno  
Alejandro Aravena, Jorge Nordenflycht, Alvaro Scmitt, Philippe Blanc.
RECENT PUBLICATIONS
2007  ARQ review N° 66 Essays and Documents Section: “Tensiones en el Cabanon de Le Corbusier”
2006  Alumundo magazine (XV Architecture Biennale.) Projects Section: “Edificio Centralizado de Baños en Planta Polpaico.”
2005  ARQ review N° 59 Projects Section: “Departamento Cavieres, el tiempo”
2005  CA journal (Chartered Society of Chilean Architects) N° 123 “Casa Traverso Iglesis”
2003  ARQ Review N° 55 Essays and Documents Section: “Lectura de Lina Bo: Pompéia”
2002  ARQ Review N° 49 Recent Projects Section, Contest : Montaje XIII Bienal de Arquitectura.
2002  Catalog XIII Architecture Biennale Memoria del Montaje
2002  ARQ Review N° 52. Recent Projects Section, “Remodelación Departamento Cavieres.”
2001  Compendium ARQ Editions. Generación del ’90. Fabrica de Tracto-nive
Fernando Campino Johnson
Associate Professor

CURRENT TEACHING AREA: Representation & Computing

EDUCATION:
1977   Architect, Pontificia Universidad Católica de Chile
1978   Artist, Pontificia Universidad Católica de Chile

SELECTED EACHING AND ADMINISTRATIVE EXPERIENCE:
2003 - present   Associate Professor, School of Architecture, PUC, Chile
1985 - 2003       Assistant Professor, School of Architecture, PUC, Chile
1980 - 1985       Instructor, School of Architecture, PUC, Chile
1976 - 1980       Instructor, School of Art, PUC, Chile
1976 - 1979       Teacher Assistant, School of Art, PUC, Chile

PROFESSIONAL EXPERIENCE
2006 - present   Associate Architect, Campino Architects
1998 - 2006       Associate Architect, Toro, Cox and Campino Associate Architects
1996 - present   Director, Company Ariztia.
1980 - 1998       Projects Manager, Company Ariztia

RESEARCH AND EXHIBITIONS
1995 - “El Dibujo Una Dualidad Complementaria” FONDEDOC, Pontificia Universidad Católica de Chile

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2006 - present   President, Esperanza y Solidaridad Fundation, Chile
2003 - 2006       Director, Esperanza y Solidaridad Fundation, Chile
1990 - 1991       Directive Board Member, Chilean Architecture Archives, National Association of Architects, Santiago, Chile
1983 - 2004       Member of the Special Admisión Test Comisión, School of Architecture, PUC, Chile.

PUBLICATIONS
1998  F. Campino, Article Restauración del Monasterio de San Agustín de Melipilla, Vivienda Decoración magazine, El Mercurio de Santiago newspaper.
1999  F Campino, Article el croquis como herramienta de trabajo del arquitecto, Vivienda Decoración magazine, El Mercurio de Santiago newspaper.
Pedro Hidalgo
Professor

CURRENT TEACHING AREA: Structures

EDUCATION:
1975  Ph.D., University of California, Berkeley, USA
1966  Master of Science in Engineering, University of California, Berkeley, USA
1963  Civil Engineer, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
2006 - present  Professor, Faculty of Civil Engineering, Universidad de los Andes, Chile
2005  Professor Emeritus, PUC, Chile
1987 - present  Professor, School of Architecture, PUC, Chile
1985 - 1987  Secretario Académico Escuela de Ingeniería, P. Universidad Católica de Chile.
1980 - present  Professor, School of Engineering, PUC, Chile
1977 - 1979  Associate Research Engineer, Earthquake Engineering Research Center, University of California, Berkeley, USA
1975 - 1977  Head, Department of Structural Engineering and Geotechnology, PUC, Chile.
1974  Junior Specialist I, College of Engineering, Universidad de California, Berkeley,
1971 - 1974  Research Assistant, College of Engineering, University of California, Berkeley.
1970 - 1971  Director, School of Engineering, PUC, Chile.
1968 - 1977  Associate Professor, School of Engineering, PUC, Chile
1967 - 1970  Sub-Director, School of Engineering, PUC, Chile.
1963 - 1967  Assistant Professor, School of Engineering, PUC, Chile
1960 - 1962  Teacher Assistant, School of Engineering, PUC, Chile

PROFESSIONAL EXPERIENCE
2006 - present  Consultant Engineer, ARA Worley Parsons
1989 - 2006  Consultant Engineer, Arze, Reciné y Asociados (ARA)
1982 - 1986  Consultant Engineer, G + V Ingenieros Ltda.
1963 - present  Civil Engineer

RESEARCH AND EXHIBITION
1998 - 1999  “Desarrollo de un modelo para predecir la respuesta sísmica inelástica de edificios estructurados con muros de hormigón armado” FONDECYT project n° 1980953, Head of Research
1997  “Desarrollo de un Modelo para Predecir la Respuesta Sísmica Inelástica de Edificios” Research Direction Projecto n° 97/14, Head of Research
1995 - 1996  “Diseño sísmico de muros de hormigón armado” FONDECY Project n° 1950887, Head of Research

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
1980 - 1983  Member of the Committee “Albañilería Armada”, National Regulation Institute, Santiago, Chile
1983 - 1985  Technical Secretary, Committee of the Regulation NCh 1928, “Albañilería Armada - Requisitos para el Diseño y Cálculo”, National Regulation Institute, Santiago, Chile
1985 - 1986  Technical Secretary, Committee of the Regulation NCh 1537, “Cargas Permanentes y Sobrecargas de Uso para el Diseño de Edificios”, National Regulation Institute, Santiago, Chile

1990 - 1996  Technical Secretary, Committee of the Regulation NCh 433, “Diseño Sísmico de Edificios”, National Regulation Institute, Santiago, Chile

1986 - 1996  Member of the Coordinator Committee of National Seismic Regulation, Santiago, Chile

1998 - 2002  Technical Secretary, Committee of the Regulation NCh 2369, “Diseño Sísmico de Estructuras e Instalaciones Industriales”, National Regulation Institute, Santiago, Chile

2002 - 2003  Technical Secretary, Committee of the Regulation NCh 2745, “Análisis y Diseño de Edificios con Aislación Sísmica”, National Regulation Institute, Santiago, Chile

HONORS AND AWARDS

2005  ACHISINA Award, for the excellence in Seismology and Antiseismic Engineering.

1965  Luis Ropert Gallet Award, of the Engineering Foundation of the Universidad Católica de Chile

1964  Ismael Valdés Valdés Award, of the Chilean Institute of Engineers

RECENT PUBLICATIONS

2005  Hidalgo, P., Gelmi, J.M., Núñez, D., Magna, C., “Respuesta Sísmica Inelástica de Edificios Estructurados con Muros de Hormigón Armado”, 9as Jornadas Chilenas de Sismología e Ingeniería Antisísmica, Concepción, Chile

2005  Hidalgo, P., Gazitúa, C., Gálvez, M., Toro, R., “Respuesta Sísmica Inelástica de Edificios de Hormigón Armado con una Estructuración Mixta de Muros y Pórticos”, 9as Jornadas Chilenas de Sismología e Ingeniería Antisísmica, Concepción, Chile

CURRENT TEACHING AREA: Professional Practice

EDUCATION:
1966 Diploma, CONESCAL, OEA, México
1966 Architect, Pontificia Universidad Católica de Chile

SELECTED TEACHING AND ADMINISTRATIVE EXPERIENCE:
1985 - present Professor, School of Architecture, PUC, Chile
1984-1987 Director, School of Architecture, PUC, Chile
1979 - 1985 Associate Professor, School of Architecture, PUC, Chile
1978-1980 Sub-Director School of Architecture, PUC, Chile

PROFESSIONAL EXPERIENCE
2002 Architect associated with Renato D’Alancon
(Project: School of Nursery, Campus San Joaquín, PUC, Chile)
1965-1966 Architect, Ministry of Education, Santiago, Chile
1961-1964 Oficina de Arquitectos Jorge Larraín L. and Hernán Riesco G.

RESEARCH AND EXHIBITIONS
1997 Research Team Member for the Study of Infrastructure Requirements - Plan for Improvement of Education - MINEDUC. Projects and Research Direction. Faculty of Architecture and Fine Arts. P.U.C.

ACADEMIC, PROFESSIONAL AND PUBLIC SERVICE
2005-present President, Permanent Graduation board, School of Architecture, PUC, Chile.
1989 Evaluator Research Projects CONICYT. Chile

HONORS AND AWARDS
2000 MINEDUC Contest for Architecture Students 1° Mention -Project: “Liceo de Matemáticas y Ciencias, Comuna de Huechuraba”.
1999 First Prize Competition for students: Architecture in Steel (CAP). Museo para el 3º Milenio, with Prof. R. D’Alencon.
1997 Third Prize and First Honorable Mention in Internacional Competition for Architecture Students “Graphisoft: Construcción de Lugares que nunca Existieron”. with Prof. R. D’Alencon.

RECENT PUBLICATIONS
2001 A. Junemann, “Arquitectura del inicio del Modernismo”, ARQ Editions, PUC, Chile
2000 Book Premios Nacionales de Arquitectura con motivo de la XII Biennial: Chapter about Jorge Aguirre Silva. Universidad del Bio-Bio
1996 A. Junemann, “Jorge Aguirre Silva, un arquitecto del Movimiento Moderno”, ARQ E.
SUPPLEMENTAL INFORMATION

4.7 SCHOOL CATALOG
SUPPLEMENTAL INFORMATION

4.8 PUC FACULTIES
4.8 PUC FACULTIES

1. FACULTY OF AGRONOMY AND FORESTRY ENGINEERING

2. FACULTY OF ARCHITECTURE, DESIGN, AND URBAN STUDIES
   SCHOOL OF ARCHITECTURE
   INSTITUTE OF URBAN STUDIES
   SCHOOL OF DESIGN

3. FACULTY OF ARTS
   SCHOOL OF ART
   INSTITUTE OF MUSIC
   SCHOOL OF DRAMA

4. FACULTY OF BIOLOGICAL SCIENCES

5. FACULTY OF CHEMISTRY

6. FACULTY OF COMMUNICATIONS

7. FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES
   INSTITUTE OF ECONOMICS
   SCHOOL OF MANAGEMENT

8. FACULTY OF EDUCATION

9. FACULTY OF ENGINEERING
   SCHOOL OF ENGINEERING
   SCHOOL OF CIVIL CONSTRUCTION

10. FACULTY OF HISTORY, GEOGRAPHY, AND POLITICAL SCIENCE
    INSTITUTE OF HISTORY
    INSTITUTE OF GEOGRAPHY
    INSTITUTE OF POLITICAL SCIENCE

11. FACULTY OF LAW

12. FACULTY OF LITERATURE AND LINGUISTICS

13. FACULTY OF MATHEMATICS

14. FACULTY OF MEDICINE
    SCHOOL OF MEDICINE
    SCHOOL OF NURSING

15. FACULTY OF PHILOSOPHY
    INSTITUTE OF PHILOSOPHY
    INSTITUTE OF AESTHETICS PHYSICS

16. FACULTY OF PHYSICS

17. FACULTY OF SOCIAL SCIENCES
    INSTITUTE OF SOCIOLOGY
    SCHOOL OF PSYCHOLOGY
    SCHOOL OF SOCIAL WORK

18. FACULTY OF THEOLOGY

COLLEGE

REGIONAL CAMPUS / VILLARRICA
SUPPLEMENTAL INFORMATION

4.9 SURVEYS
4.9 SURVEYS

**ENCUESTA DE EVALUACIÓN DOCENTE**

**¿Contínuas con tu aporte!**

Te invitamos a realizar esta evaluación de la manera más seria y honesta posible.

Evalúe al Profesor y el Curso en los siguientes aspectos, seleccionando la opción de respuesta que mejor refleje su opinión. Si el aspecto no es pertinente, seleccione la opción “No Aplicable”.

**Profesor: Arenas Daza Fernando**

Curso: Calculo III Siglo: MAT1523 Sección: 2

**Aspectos Fundamentales a Evaluar (Área Obligatoria)**

- La claridad con que el profesor explica la materia.
- La capacidad del profesor de estimular el interés y atención de los alumnos.
- El nivel de profundidad con que el profesor ha entregado los contenidos.
- La disposición del profesor a estar accesible para aclarar dudas de parte de los alumnos.
- La relación entre el nivel y cantidad de los contenidos entregados comparado con lo evaluado en el curso.
- El aporte a su formación que le fue entregado por este curso.

**Valoración Global ( Área Obligatoria )**

<table>
<thead>
<tr>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Recomienda Ud. este profesor a un amigo
- ¿Ud. está satisfecho con el curso?

Su dedicación al curso, en horas semanales, fue Mayor, Igual o Menor que el número de créditos asignados al curso.

**Aspectos Complementarios ( Área Opcional )**

- El entusiasmo que demuestra el profesor al enseñar esta materia.
- La diferenciación entre claves y desde un comienzo de la forma de calificar el rendimiento de los alumnos.
- La asistencia del profesor a clases.
- El aporte de la asistencia a clases para una buena comprensión de los contenidos del curso.
- El uso de las tecnologías de apoyo al curso ( sitio web, internet, software multimedia, etc. ) como complemento importante de la clase presencial.
- La disposición a hacer comentarios posteriores, sobre las pruebas y trabajos, de manera que los alumnos puedan darse cuenta de sus errores.
- El aporte de las ayudas al curso.

**Comentarios ( Área Opcional )**

Comente sobre aquellos aspectos que, Ud. considere, fueron positivos y aquellos que se debiera mejorar en el curso y/o en el trabajo del profesor ( tales como: organización, claridad en exposición, relación profesor-alumno, cantidad de trabajo, evaluación y notas ).

GUARDAR: Al presionar el botón GUARDAR, usted podrá modificar la encuesta las veces que estime necesario pero esta quedará en estado pendiente.

EVALUAR: Al presionar el botón EVALUAR la encuesta quedará registrada como definitiva lo cual no requiere la inscripción para la recepción de cursos y no podrá volver a modificarse.

INFORMACIÓN SEGURA Y CONFIDENCIAL

¿Tiene alguna duda? comuníquese al: evaluacion@escuelas.edu
PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
ESCUELA DE ARQUITECTURA
EVALUACIÓN TALLERES DE FORMACIÓN Y EJERCITACIÓN
COMISIONES EVALUADORAS SEMESTRE II.2003

TALLER EVALUADO: _____________________
FECHA:

NOMBRE PROFESOR EVALUADOR:
Esta encuesta, realizada por la Dirección de la Escuela, tiene como objetivo recoger y sistematizar las impresiones y observaciones que los profesores establecen con respecto a la marcha de los talleres de formación y ejercitación de la Escuela, respectivamente.
Nos parece que como Escuela, éste constituye un primer paso para lograr contar con una evaluación desde el cuerpo docente, complementaria a la de los alumnos de estos mismos ramos. Desde ya agradecemos su participación en este proceso.

| 1. (Objetivos) El taller en general, ha alcanzado los objetivos planteados en la presentación. |
| 2. (Perfil temático) Los proyectos en particular, logran entrar en el perfil temático propuesto por el taller. |
| 3. (Representación) Los proyectos demuestran capacidad, síntesis y creatividad, en la representación de los proyectos. |
| 4. (Asp. urbanos) Los proyectos abordan los problemas urbanos que un taller y un alumno de este nivel debiera manejar. |
| 5. (Asp. Constructivos y estructurales) Los proyectos abordan los problemas y aspectos técnico-constructivos que un taller y un alumno de este nivel debiera manejar. |
| RESPOSTER ESTA PREGUNTA EN RELACIÓN AL TEMA QUE EL TALLER PROPONE |
| 6. (Complejidad) En su opinión, los contenidos y resultados del taller, ¿corresponden al grado de complejidad esperado en un taller de este nivel? |
| 7. Comentarios y sugerencias al otro lado de la página |

<table>
<thead>
<tr>
<th>0%-20%</th>
<th>20%-40%</th>
<th>40%-60%</th>
<th>60%-80%</th>
<th>80%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Estimado/a Profesor:
Junto con agradecerle la participación en este proceso de titulación, queremos pedirle que nos ayude a evaluar su eficacia contestando la siguiente pauta. Esto será de gran ayuda puesto que nos permitirá mirar las principales debilidades y fortalezas de los arquitectos UC. Esta encuesta es anónima, no hay respuestas buenas ni malas por lo que le pedimos conteste todas.

I. Marqué (X) cuan de acuerdo está usted con las siguientes afirmaciones:

<table>
<thead>
<tr>
<th>Los alumnos demostraron en el proceso de titulación:</th>
<th>Muy de Acuerdo</th>
<th>De Acuerdo</th>
<th>En Desacuerdo</th>
<th>Muy En Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominio de los temas desarrollados</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatividad en las propuestas y soluciones aplicadas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para diseñar una forma arquitectónica coherente</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para proponer y manejar un programa arquitectónico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Una clara y adecuada estrategia de representación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherencia entre las escalas de trabajo y las problemáticas abordadas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para exponer sus ideas de forma consistente</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigurosidad en el trabajo presentado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Respecto al trabajo de la comisión permanente:

<table>
<thead>
<tr>
<th>Las correcciones plantearon directrices claras de trabajo a los alumnos</th>
<th>Muy de Acuerdo</th>
<th>De Acuerdo</th>
<th>En Desacuerdo</th>
<th>Muy En Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demostraron continuidad en los criterios de evaluación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La asistencia a los exámenes fue adecuada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Finalmente, queremos pedirle que nos señale sus principales comentarios. (Sin importar la extensión)

De antemano muchas gracias
Encuesta a alumnos de titulación

I. Evaluación general del proceso de titulación:

1. Tu experiencia como alumno durante el proceso de titulación fue:

   | Muy Buena | Buena | Regular | Mala | Muy Mala |

2. Durante la fase de titulación, tú dirías que tu dedicación fue en relación al resto de tu carrera (es decir, de las etapas anteriores: formación y ejercitación):

   | Mayor | Igual | Menor |

3. Tú dirías que la formación recibida en la fase de titulación en relación a las otras fases (formación, ejercitación) de la carrera fue:

   | Mejor | Igual | Peor |

4. Tu experiencia en el proceso de titulación fue, en relación a las otras etapas formativas:

   | Significativamente distinta | Medianamente distinta | Similar a las otras etapas |

5. Durante el proceso de titulación, que otras actividades realizaste: (marca todas las que señale)

   - Prácticas profesionales
   - Trabajo
   - Cursos pendientes
   - Otros, ¿cuáles?
   - Sólo el proceso de titulación

II. Evaluación de las etapas del proceso de titulación:

6. El trabajo realizado en Aula I, fue para el desarrollo de tu proyecto de título:

   | De gran utilidad | De mediana utilidad | Sin utilidad |

7. El trabajo realizado en Aula II, fue para el desarrollo de tu proyecto de título:

   | De gran utilidad | De mediana utilidad | Sin utilidad |

8. La realización de una etapa de trabajo sin tutor/profesor guía (entre examen de anteproyecto y el proyecto de título), tú dirías que fue para tu formación como arquitecto:

   | Muy Buena | Buena | Regular | Mala | Muy Mala |
9. En relación a cada una de las etapas del proceso de titulación dirías que:

<table>
<thead>
<tr>
<th></th>
<th>Adecuada</th>
<th>Excesiva</th>
<th>Mínima</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. La exigencia requerida en Aula I fue:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. La exigencia requerida en Aula II fue:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9c. La exigencia requerida en Proyecto de Título fue:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Evaluación del profesor guía o tutor:

10. Evalúa con nota de 1 a 7, el trabajo de tu profesor guía / tutor, en los siguientes aspectos:

<table>
<thead>
<tr>
<th>Aspectos a evaluar del profesor guía / tutor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Manejo del tema de tu proyecto de título</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10b. Disponibilidad para responder dudas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10c. Criterios de corrección utilizados</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10d. Claridad en las sugerencias y correcciones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10e. Interés en el desarrollo de tu proyecto de título</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10f. Metodología de trabajo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Evaluación del sistema de evaluaciones:

11. En cuanto al sistema de evaluaciones del proceso de titulación, que tan de acuerdo estás con las siguientes afirmaciones:

<table>
<thead>
<tr>
<th>Aspectos a evaluar del sistema de evaluaciones</th>
<th>Muy de acuerdo</th>
<th>De acuerdo</th>
<th>En desacuerdo</th>
<th>Muy en desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>11a. El proceso debe tener tres etapas progresivas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11b. Las evaluaciones de las comisiones fueron un aporte al proyecto de título</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11c. Los criterios que utilizó la comisión fueron conocidos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11d. Los aportes de la comisión evaluadora estaban en la misma línea que los de tu profesor guía o tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11e. Fue un aporte importante la opinión del arquitecto invitado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### V. Duración del proceso de titulación:

12. En relación a la duración del proceso de titulación, tú consideras que:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Es adecuado</td>
<td>Es muy poco tiempo</td>
</tr>
<tr>
<td>Es demasiado tiempo</td>
<td></td>
</tr>
</tbody>
</table>

### VI. Satisfacción con las notas obtenidas:

13. Considerando las notas que obtuviste, tú dirías que éstas reflejan:
ÁREA DE TITULACIÓN / ESCUELA DE ARQUITECTURA
FACULTAD DE ARQUITECTURA DISEÑO Y ESTUDIOS URBANOS

<table>
<thead>
<tr>
<th>Aspectos a calificar</th>
<th>Sí, lo reflejan</th>
<th>No, mis notas son inferiores</th>
<th>No, mis notas son superiores</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. ¿el esfuerzo que has puesto?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13b. ¿el aprendizaje que has tenido?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13c. ¿lo bien formado(a) que estás para ejercer profesionalmente?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. Evaluación al aporte del proceso de titulación:

14. En relación a la siguiente afirmación “el proyecto de título me permitió sintetizar los conocimientos adquiridos durante toda la carrera”, tú dirías que estás:

Muy de acuerdo  De acuerdo  En desacuerdo  Muy en desacuerdo

15. Si pudieras ponerle una nota al proceso de titulación, la nota sería un: [ ]

VIII. Antecedentes

16. Sexo: [ ] Femenino [ ] Masculino

17. Vía de titulación:
   ___ Aulas temáticas
   ___ Aula abierta
   ___ Alumno libre

18. Nombre del profesor guía o tutor: ________________________________

19. Sugerencias y/o comentarios finales

¡¡Muchas gracias!!
Estimado/a Profesor:
Junto con agradecerle el tiempo de corregir a los estudiantes, queremos pedirle que nos ayude a evaluar la fase de titulación contestando la siguiente pauta. Esto será de gran ayuda puesto que nos permitirá mirar las principales debilidades y fortalezas de los arquitectos UC. En esta encuesta no hay respuestas buenas ni malas por lo que le pedimos conteste todas.

I. Marqué (X) cuan de acuerdo está usted con las siguientes afirmaciones:

<table>
<thead>
<tr>
<th>Los alumnos demuestran en sus Proyectos de Título:</th>
<th>Muy de Acuerdo</th>
<th>De Acuerdo</th>
<th>En Desacuerdo</th>
<th>Muy En Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominio de los temas desarrollados</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatividad en las propuestas y soluciones aplicadas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para diseñar una forma arquitectónica coherente</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para proponer y manejar un programa arquitectónico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Una clara y adecuada estrategia de representación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherencia entre las escalas de trabajo y las problemáticas abordadas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacidad para exponer sus ideas de forma consistente</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigurosidad en el trabajo presentado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Respecto al trabajo del profesor guía o tutor:

<table>
<thead>
<tr>
<th>Los proyectos logran demostrar el perfil temático propuesto por el aula</th>
<th>Muy de Acuerdo</th>
<th>De Acuerdo</th>
<th>En Desacuerdo</th>
<th>Muy En Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sus estudiantes presentaron un proceso de titulación adecuadamente guiado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Finalmente, queremos pedirle que nos señale sus principales comentarios. (sin importar la extensión)

De antemano muchas gracias
SUPPLEMENTAL INFORMATION

4.10 FLOOR PLANS
POLÍTICAS PÚBLICAS UC
OFFICE 38,3 m²
COMPUTER CLASSROOM (Crisol 2) 53,5 m²
CIRCULATION 9,2 m²
STUDIOS 28,3 m² each
ASSEMBLY AND EXHIBIT 147 m²
ASSEMBLY AND EXHIBIT 66 m²
STUDIO 31 m²
OFFICE 23,5 m²
OFFICE 24,8 m²
OFFICE 28 m²
OFFICE 25 m²
CLASSROOM 44,6 m²
CLASSROOM 33,5 m²
ASSEMBLY AND EXHIBIT 78 m²
SCHOOL OF ARCHITECTURE / FACULTY OF ARCHITECTURE, DESIGN AND URBAN STUDIES
PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
LO CONTADOR CAMPUS
FLOOR 2
SCHOOL OF DESIGN
Office Boardroom Restrooms Studio Classroom Assembly and Exhibit Computer Classroom Auditorium
Office Boardroom Restrooms Studio Classroom Assembly and Exhibit Computer Classroom Auditorium
<Architecture Building>
<Casona Lo Contador>
SUPPLEMENTAL INFORMATION

4.11 BUDGET INFORMATION
<table>
<thead>
<tr>
<th>Year</th>
<th>Contribution Unit Budget</th>
<th>Contribution Other Funds</th>
<th>ADMISSION FEES AND RIGHTS</th>
<th>CONSULTANCY AND SERVICES</th>
<th>GOVERNMENT CONTRIBUTION</th>
<th>Other Incomes</th>
<th>TAX Transfer</th>
<th>Total Operating Incomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>899,160</td>
<td>6,848</td>
<td>44,245</td>
<td>93,590</td>
<td>0</td>
<td>0</td>
<td>18,801</td>
<td>1,062,644</td>
</tr>
<tr>
<td>2004</td>
<td>931,290</td>
<td>23,401</td>
<td>73,276</td>
<td>107,613</td>
<td>0</td>
<td>161</td>
<td>2,598</td>
<td>1,138,339</td>
</tr>
<tr>
<td>2005</td>
<td>928,795</td>
<td>5,276</td>
<td>78,104</td>
<td>203,375</td>
<td>0</td>
<td>286</td>
<td>0</td>
<td>1,215,836</td>
</tr>
<tr>
<td>2006</td>
<td>1,030,624</td>
<td>2,940</td>
<td>89,314</td>
<td>141,679</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,271,484</td>
</tr>
<tr>
<td>2007</td>
<td>1,128,104</td>
<td>1,874</td>
<td>93,941</td>
<td>275,254</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,499,750</td>
</tr>
<tr>
<td>2008</td>
<td>1,164,771</td>
<td>1,874</td>
<td>10,316</td>
<td>188,799</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,378,825</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Operating Incomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1,062,644</td>
</tr>
<tr>
<td>2004</td>
<td>1,138,339</td>
</tr>
<tr>
<td>2005</td>
<td>1,215,836</td>
</tr>
<tr>
<td>2006</td>
<td>1,271,484</td>
</tr>
<tr>
<td>2007</td>
<td>1,499,750</td>
</tr>
<tr>
<td>2008</td>
<td>1,378,825</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>(121,990)</td>
</tr>
<tr>
<td>2004</td>
<td>(367,723)</td>
</tr>
<tr>
<td>2005</td>
<td>(415,407)</td>
</tr>
<tr>
<td>2006</td>
<td>(346,343)</td>
</tr>
<tr>
<td>2007</td>
<td>(475,102)</td>
</tr>
<tr>
<td>2008</td>
<td>(445,432)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No Operating Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>490,298</td>
</tr>
<tr>
<td>2004</td>
<td>718,411</td>
</tr>
<tr>
<td>2005</td>
<td>1,008,357</td>
</tr>
<tr>
<td>2006</td>
<td>951,894</td>
</tr>
<tr>
<td>2007</td>
<td>1,264,835</td>
</tr>
<tr>
<td>2008</td>
<td>1,112,779</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No Operating Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>214,453</td>
</tr>
<tr>
<td>2004</td>
<td>381,046</td>
</tr>
<tr>
<td>2005</td>
<td>537,441</td>
</tr>
<tr>
<td>2006</td>
<td>543,613</td>
</tr>
<tr>
<td>2007</td>
<td>664,016</td>
</tr>
<tr>
<td>2008</td>
<td>593,856</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>No Operating Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>275,844</td>
</tr>
<tr>
<td>2004</td>
<td>337,365</td>
</tr>
<tr>
<td>2005</td>
<td>470,916</td>
</tr>
<tr>
<td>2006</td>
<td>408,281</td>
</tr>
<tr>
<td>2007</td>
<td>600,819</td>
</tr>
<tr>
<td>2008</td>
<td>518,923</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>153,054</td>
</tr>
<tr>
<td>2004</td>
<td>(30,358)</td>
</tr>
<tr>
<td>2005</td>
<td>55,509</td>
</tr>
<tr>
<td>2006</td>
<td>61,938</td>
</tr>
<tr>
<td>2007</td>
<td>125,717</td>
</tr>
<tr>
<td>2008</td>
<td>73,492</td>
</tr>
</tbody>
</table>
Chart 2

<table>
<thead>
<tr>
<th>Central Budget</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution Faculty Salaries</td>
<td>781.950</td>
<td>827.980</td>
<td>826.613</td>
<td>914.196</td>
<td>999.526</td>
<td>1,034.766</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution Administrative Staff</td>
<td>52.292</td>
<td>51.629</td>
<td>51.156</td>
<td>64.853</td>
<td>61.930</td>
<td>62.941</td>
</tr>
<tr>
<td>Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution General Expenditures</td>
<td>25.970</td>
<td>25.639</td>
<td>25.319</td>
<td>25.590</td>
<td>41.919</td>
<td>42.193</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By December M$ 886,581 931,290 928,795 1,030,624 1,128,104 1,164,771

Graph 1

School of Architecture Central Budget
2003_2008

- Contribution Assistant Salary Budget
- Contribution General Expenditures Budget
- Contribution Administrative Staff Salary
- Contribution Faculty Salaries Budget
Chart 3

<table>
<thead>
<tr>
<th>Contribution Other Funds and Other Incomes</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution Other Funds and Other Incomes</td>
<td>6,848</td>
<td>23,562</td>
<td>5,562</td>
<td>9,868</td>
<td>2,451</td>
<td>14,938</td>
</tr>
</tbody>
</table>

Graph 2

Other Funds and Incomes School of Architecture
2003_2008
Graph 3

Incorporation Fee of Extension, Consultancy and Services
School of Architecture
2003_2008
Graph 4

Endowments School of Architecture
2003_2008

Chart 5

<table>
<thead>
<tr>
<th>Endowments</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ciudad y las Palabras</td>
<td>2,008</td>
<td>2,008</td>
<td>0</td>
<td>2,008</td>
<td>2,008</td>
<td>2,008</td>
<td>10,040</td>
</tr>
<tr>
<td>Centre of Innovation and Development of Wood</td>
<td>3,396,238</td>
<td>3,396,238</td>
<td>0</td>
<td>0</td>
<td>11,481,799</td>
<td>0</td>
<td>18,274,274</td>
</tr>
<tr>
<td>Elemental Course</td>
<td>24,193,168</td>
<td>11,799,806</td>
<td>64,780,931</td>
<td>64,712,780</td>
<td>32,623,130</td>
<td>36,122,654</td>
<td>334,232,469</td>
</tr>
<tr>
<td>Ediciones ARQ</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Faculty Projects</td>
<td>131,468,988</td>
<td>0</td>
<td>131,468,988</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>131,468,988</td>
</tr>
<tr>
<td>Total</td>
<td>27,591,414</td>
<td>15,198,052</td>
<td>64,780,931</td>
<td>64,714,788</td>
<td>275,575,924</td>
<td>36,124,662</td>
<td>483,985,770</td>
</tr>
</tbody>
</table>
Fondos de Postgrados

<table>
<thead>
<tr>
<th>año</th>
<th>Ingresos</th>
<th>Becas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>103.199</td>
<td>13.552</td>
</tr>
<tr>
<td>2005</td>
<td>113.183</td>
<td>36.124</td>
</tr>
<tr>
<td>2006</td>
<td>195.828</td>
<td>75.526</td>
</tr>
<tr>
<td>2007</td>
<td>224.635</td>
<td>85.153</td>
</tr>
<tr>
<td>2008</td>
<td>294.682</td>
<td>118.020</td>
</tr>
<tr>
<td></td>
<td>931.527</td>
<td>328.375</td>
</tr>
</tbody>
</table>

Fondos de Postgrados (ingresos)

<table>
<thead>
<tr>
<th>Programa</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Program</td>
<td>9.553</td>
<td>29.943</td>
<td>61.805</td>
<td>78.996</td>
<td>91.405</td>
</tr>
<tr>
<td>Architecture Master's Program</td>
<td>93.646</td>
<td>83.241</td>
<td>134.023</td>
<td>145.639</td>
<td>141.298</td>
</tr>
<tr>
<td>Urban Project Master Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53.867</td>
</tr>
<tr>
<td>Landscape Architecture Master Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8.113</td>
</tr>
<tr>
<td></td>
<td>103.199</td>
<td>113.183</td>
<td>195.828</td>
<td>224.635</td>
<td>294.682</td>
</tr>
</tbody>
</table>

Fondos de Postgrado : Ingresos
2004_2008

Diagrama mostrando los ingresos de los programas de posgrado desde 2004 a 2008.
Chart 8

<table>
<thead>
<tr>
<th>Fondos de Postgrados (Becas)</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Program</td>
<td>6.142</td>
<td>25.174</td>
<td>53.919</td>
<td>68.934</td>
<td>81.213</td>
</tr>
<tr>
<td>Urban Project Master Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8.953</td>
</tr>
<tr>
<td>Landscape Architecture Master Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.217</td>
</tr>
<tr>
<td></td>
<td>13.552</td>
<td>36.124</td>
<td>75.526</td>
<td>85.153</td>
<td>118.020</td>
</tr>
</tbody>
</table>

Graph 7

Fondos de Postgrado: Becas
2004_2008

- Landscape Architecture Master Program
- Urban Project Master Program
- Architecture Master’s Program
- PhD Program
<table>
<thead>
<tr>
<th>Kind of Financing</th>
<th>Kind of Benefit</th>
<th>#</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Renewable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Solidarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. External</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Chart 10: Not new students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000-2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>University Loan</td>
<td>114</td>
<td>91,187,771</td>
<td>128,498,849</td>
<td>139,595,621</td>
<td>124,039,160</td>
<td>114,521,195</td>
<td>95,526,100</td>
<td>91,341,191</td>
<td>80,231,418</td>
<td>75,177,954</td>
<td>75,177,954</td>
<td></td>
</tr>
<tr>
<td>Reference Tuition Scholarship</td>
<td>210</td>
<td>971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td></td>
</tr>
<tr>
<td>Staff Member 2004</td>
<td>120</td>
<td>699,701</td>
<td>1,470,776</td>
<td>2,007,000</td>
<td>1,045,750</td>
<td>55,600</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Carrera Paralela</td>
<td>4,203,491</td>
<td>77,710,550</td>
<td>2,376,033</td>
<td>1,477,348</td>
<td>1,629,640</td>
<td>1,796,618</td>
<td>3,653,013</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td></td>
</tr>
<tr>
<td>Financed: University Loan</td>
<td>114</td>
<td>128,498,849</td>
<td>139,595,621</td>
<td>124,039,160</td>
<td>114,521,195</td>
<td>95,526,100</td>
<td>91,341,191</td>
<td>80,231,418</td>
<td>75,177,954</td>
<td>75,177,954</td>
<td>75,177,954</td>
<td></td>
</tr>
<tr>
<td>Financed: Special Incorporation Fee</td>
<td>3,170,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Financed: Reference Tuition Scholarship</td>
<td>210</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td></td>
</tr>
<tr>
<td>Financed: Staff Member 2004</td>
<td>120</td>
<td>699,701</td>
<td>1,470,776</td>
<td>2,007,000</td>
<td>1,045,750</td>
<td>55,600</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Financed: Carrera Paralela</td>
<td>4,203,491</td>
<td>77,710,550</td>
<td>2,376,033</td>
<td>1,477,348</td>
<td>1,629,640</td>
<td>1,796,618</td>
<td>3,653,013</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td></td>
</tr>
<tr>
<td>Financed: University Loan</td>
<td>114</td>
<td>128,498,849</td>
<td>139,595,621</td>
<td>124,039,160</td>
<td>114,521,195</td>
<td>95,526,100</td>
<td>91,341,191</td>
<td>80,231,418</td>
<td>75,177,954</td>
<td>75,177,954</td>
<td>75,177,954</td>
<td></td>
</tr>
<tr>
<td>Financed: Special Incorporation Fee</td>
<td>3,170,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Financed: Reference Tuition Scholarship</td>
<td>210</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td>2,210,971</td>
<td></td>
</tr>
<tr>
<td>Financed: Staff Member 2004</td>
<td>120</td>
<td>699,701</td>
<td>1,470,776</td>
<td>2,007,000</td>
<td>1,045,750</td>
<td>55,600</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Financed: Carrera Paralela</td>
<td>4,203,491</td>
<td>77,710,550</td>
<td>2,376,033</td>
<td>1,477,348</td>
<td>1,629,640</td>
<td>1,796,618</td>
<td>3,653,013</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td>147,913,326</td>
<td></td>
</tr>
</tbody>
</table>

Chart 11: Total of Students Period 2000-2009
SUPPLEMENTAL INFORMATION

4.12 ARQ PUBLICATIONS