



ESCUELA DE ARQUITECTURA
FACULTAD DE ARQUITECTURA, DISEÑO
Y ESTUDIOS URBANOS



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

Program Self-Evaluation Report for 2023
Visit for Renewal of NAAB International Certification

Licentiate in Architecture
(4-year, 400 credit hours)

Professional Degree in Architecture
(5,5-year, 550 credit hours)



Date of last visit: 2016
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PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission

The Legacy of the Pontificia Universidad Católica: 134 Years of Tradition.

The Pontificia Universidad Católica de Chile (UC) was founded on June 21, 1888, with the goal of being an institution that would integrate academic excellence and a formation inspired by the Christian doctrine. At the beginning, the University had only two courses: Law and Mathematics. However, over the years, classes increased, and the schools multiplied. In 1894, the first course on architecture in Chile was held. The first graduates were civil engineers, architects and licentiates in law. From 1920 onwards, the visionary attitude of Rector Monsignor Carlos Casanueva promoted the establishment of six new faculties: Architecture, Economy, Philosophy and Educational Sciences, Medicine, Technology, and Theology, as well as the University Sports Club, the Medical Hospital and the Student Federation. Another important goal of that time was the state subsidy, granted in merit to the importance and prestige that the University had acquired in Chilean society. On February 11, 1930, Pope Pius XI declared it a "Pontifical University", and in 1931, the Chilean government granted it academic autonomy. During its 134 years of existence, the university has created a tradition of prestige and relevance, demonstrated in its graduating professionals who are prepared with ethical values and academic excellence to contribute to the country.

Currently, the UC is a private (publicly supported), urban, multi-campus university. Its 18 faculties are distributed in four campuses in Santiago - Casa Central, Campus San Joaquín, Campus Oriente and Campus Lo Contador - and a regional campus located in Villarrica, in southern Chile. It has approximately 22,600 students enrolled in undergraduate programs and 3,000 in graduate programs, covering a wide range of disciplines and professional schools. It has an academic staff of more than 3,400 professors, several of whom have received prestigious national and international awards for their contribution to the country. In recent years, the University's leadership in research, undergraduate, and graduate programs have had a considerable influence on the country's cultural and scientific development.¹

During these 134 years of development of this educational project, the UC has worked to contribute to the development of the country. Its development process can be divided into three main phases: The first, from the foundation until the end of the 1940s, as a "Teaching University", characterized by academic activity carried out by faculties with part-time contracts. In this period, the university's objective was solely undergraduate teaching. In the second phase, which spanned from the early 1950s to the 1980s, the university gradually established an academic core of full-time professors and, at the same time, began to develop research activities that increasingly contributed to the expansion of knowledge. This phase corresponds to the "University of Teaching and Research". In a third stage, from the 80s to the present, it has created 35 doctorates and 86 postgraduate programs with important research production and contributions, and it has been committed to the development of the country in fundamental and applied research, making it a "Research and Postgraduate University" of the highest level.

The challenges that the university has taken on throughout its history reflect ideals that have become part of its institutional culture and traditions. First, its fidelity to its Catholic identity and to its founding mission of service to Chilean society, which translates into shared ideals, institutional commitment and a constant demand for academic excellence. Secondly, the university's period of governance and its stability have allowed for long-range planning and the implementation of key policies. In addition, the responsible management of its resources has allowed for the adequate financing of its academic project. Likewise, its constant openness to innovation has led to successive changes in its educational offerings and organizational structure. Finally, in a national context of constant political confrontation, negative consequences have been avoided thanks to the University's autonomy and efficient academic management.

UC is one of the eight Catholic universities in Chile and one of 45 institutions of the Chilean university system, and

¹ Rank number 121 in QS World University Rankings, 2023: <https://www.topuniversities.com/universities/pontificia-universidad-cat%C3%B3lica-de-chile-uc>

currently enjoys the prestige of being the best in the country as well as in Latin America.² According to the twelfth version of the [QS Latin American University Rankings](#), published in September 2022, UC leads the ranking in Latin America for the sixth consecutive year, and according to the [Times Higher Education ranking](#), it leads the ranking for the fourth consecutive year.

A series of indicators and strengths supports this well-deserved reputation, including the following:

- Its capacity to attract the majority of the youth of the country with the highest academic achievements and scores in the PTU (The National University Selection Test).³
- High employability rate of graduates. 94.4% for those who graduated between 2016 and 2020.⁴
- Its highly qualified Academic body that exhibits the greatest national proportion of Professors with Graduate Studies: 95% of the 33- or 44-hour full time professors, of whom 81.7% have Doctorates and 13.3% have a Masters or Graduate Degree.
- A research nucleus in the main areas of knowledge, some of which, due to their contributions, have received international recognition.
- The quality of its undergraduate programs, which have been accredited by means of national and international accreditations and likewise, 38 of the Doctorate Programs carried out in a wide range of disciplines (35 of which are accredited).⁵
- A high degree of participation in the more than 2,466 annual WoS scientific publications.⁶
- The quality of teaching infrastructure, as well as the computer and library services, as compared to national and continental regional standards.
- An open disposition to academic innovation, both in its Educational Project and in its internal management.
- A high degree of internal cohesion, with a strong concern for a shared project in relation to the working environment and in the attainment of demanding goals.
- Through its affiliated institutions, its extracurricular projects, and social service, the university has a wide insertion in Chilean society, maintaining close relationships with various sectors thanks to the presence of its alumni in leadership positions. See: [UC Outreach](#)
- An initiative to increase the participation of talented young students from lower income brackets. See: [Equity Admission](#)

The University has an educational infrastructure (physical and digital) of very good quality compared to national and Latin American standards. At the same time, being a University located in a geographically distant country, we believe that an active exchange program with foreign universities is crucial for our academic development. This interest has generated a series of academic exchange agreements with 449 universities in fifty-seven countries. Each year a growing number of students and faculty, most of them from Latin America, Europe and Asia, come to study at our university. Additionally, the University maintains 14 double degree agreements with European universities (6 of which are for architecture⁷). See: [UC Internationalization](#)

Since its foundation, the UC has continuously developed its existing facilities and institutions and contributed with the intellectual, creative, and spiritual capacities of the UC community. The University believes that the progress of Chile relies on the contribution of higher educational institutions, the generation of new knowledge, public policy proposals and the promotion of technological transfer. The UC mission is “to achieve excellence in the creation and transfer of knowledge and in the formation of people, inspired by a Catholic conception and always at the service of the Church and society”. This mission can be achieved only if we have the vision “to build a frontier university that, based on its Catholic identity, imagines new realities, expands opportunities and commits itself to society”.

See: [UC 2020-2025 Development Plan](#)

² See the article: <https://www.uc.cl/noticias/la-uc-se-mantiene-por-sexto-ano-consecutivo-en-el-primer-lugar-del-ranking-qs-latinoamericano/>

³ Of the 174 people who obtained national maximum scores in the country, 132 applied to the UC as their first preference (76%), which is the highest percentage of national scores captured by the UC in recent years. See news [here](#).

⁴ <https://www.uc.cl/noticias/vision-uc-releva-la-alta-tasa-de-empleabilidad-de-egresados-de-los-ultimos-anos/>

⁵ See list here: <https://www.uc.cl/transparencia/acreditacion-nacional/>

⁶ For more research figures: <https://doctorados.uc.cl/nosotros/cifras-de-investigacion-uc/>

⁷ List on page 37.

Architectural Program and Mission: The School of Architecture at UC <ARQ UC>

The teaching of architecture as a discipline at the ARQ UC began at the end of the 19th century. The School itself was created in 1894 with the first Architecture course, making it the first formal architecture school in the country and one of the first in the Americas. From its beginnings, the school has focused on the relationships between society, architecture, and cities. Three major periods have characterized this School throughout its 128 years of existence. The first period coincides with its origin, when the challenge was to incorporate the discipline of architecture to the recently constituted UC. In those first years, the teaching of architecture shared some courses with civil engineers and with the Beaux Arts perspective promoted by its founders and faculty. This dialogue highlighted the most emblematic buildings in the city, designed by the same faculty and/or alumni, including such treasures as the National Art Museum by Emilio Jequier, who also designed the University's main institutional campus. The first professional graduation was in 1899 and from 1920 onwards, the School of Architecture became the first autonomous Architecture School in the country.

The second period, coinciding with a period of intensive university reforms, is characterized by a disciplinary debate, during which the introduction of theory and abstraction in architecture teaching was encouraged, mainly motivated by urbanistic and architectural ideas and architects who participated in the International Modern Movement. Emblematic works such as the *Unidad Habitacional Portales*, by professors Bresciani, Valdés, Castillo & Huidobro and the Benedictine Church of Monks Gabriel Guarda and Martín Correa, both former UC architects, are an example of this. During this period, the School underwent an important opening to international ideas and visitors. Close relationships with the United States were developed through visiting professors, such as Joseph Albers in 1953, Halasz in 1964, and Goody in 1965 while, at the same time, many UC students and faculty went to American universities to study and interact with architects such as Neutra, Gropius, Sert and Wright. A significant number of qualified architects from this period formed prestigious professional studios and built high quality works both in Santiago and in other regions of the country. Architects such as Emilio Duhart, Mario Pérez de Arce, Sergio Larraín GM, Carlos Bresciani, Hector Valdés, Fernando Castillo, Carlos Huidobro or Jorge Silva are emblematic of this period.

In addition, at the beginning of the sixties, the School of Architecture moved to Lo Contador Campus⁸. Its privileged location, close to two exceptional geographic points of the city — the San Cristóbal Hill and the Mapocho River — and its undeniable architectural heritage value with its characteristic patios and corridors contributed to the School of Architecture's strong identity and constitutes an exceptional environment for architectural education. The "Casona," as it is referred to in Spanish, was declared a National Historic Monument in 1974 by the Chilean Monuments Council. The declaration can be reviewed [here](#).

A third period can be marked by the opening to a globalized world. During this period, the influence of new methods of thinking about and practicing landscape architecture and urban design and the introduction of sustainable and social perspectives on the interaction of architecture, the city and its territory have consolidated the school's educational role, with a particular emphasis on academic training and professionalism. The richness of this openness and the influence of research methods in all scales, new technologies and new building materials, through which the city and works of architecture are being produced, means that ARQ UC has to be constantly attentive to the academic quality of its teaching and increasing its research, to the demands of professional training, and to debates on professional practice and its consequences for the country. The interaction of architecture with urban and territorial demands has produced new challenges that demand an increasingly interdisciplinary approach and, at the same time, an awareness about architecture's disciplinary boundaries.

Currently, the Lo Contador Campus is formed by a Faculty (FADEU) of three different schools — the School of Architecture, the School of Design, and the Institute of Urban and Territorial Studies — which are located in a

⁸ Lo Contador was originally a Hacienda or farmhouse whose owner was the family of Mrs. Mercedes Contador (1778-842). Later it was used as the San Rafael House for Retreats. During those years, a Chapel and a Refectory were added, giving shape to the courtyard garden as it is known today. Strabucchi, Wren & Iturriaga, Sandra. "*Lo Contador: Houses, Gardens and Campus*". Editions ARQ, Santiago de Chile, 2012.

complex and interesting set of buildings from different periods. The campus includes the main Lo Contador building, which is a National Heritage site, as well as recent building interventions. Amongst these more recent additions, one of the most outstanding is the Sergio Larraín García Moreno Documentation Center, which consists of a building underneath the campus' Wooden Patio, where our specialized library and the Originals Archive Center are located along with the main campus auditorium and the Prototypes Laboratory. These underground facilities are part of a series of campus-wide interconnected installations through which university life flows between patios, alcoves, gardens and studios.

The new School of Architecture Building, which concentrates ARQ UC administrative and teaching staff offices, was inaugurated in 2016 and was toured by the NAAB visiting team during its last visit. The new FADEU building, to be inaugurated in March 2023, is a milestone that will transform the relationship between the Campus and its neighborhood and improve its internal spatial structure by incorporating a patio that interconnects all its open spaces. Further information can be found in section *1.2.2 Physical Resources* and in the [video](#) prepared for the 120th anniversary of the School.

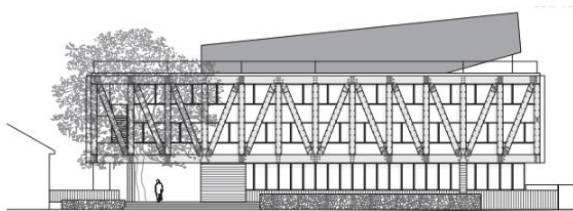


Fig 1. School of Architecture Building (2016)
Images of the [Lo Contador Campus Guide](#), 2019.



Fig 2. Faculty Studio Building (2023)

Architecture at UC: Insertion in a leading University

Being part of a university with a long tradition and high profile in Chile has been a determining factor for our School. This reputation has been achieved by the high level of its academics and students, by its scientific productivity and by the development of innovative areas in various lines of knowledge. The leadership positions of many of our alumni have facilitated the social recognition of our professionals and have stimulated our students and faculty to maintain the highest disciplinary standards.

The ARQ UC is an integral part of UC's educational project, characterized as a General Formation Plan (PFG), whose objective is to impart wider knowledge than the specific professional training. This plan consists of introducing in all the different careers a significant number of optional courses (approximately 15% of the total number of courses in the degree program) in other disciplines so that students obtain an integral formation through wider interdisciplinary and cultural experiences. Courses on anthropological ethics and theological orientation, devoted to the integral formation of students in the ethical and Catholic principles upon which the University is inspired, are offered along with courses on communication in other languages.

The School of Architecture (ARQ UC) has 910 undergraduate and 336 graduate students amongst the 2,897 students in the entire three-school Faculty. It is the school with the highest number of students and professors (215), as well as being the eldest of the three academic units, which grants a leadership position in actions undertaken in relation to the Faculty and to the University as a whole. Our graduates are holders of an architectural teaching tradition of more than one hundred years that has situated ARQ UC in a prominent place within the set of schools of architecture, both nationally and internationally. Each year, approximately 100 professional architects graduate from the School, many of whom have received national and international recognition for their outstanding practice.

From its leadership position in the quality of its teaching, research and disciplinary dissemination, ARQ UC

contributes to the Faculty, the University and the public realm through academic cooperation with other units and areas of the university and with an interdisciplinary dialogue that positions the university in the community as a relevant cultural referent. A series of activities and facts supports this well-deserved reputation, some of them being:

- Its capacity to attract the very best students of the country: The highest National University Selection Test (former PSU, future PAES) scores for admission 2021-2022, one of the six careers of UC that are ranked in *The Best 50 of the World*: ARQ UC is number 39 in the [QS World University Ranking 2022](#). In addition, for the seventh consecutive year, the School reached the number 1 position in the 2022 edition of the national [Ranking of perception by career](#), carried out and published annually by the newspaper *La Tercera* and the magazine *Qué Pasa*.

- It has a highly qualified academic body, 46% of the full-time professors have a PhD, 36% have a master and 18% are highly recognized professionals. The School has a recognized research nucleus, with an important participation and leadership in Interdisciplinary UC Research Centers: Center for Sustainable Urban Development (CEDEUS); UC Center for Innovation in Wood (CIM UC); UC Cultural Heritage Center; Atacama Desert Center and National Research Center for the Integrated Management of Natural Disasters (CIGIDEN), Concrete Innovation Center, Energy Center, among others. See the Center's description at the end of this chapter.

- In the professional field, our academics have been recognized both nationally and internationally for their remarkable work. Some awards recently received by members of our academic community include the following:

- Professor Fernando Pérez been distinguished with the National Architecture Prize 2022⁹, awarded by the National Board of the Chilean Association of Architects (CA). This prize is the highest distinction that can be received by an architect in Chile whose career and ethical and professional performance has set an example for all architects.
- Professor Alejandro Aravena has received a Honoris Causa degree from both the National University of Córdoba and Universidad Nacional de La Plata, 2022, among others that will be mentioned later in this report. He was also the Pritzker Prize winner in 2016.

- In the field of cultural dissemination, ARQ UC's non-profit publishing house project [ARQ Editions](#) has been an editorial support service since 1980 for topics related to architecture, design and urbanism. The dissemination and appreciation of architecture in Chile and Latin America have been its fundamental objectives. The content of its publications spans the areas of critique and theory and seeks an equilibrium between the professional and the academic. Its prestigious ARQ magazine is one of the University's publications indexed in the Thomson ISI: WOS Arts and Humanities Citation Index, among others. 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. A full range of exchanges, conversations and meetings between first-rate Chilean and foreign professors and architects give shape and content to the ARQ publications.

- As a contribution to culture and to enrich the view of the city through literature and cinema, the Doctoral Program in Architecture and Urban Studies of our Faculty has organized the cycle of conferences ["La Ciudad y Las Palabras"](#) (*The City and Words*) bringing together a group of outstanding international writers in sessions open to the public. Three Nobel Prize winners have visited our school: Mario Vargas Llosa, J.M. Coetzee and Orhan Pamuk, as well as Jonathan Franzen, Ricardo Piglia, Enrique Fogwill, Julian Barnes, Michel Houellebecq, Javier Marías, Ian McEwan, Richard Ford, Andrés Neuman and Alan Pauls, among others. This project has also developed a commitment to social responsibility through its work with students of private, subsidized and public schools. Students and graduates of the PhD program participate as teachers in field visits and capsules at the national level, inviting children and young students with limited resources to participate in the writing contests of this initiative. In 2022, this program celebrated sixteen years of continuous cultural activity.

⁹ Check the list of National Prizes in Architecture received by UC Architects [here](#).

UC Centers and Programs (FADEU)

- **UC Wood Innovation Center (CIM UC)** / www.madera.uc.cl / Director: Mario Carpio, Faculty of Engineering UC.

Interdisciplinary center focused on research and development of wood building in Chile that constitutes a strategic alliance between the local wood industry and the university with the participation of FADEU and the Faculty of Engineering, UC. Its objective is to create knowledge, open new fields for wood applications in Chile, and transfer new knowledge and ideas through publications, product development, teaching, outreach and professional services. These experiences are transmitted in courses and Studios at ARQ UC, aimed at designing prototypes that will be built in different locations around the country.

- **UC Atacama Desert Studies Center (CDA)** / www.cda.uc.cl / Director: Juan Luis García. Professor, PUC Faculty of History, Geography and Political Sciences.

This Interdisciplinary research center includes the FADEU, Faculty of Agronomy and Forestry, the Faculties of History, Geography and Political Sciences, and the Faculty of Biological Sciences for the integral development of the arid and semiarid zones in the north of Chile. Its objective is the sustainable management of natural resources and landscape, promoting strategies that lead to environmental care, social and economic development and territorial ordering. The Center has organized courses and activities such as the MAPA course *Xerophyte Landscapes*.

- **UC Cultural Heritage Center (CENPUC)** / www.centropatrimonio.uc.cl / Director: Umberto Bonomo. ARQ UC Professor.

This Multidisciplinary center includes the FADEU, the Faculty of Arts, the Faculty of History, Geography and Political Sciences and the Faculty of Engineering to promote the knowledge of tangible and intangible heritage values through programs and activities that contribute to the consolidation and strengthening of Chilean identity and its cultural legacy. The Center also has an important impact on the ARQ UC through its course design and programs, thanks to the creation of the Master's Degree in Cultural Heritage (2015).

- **UC Public Policies Center** / www.politicaspublicas.uc.cl / Director: Ignacio Irrarrázaval. Professor PUC Institute of Sociology.

A multidisciplinary academic and professional team, with the participation of nine UC Faculties, forms the Center which includes the Law School, Architecture School, School of Engineers & Business Administrators, School of Education, School of Medicine, amongst others. One of its headquarters is located in FADEU. Its scope of action is to contribute to the country's development by linking the UC academic work with the major challenges of the country's public policy. In fact, UC has been a relevant actor in the promotion of projects, research and open debates in the Chilean's scenario of major reforms in a wide range of fields from education to tax law and institutional organization amongst other social and nationally important phenomena.¹⁰

- **ELEMENTAL Program** / www.elementalchile.cl / Director Alejandro Aravena M., ARQ UC Professor.

The ELEMENTAL Program was born as an academic initiative to improve the quality of social housing. Currently, Elemental is a professional studio, linked to UC and COPEC Companies, which focuses on the design and implementation of urban projects of social interest and public impact. Amongst its objectives are to design and build better neighborhoods, housing and urban services for low-income areas. This initiative and its specific projects have obtained several awards in local and international Biennials, such as the Silver Lyon Award at the XI Architecture Biennale, Venice. For ARQ UC students, this program has served as an important referent for building a professional practice.

- **UC Sustainable Urban Development Center (CEDEUS)** / www.cedeus.cl / Director Waldo Bustamante, Professor of the School of Architecture.

¹⁰ ARQ UC has participated since the very beginning of this center, especially through "PUENTES UC", a program to develop academic initiatives to address problems at a local level through Town Councils throughout the country. Students participate in undergraduate or graduate courses, Design Studios, extracurricular activities and finally through Service Practice, which is a minimum course of ARQ UC curriculum.

CEDEUS is a multidisciplinary research center constituted by UC and the Universidad de Concepción (UDECE) and funded by the National Commission of Scientific and Technological Research of Chile (CONICYT). It began its operations in January 2013 with the objective of being a reference, at national and international level, in research and discussion on the urban sustainable development challenges for Chile. In addition, the Center supports the processes of development to improve the quality of life for the current and future residents of Chilean urban centers. It is organized in thematic clusters, in which more than ten faculty members of the ARQ UC participate as researchers in distinct areas. This year the Center co-organized, along with other institutions, PLEA 2022: A conference to promote, discuss and generate discourse around sustainable architecture and urban design. This year's event was held in November in Chile, and its theme was: "Can Cities Survive? The Future of Sustainable Buildings and Urbanism in the Age of Emergence".

- **UC City Observatory (OCUC) /** <https://observatoriodeciudades.com/> Director: Ricardo Truffello, Geographer UC. PhD in Complex Systems Engineering.

This information and research platform apply high-capacity analysis and data prospection to territorial and urban subjects. It elaborates indexes and studies that support the decision-making processes of public and private players in 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, who function as advisors and/or directors of a project, according to the requirements of each study. The Observatory also forms a strong support platform for the applied research of the educational units in relation to these subjects

- **National Center of Research and Integrated Management of Natural Disasters (CIGIDEN) /** www.cigiden.cl / Director: Rodrigo Cienfuegos, D. and M.Sc. in Earth Sciences from the University of Grenoble (France), and Civil Hydraulic Engineer UC.

This interdisciplinary center includes the participation of four universities, an academic and public alliance, that contributes to mitigate the tremendous impact of natural disasters in our society, in physical infrastructure and in its economic development. Because Chile is one of the most important natural laboratories in the world to study these phenomena in depth, its aim is to develop new knowledge and technologies to contribute to the understanding and mitigation of the global implications of natural disasters and generate less exposed and more resilient communities. Professors and researchers of FADEU are part of the Scientific Committee of this center.

- **UC Energy Center (2017)/** <https://energia.uc.cl> / Director: Álvaro Videla, Faculty of Engineering UC. Interdisciplinary organization between the Faculties of Engineering, Chemistry and Pharmacy and FADEU, UC. This group of professors work together to develop research, disseminate information, provide continuing education, and create relationships with other organizations focusing on strategic energy issues for the university and for the country. In November 2022, the Center organized the first "[International Conference on Energy Development Strategy](#)".

- **UC Concrete Innovation Center (2022)** <https://grupohormigon.uc.cl/grupo> / Director Marcelo González, Faculty of Engineering, UC.

Initiative that links academia with industry through interdisciplinary scientific and technological research. This Center focuses on solving the major challenges that affect the concrete construction industry, positively impacting the development of the country. The Group is made up of experts from the public sector, the private sector and academics from the UC and also has an international collaboration network made up of academics from renown universities around the world. In July, they organized the seminar "[Technological Trends of Innovation in the Concrete Construction Industry: Sustainable productivity](#)".

- **UC Innovation Center – Anacleto Angelini (2021)** <https://centrodeinnovacion.uc.cl> / Director Ramón Molina, Professor UC.

The Center promotes a pro-innovation and entrepreneurship culture and environment at the University and in the country, through meetings, networking and the promotion of joint projects between academia, the private sector and the public sector, to improve the quality of life of people in a sustainable way. It seeks to inspire, enhance and disseminate the capabilities of its various faculties, to face challenges in a spirit of collaboration. Since 2021, the Innovation Center supports the R&D project "Landscape integration model and rehabilitation of mining tailings", led by ARQ UC professors through the Mining R&D area.

ARQ UC at the UC Faculty of Architecture, Design and Urban studies (FADEU)

Within an institutional and academic context, the School of Architecture belongs to the Faculty of Architecture, Design and Urban studies (the Spanish acronym is FADEU), formed by the School of Design and the Institute of Urban & Territorial Studies, providing undergraduate and graduate programs related to design and territorial issues. Within the university, the FADEU tackles areas of habitability in all its manifestations from the object to the territorial scale. This diverse perspective is one of the School's greatest strengths, since it enables our school and its academic community to be enriched by a wide range of fields and participate in interdisciplinary spaces within the University, such as the [UC Excellence Centers](#) and a multitude of other programs, academic exchange networks, and encounters between researchers and practitioners concerning the country's necessities.

In May 2021 the "UC Gallo Gallery"¹¹ was inaugurated in one of the rooms of the Casona, curated and directed by professors Patricio Pozo (School of Design) and Sebastián Irrazábal (School of Architecture). The project was designed to exhibit new ideas at the intersection of the city, architecture, design and art. The project space is dedicated to addressing problems related to new technologies, the environment, culture and social forces that affect the built environment, investigating critical social problems and reviewing the history in each context to provide an opportunity to exhibit new projects of spatial experimentation and innovation.¹² Its inauguration was the first one in person after Covid-19 restrictions were lifted for the faculty, and since that time it has hosted important exhibitions such as "[Landscape and Project: The outstanding trajectory of Teodoro Fernández](#)" curated by Professor Macarena Cortés, among others.

Another important contribution promoted in the last years at the FADEU has been the growth of our Graduate programs. Since 2004, FADEU has granted a Doctorate Degree in Architecture and Urban Studies, the oldest in this area in Chile. The degree program has a multidisciplinary orientation receiving Architects, Designers, Geographers, Historians, Sociologists, Urbanists among others. Of the students in this program, 25% hail from outside of Chile, establishing important international relations and strong extracurricular activities that influence the whole Faculty's academic activity.

FADEU promotes interdisciplinarity not only among its faculty, but also encourages interdisciplinary work within the nine existing master's programs: Master of Architecture (MARQ); Master of Urban Projects (MPUR); Master of Landscape Architecture (MAPA); Master of Advanced Design (MADA); Master of Human Settlements (MHM); Master of Urban Development (MDU), Master of Sustainable Architecture and Energy (MASE), Master in Construction Management (MAC), and Master in Cultural Heritage (MAPC), with an Integrated Graduate Curriculum (MIP),¹³ which allows graduate students to define their graduation profile with greater flexibility and interdisciplinary knowledge.

FADEU and the School of Architecture's Mission

At the institutional scale of the University, the highest authority of the Faculty, our Dean Mario Ubilla, represents the School of Architecture. As part of this institutional framework, FADEU adheres to the principles of the University and from each of its particular disciplines, the three units (schools) work together with regard to six strategic objectives, determined in conjunction with the community to lead the FADEU Strategic Plan and Mission for the current four-year period (2019-2023)¹⁴:

- 1. Teaching Scope:** A Faculty conceived as a leading university space in Latin America with a global reach, which innovates in its educational programs and platforms, attracts a greater diversity of international students and scholars, and develops high-impact research in its communities.
- 2. Geographic Scope:** A Faculty that consolidates its field of study on a regional scale, and from there establishes bidirectional relations with other global centers of equivalent quality. It is recognized for its systematic and integral study from a Latin American perspective of the topics of its disciplines.
- 3. Scope of the Extended Faculty:** A Faculty that systematizes its relationship with interdisciplinary centers, links

¹¹ Brief introductory video: https://www.youtube.com/watch?v=rl3l_BTu_lw

¹² Patricio Pozo. <https://www.uc.cl/noticias/galeria-gallo-el-nuevo-espacio-uc-que-exhibira-obras-relativas-a-la-ciudad-la-arquitectura-y-el-diseno/>

¹³ The Integrated Graduate Grid is composed of nine Master's Programs and the Doctoral Program of the Faculty of Architecture, Design and Urban Studies. Through the coordination of graduate courses, a variety of courses can be simultaneously available within the Faculty.

¹⁴ Appendix 6.2. [FADEU 2019-2023 Strategic Plan Agreement](#).

with the productive sector and collaborates with policymaking, achieving a fluid dialogue with its environment and community.

4. Scope of Unique Competencies: A Faculty that collaboratively leads the field of professional qualification and the development of a new matrix of disciplinary productivity indicators, including a high-impact Hispano-American publishing project for dissemination. A Faculty that persistently maintains a Publishing House of wide and recognized trajectory, which promotes research and innovation in our disciplines.

5. Scope of Expanded Competencies: A Faculty that has an inclusive and interdisciplinary curriculum, of expanded general education, as a cultural project that affects the formation of Architects, Designers and Urban Planners and from there contributes to the educational trajectories of other disciplines.

6. Scope of constituents: A Faculty that diversifies, increases upon, and capitalizes on its relationship with public and private entities, achieving greater associativity in its projects and intervention actions. A Faculty at the service of Chile and the Region, contributing knowledge to the productive matrix and ongoing reflection on the development and social impact of the disciplines of which it is comprised.

The Strategic Plan is structured around four major challenges, which translate into the following axes:

1. Project the Institution

- Talent Attraction and Inclusion, International Networks FADEU, Deepening Public Engagement

2. Consolidate Campus Infrastructure

- Lo Contador Campus Plan, Laboratory Development,

3. Develop new knowledge from Interdisciplinary activities and Innovation

- Leadership in Research and Innovation, High Impact Doctorate, International Graduate School

4. Modernize Management

- Academic Plant Operation, Quality Assurance, Capacities and Financial Autonomy.

In this context, the fundamental task of ARQ UC is to educate people who will contribute to the country's growth, both within the discipline and in the cultural field. The curriculum aims to train professionals capable of providing adequate responses to the needs of our society from their own discipline. The formation of UC architects is based on an integral formation that transmits knowledge and skills within the discipline, while at the same time providing students substantial autonomy through appropriate technologies and management tools and developing communication abilities, understanding of other languages, and a critical and informed vision of the contemporary world.

PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.2 Learning Culture

Implementation of the Learning Culture Policy

The UC School of Architecture is an academic community committed to contributing to the following: to the Mission of the UC and its principles, to the interdisciplinary debate within the University, to an ethical and disciplinary formation of students, and to the architectural, urban and territorial development and its built heritage, promoting the construction of a dignified, contemporary and sustainable city.

From its disciplinary field, ARQ UC aims to:

- a) Contribute to the Mission of our University as defined in its statutes;
- b) Stimulate cooperation, creation, research and disciplinary and interdisciplinary debate to respond to the contemporary demands of architecture, the city, and the territory;
- c) Contribute to the architectural, urban, territorial and heritage development of the country, promoting the construction of a dignified, fair and sustainable city;
- d) Generate a space for critical debate in all areas of architecture, contributing to the dialogue with society and culture from its specific fields of action.

For these purposes, ARQ UC has the following objectives¹⁵ :

- a) To develop undergraduate and graduate teaching in master's and doctoral programs, training people capable of approaching with creativity, sensitivity and ethical responsibility the various dimensions of architecture, assuming an academic and professional leadership role of international scope in the discipline;
- b) To develop theoretical and applied research in relation to the diverse interests of the academics and the needs of society;
- c) To develop extension activities, continuing education, cooperation and external services, as a contribution to the development of society, to the disciplinary debate and to the training of its students in a global context;
- d) To elaborate, update and evaluate programs leading to academic degrees and professional titles in the discipline;
- e) To promote the continuous improvement of its academics, professors and researchers, in order to incorporate new knowledge, teaching and research methods in architecture.

School of Architecture Identity

Based on these objectives and more than 130 years of experience and tradition, we have created an academic community that identifies with the following:

- An educational community that values and focuses on its people: students, administrative staff, service personnel and faculty.
- An integrated and collaborative community that promotes a close relationship among all its members.
- A community that recognizes its history and the contribution of previous experiences as a constitutive part of its tradition.
- A community that values diversity and differences, respecting different religious beliefs, ideologies or political positions which its members may have while also respecting the principles that govern our university. We value diversity and individual autonomy in an atmosphere of respect for the community as a whole.

Learning Culture Policy Process

The School of Architecture UC started its process of a written Learning Culture Policy in 2010, after the NAAB Visit II Report. The first written agreement was developed in September 2010; it was based on The Studio Culture Policy (NAAB Conditions for substantial Equivalency, 2009). After that initial stage and related with the new requirements of NAAB 2012, ARQ UC started a submission to the Learning Culture Policy, which has broader implications. This new process started in September 2014 and pursued the following steps:

¹⁵ Extracted from Appendix 6.3: [“ARQ UC 2021 Regulations”](#).

Policy Implementation Outline

- Step 1: Community Self-Assessment: Party-to-Party Conversation (Faculty - Staff - Alumni - Students)/ first outlines proposal.
- Step 2: Cloister meeting (Faculty special meeting): ARQ UC Director presented a draft for discussion to the whole community.
- Step 3: School Committee alignment for Self-Assessment:
- Step 4: Each Cloister Group Table sent their proposals to the Staff.
- Step 5: Working meeting with staff, Area Coordinators, Student Center (CEARQ) team and student representative: Brochure Design and Agreement signature.
- Step 5: Public session for presentation of the *Learning Culture Policy* to all the School Faculty and students. (It was presented in March 2016 in Initial Lectures at the beginning of the semester).
- Step 6: Public Dissemination of the Learning Culture Policy through ARQ UC website and printed brochures stating the completion of the process and making the Policy available to all the FADEU members.

In 2022, the policy was reviewed by ARQ UC Direction, confirming its validity and relevance. To increase awareness of the Policy, especially among the new generations of students, professors and administrative staff joining the school, a dissemination campaign was implemented, generating new graphics of the document. The policy is part of ARQ UC's core and aligns with what students are taught when they enter and what they are reminded of when they graduate¹⁶.



Fig. 3. Learning Culture Policy Document. See Appendix 5: [Learning Culture Policy](#).

Learning Culture Policy

A. IDENTITY OF ARQ UC COMMUNITY

Committed to people and society: An educational community that values and has people —students, academic and administrative staff, and service personnel— at its core. At the same time, it is committed to the country and the socio-cultural context of which it is a part.

Diverse and collaborative: A community that values heterogeneity and different professional and academic capabilities, respecting the religious, ideological, ethnic, sexual, and political differences of its members and political differences that its members may have. Individual autonomy is valued in an environment of collective work and respect for the whole community.

Local and international: A community that values its 128 years of tradition recognizes in its history the contribution of individuals to the discipline and the academy. Belonging to its own environment and the permanent connection to the international context is a constitutive part of its identity and on this basis; it projects itself into the future.

Reflective and innovative: An optimistic community that stimulates innovation as a path of shared exploration between professors and students, encouraging the tension between the highest intellectual rigor and the concrete problems of reality in the field of theory, project, and research.

A project-oriented community: A community that understands design thinking as the main means architecture must contribute to society and improve the relationship between people and their environment. A school that

¹⁶ See Appendix 13. [ARQ UC 2022 New Students Welcome Brochure + Oath and Degree Commitment](#).

defines the scope of action of the project in a broad sense, from the object to the territory since there are no problems of the built form alien to architecture.

B. RIGOR AND CARE CULTURE

Care for rigor in the work: Commitment and rigor in the work done by teachers, students and the administrative team is encouraged. Perseverance in the teaching-learning process and depth in the development of ideas is promoted. The quality of the result of a process is based on respect for one's own and others' work, as well as on the care in the language with which ideas are communicated.

Taking care of time: Students are encouraged to distribute their time in a balanced manner in the different courses and/or workshops, for which an annual and semester programming and scheduling of academic activities and evaluations is carried out. This schedule is informed and published and must be respected by the academic community. Punctuality is a value of coexistence between teachers and students. This includes arrival times, beginning and end of classes, as well as punctuality in the delivery of work. The community is encouraged to have a healthy and balanced life, respecting the time of dedication to study or work activities, in order to develop an integral and healthy life.

Caring for the workplace: The school promotes the care and efficient use of workspaces, cultivating a relationship of affection and identity with the campus, the Lo Contador Casona and its gardens.

C. STUDIO CULTURE

Learning in the architectural discipline takes place mainly in Design Studios. This kind of education promotes each The learning of the discipline takes place mainly around the Design studio project. This type of teaching promotes in each student the learning of architecture through the critical observation of reality, the rigorous study of the disciplinary culture and the exercise of creativity and stimulates students to imagine innovative and informed solutions to face the complexity of reality through projects that provide relevant answers to specific problems of society.

Design studio as Collective body: The Design studio is a body that investigates a common theme and where ideas and discoveries are shared in a collaborative work. Design studio corrections are collective and public, where both the opinion of the teachers and the contribution of the students themselves are valued, in a respectful environment where appropriate language is used to guide and inform students about their performance during the development of the Design studio, in a broader sense than the evaluation or grade. In the same way, students should respond with an interested and self-critical attitude regarding their own performance.

Constructive criticism: Correction or criticism should be respectful and constructive on the part of the teachers. For the student, this is an instance of discussion and learning, of articulation of ideas and construction of an argument. It is also an opportunity to look at themselves in relation to their peers and develop self-criticism.

Exposed dimension of the Design studio: The Design studio work is exposed to external view and evaluation. The final review is a formal instance of communication of ideas and a fundamental part of learning. Thus, the professors present the work of the semester to the academic community and an external commission evaluates the individual work of the students.

D. PATIO CULTURE

ARQ UC understands that teaching goes beyond the curriculum and exceeds the classroom, so it encourages intellectual encounter and dialogue among its members in a broad cultural context. The spatial environment of our campus, with its courtyards and corridors, promotes interaction and encounter in its outdoor spaces, where all members of the community cross paths. It is an intergenerational, interdisciplinary encounter, where formal events, outreach activities, informal crossings, instances of relaxation and celebration occur.

Patio for encounter and opportunities: The courtyard as a place of interaction and creativity, horizontal meeting place, where other types of networks and relationships that characterize our training are generated. Unexpected crossings.

Patio for learning: The school encourages self-learning. Students complement their training with other experiences, with a proactive attitude towards the panorama of extracurricular and extension activities that the school and the students themselves offer.

Patio for celebration: Place where different events are held throughout the year. The patios are transformed for the graduation ceremony, the awarding of prizes to outstanding professors or students, the "18" festivities, the faculty party, among others.

Policies and procedures for grievances related to harassment and discrimination.

1. Rules of Disciplinary liability for the academic community (Faculty, Students and Staff)

At University level, there is a Counselor or university mediator, called the OMBUDS¹⁷ (<https://ombuds.uc.cl/>) who has the function of contributing to a proper coexistence of the whole community of UC in the case of a conflict.

The functions of OMBUDS within the UC are:

- Preserve and maintain legality, equality, respect for human and university rights, as well as equity in the relations of the authorities with academics, students and administrators.
- Suggest ex officio solutions to imminent problems of the University related to the rights and obligations of university students.
- Promote a culture of respect for human and university rights, through the dissemination and disclosure of such rights granted by university legislation, to make it a true community.
- Resolve informally and with equity, through either conciliation or mediation, the conflicts that take place in the university environment. To do so, the OMBUDS must listen, analyze, identify, and suggest options.

2. Policies and procedures in case of Harassment and discrimination.

In the case of abuse or harassment, physical or psychological mistreatment, the University has a specialized and professional program of support available for the whole community. The program is established to guide the procedures and regular conduits that the University has arranged to investigate and resolve these above-mentioned cases. Each member of the community (teachers, students and/ administrative staff), who is a victim or a witness in some cases, can consult this service in a complete and confidential form to receive guidance and support. See the site: [Actions in case of sexual violence](#)

2.1. UC Program of support to victims of sexual violence (UVS) [See here](#)

UVS is a specialized program to address sexual violence, focused on — confidentially and free of charge — informing and guiding the entire UC community. It provides containment, support and guidance to people affected by violence. UVS helps to connect those in need with professional networks, inside or outside the University, that can provide them with the required help in the psychological, legal or other areas. Responding to needs of this type does not constitute a complaint within the University.¹⁸

Through the Prevention and Support Policy for Victims of Sexual Violence, UC recognizes that, in order to address this problem, it is necessary to work actively to generate a cultural change that contributes to the eradication of these behaviors. This includes raising awareness in the community and educating the community about the implications and harmful impacts that sexual violence has on people's lives. See Prevention Guidelines

¹⁷ An Ombuds (also "ombudsman" or "ombudsperson") is a designated neutral or impartial conflict resolution practitioner who provides confidential and informal assistance to visitors on a variety of issues and concerns.

¹⁸ In cases where the person responsible for sexual violence is a member of the UC, and provided that the affected persons authorize it, this team may also advise, facilitate and support access to the institutional channels and mechanisms designed to collect and process complaints, accompanying them in the various stages of the process.

for Academic Staff, Students and Staff.

2.2. FADEU's Gender Equity and Good Treatment Unit (DEGY) [See here](#)

At Faculty level, the DEGY was created to take care of aspects related to Good Treatment, Inclusion and Gender Equity within the Faculty community. The unit's goals are the following:

- Provide a space for welcoming, dialogue and inclusive communication for the entire FADEU community.
- Promote an organizational culture of good practices, respect and good treatment, and to these ends propose internal measures and evaluate results.
- Be a space for information, support and monitoring in relation to the policies, standards, and procedures that the university has implemented in this regard.
- Identify and evaluate factors or areas in which the faculty should make changes regarding actions that threaten equity, respect and good treatment of its members. Propose measures and/or internal policies.
- Welcome, support, and counsel victims of sexual abuse or harassment. (Represents UVS)
- Promote an academic career with equal opportunities by providing support to the Office of the Academic Secretary.

Policies and Procedures in this matters [See here](#)

- Regulations on Academic and Disciplinary Responsibility
- Regulation on Conflict of Interest
- Regulation for the Management of Academic Integrity Offenses
- Guidance for the Prevention and Management of "*funas*"¹⁹ within the UC community.

On the website, there is also a clear checklist that provides guidance on "who to contact" in the different cases.²⁰

Policies to foster academic integrity

At UC, Academic integrity is an ethical imperative for all members of the community. It is violated by, among others: falsification of data, plagiarism and concealment of the origin of information. The use of another people's material is allowed only when it is expressly acknowledged.

The UC understands plagiarism as the act of presenting other people's ideas as if they were one's own without indicating the source from which they were obtained. Landrum (2012) defines plagiarism essentially as the failure to give credit to another in a work when it is due.²¹ Self-plagiarism is a deception that derives from the multiple use, without the knowledge and prior authorization of the professor for whom the work is being done, of another academic work of one's own, identical or similar. Self-plagiarism occurs when a student uses work for which he/she has already obtained credits or has been evaluated to be evaluated and obtain credits in any other university activity or in a different course. The same penalties apply to this offense as to plagiarism.²²

The university has incorporated special articles in its Declarations of Principles, Regulations and guidelines, which clearly state the conduct contrary to these policies and their respective sanctions. In case of copying or plagiarism, there are special rules for students:

- **Undergraduate students:** Undergraduate Student Regulations ([Appendix 7](#)): Title IX, Art.39° and Art. 40°, Disciplinary Academic Infractions.²³

¹⁹ "Funa" is the name given in Chile to a demonstration of denunciation and public repudiation against a person or group. It comes from the Mapudungún *funu*, which translated means something rotten or spoiled. It is usually conjugated as a verb ("funar").

²⁰ On the Chilean national context in these matters, as of September 15, 2022, thanks to the enactment of the Law N°21.369, all Higher Education Institutions in Chile must have comprehensive policies that address sexual harassment, violence and gender discrimination. See document: "[Orientations for the Implementation Processes of Comprehensive Policies that address sexual harassment, violence and gender discrimination in higher education. Challenges for gender equality and non-discrimination from Law No 21.369](#)".

²¹ <https://guiastematicas.bibliotecas.uc.cl/c.php?g=697954&p=5821387>

²² <http://dae.comunicaciones.uc.cl/wp-content/uploads/2017/09/Reglamento-Honestidad-acade%CC%81mica.pdf>

²³ Art. 40°: Students must have special respect for the norms related to academic honesty in force within the University. The following will be considered infractions to academic honesty:

- **Graduate students, Master's Degree Students:** Master Student Regulations ([Appendix 7.1](#)): Title IX, Art.26° and Art. 27°, Disciplinary Academic Infractions.

- **Academic and Disciplinary Responsibility Regulations 2021** ([Appendix 7.3](#)): Title II. The Process of Responsibility, Art.9° and Art.10°, Disciplinary and Academic infractions.

The UC student community has access to the following online resources: [Academic Integrity in Libraries](#), UC Libraries [Tutorial on Plagiarism](#).

- **Code of Honor:** In 2016, in order to raise awareness and engage the community with values of honesty, respect, trust, justice, courage and responsibility, the UC created its [Code of Honor](#).

This is an initiative that has been increasingly adopted around the world and has proven to be a useful tool for reducing academic dishonesty. In the United States, a study carried out on 4,000 students on 31 campuses showed that in universities in which this document was in use there were fewer cases of copying compared to those that did not (23% vs. 45%), as well as fewer cases of plagiarism (45% vs. 56%) (McCabe and Trevino, 1995). UC Code of Honor:

"As a member of the community of the Pontificia Universidad Católica de Chile, I commit myself to respect the principles and regulations that govern it. Likewise, I commit myself to act with rectitude and honesty in my relations with other members of the community and in the performance of all work, particularly in those activities related to teaching, learning and the creation, dissemination and transfer of knowledge. Furthermore, I am committed to ensure the dignity and integrity of people, avoiding and rejecting any abusive behavior of physical, verbal, psychological and sexual violence. Likewise, I assume the commitment to take care of the University's assets".

The UC Honor Code is based upon six core values (International Center for Academic Integrity): Honesty, Trust, Justice, Respect, Responsibility and Courage and can be signed on this [website](#) after entering UC credentials.

- **Copyright and Authorship:** Internal regulations are in place which refer to academic production. The University promotes and encourages the intellectual creation of all members of the university community of literary works, artistic and original scientific works, research, inventions or other creations, in any discipline. The new Intellectual Property Regulation ([Appendix 8](#)) seeks to regulate the rights and obligations generated between the university and creators, which includes the entire university community: academics, post-doctoral students, visiting students, and any person who participates in activities or projects that generate intellectual property regardless of the form in which it is materialized.

The **Vice-Rector of Research**²⁴ is responsible for evaluating, protecting and commercializing any creation made in the university environment, which includes intellectual and industrial property protection.

a) Committing fraud in exams, controls or other academic activities;
 b) Tampering with any official document, attendance document, test corrections or research papers;
 c) Plagiarizing or intentionally concealing the origin of information in research and papers in general, and
 d) Any other act or omission that is qualified as an academic infraction by a Faculty or Academic Unit and/or the Secretary General. Any act contrary to academic honesty performed during the development, presentation or delivery of an academic activity subject to evaluation will be sanctioned with the immediate suspension of the activity and with the application of the minimum grade. The professor as the final grade for the corresponding course may apply the minimum grade of one (1.0), when the seriousness of the infraction warrants it.

²⁴ <https://vicerrectoriadeinvestigacion.uc.cl/>

PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.3 Social Equity

"It is crucial that universities advance in expanding opportunities and reducing barriers to facilitate the full and equitable participation of all members of the university community, valuing the richness of inclusion, diversity and equity as fundamental values of our institutional work. The actions of our university have sought to eliminate entry barriers related to socioeconomic inequality, disability, gender equity, and interculturality. The diversity of races, beliefs, cultures, socioeconomic origins and educational needs, among others, enrich our educational project. The different points of view contribute to the construction of a more inclusive university project, of higher quality, and more connected with the reality of the country". (Rector Ignacio Sanchez, 2021)²⁵

A. UC Declaration of Principles

The School of Architecture program responds to the University principles²⁶ and policies of equal opportunities in relation to the academic community, regardless of ethnicity, creed, origin, gender, age, physical ability or sexual orientation. The Declaration of Principles that governs it makes explicit reference to equality for all who are part of its educational project.

A.1 The Pontificia Universidad Católica, an academic community. (II)

3. "For the fulfillment of its mission, the Pontifical Catholic University of Chile requires, in addition to its condition as a university, the witness of faith of its academics, as well as of its other members, without excluding from its bosom those who do not participate in the faith of the Church, obliging itself to the most delicate respect for their consciences. Likewise, all its members are required to respect and be open to the principles that inform the University and to the mission it has received from the Church."²⁷

A.2 The University Community. (IV)

15. The agent of the work of the University is an authentically human community, animated by freedom and charity, characterized by mutual respect and sincere dialogue. As such, it is constituted by all those who study, teach, research or work in it, and is ordered in such a way that each of its members has responsibilities and, consequently, duties and rights, according to the role that corresponds to him or her in conformity with natural law and the teaching of the Church.

20. "University community members are called to carry out cultural work, which is the fruit of broad collaboration, original and creative. As a whole, they should therefore cultivate an authentic sensitivity that allows them to seek, discern, and accept what is good, true, and beautiful within and outside the University."

21. "The university community brings together people of different ages, formations, origins, ideas, trades, conditions and characters. These factors and others can eventually produce divergences that should be, on the one hand, valued as positive and enriching contributions to the University's heritage and, on the other hand, conducted in a way that do not detract from the common, specifically university task, nor from authentic Christian living together in charity, which is its own way of life and the most effective instrument of evangelical witness."²⁸

A.3 The University and Society. (V)

23. The University highly appreciates the effort to understand, discern and recognize the richness of the values of Chilean society and is committed to dialogue with the multiple cultures that make it up, striving to detect the needs of the country and its possible solutions within its own sphere of activity.

At the same time, its natural condition calls it to a mission of universal projection, and, responding to it, demands openness to the beneficial influence of other cultures, especially those that are being integrated into our tradition. The University wants to avoid any form of cultural isolation and, therefore, promotes dedicated and persevering intellectual work to collaborate with the richness and convenience of the national community and with the dialogue

²⁵ <https://www.uc.cl/noticias/universidad-inclusion-y-diversidad/>

²⁶ <https://secretariageneral.uc.cl/documento/normas-generales/247-declaracion-de-principios-de-la-pontificia-universidad-catolica-de-chile/file>

²⁷ Ref. www.puc.cl / UC Declaration of Principles: Chapter II. The Catholic University, an academic community.

²⁸ Ref. www.puc.cl / UC Declaration of Principles: Chapter IV. The University Community.

between Gospel and culture.”²⁹

25. “The University, coherent with the teaching of the Church, wishes to make development and culture accessible to all people to the extent of each person's capacity, and in such a way as to promote integral development. For this reason, it will unite its efforts with those of the various bodies of the national community, in particular with those of other universities, to make this universal access possible, especially for those who have fewer opportunities.”³⁰

The regulatory mechanisms for Learning Culture and Social Equity principles are formalized not only in the UC and the FADEU Statutes but also by UC Regulations in relation to students, faculty and staff.

Inclusion Direction: UC, a better University for everyone <https://inclusion.uc.cl/>

The UC has a team of officials and professionals from different areas, disciplines, experiences and backgrounds who seek to implement the following mission:

"To expand opportunities and reduce barriers to full participation and equity of the UC university community, through the implementation of targeted strategies, and the recognition and appreciation of the richness of diversity, thus contributing to an inclusive institutional development, quality and excellence".

- **Equity Admission**

With the aim of enriching the university community by valuing diverse experiences, today equity in admission consists of five alternative admission routes. These alternative routes expand access opportunities for students who do not take the standardized tests in conditions of equity. It includes admissions for applicants with visual, hearing or motor disabilities, and admission in relation to intercultural factors, talent or inclusion, among others. For further information, please refer to *Part Two, Section 3 – Evaluation of Preparatory Education*.

UC Socio-economic Assistance Department (DASE) <https://vidauniversitaria.uc.cl/vida-universitaria/servicios-de-apoyo>

This Unit belongs to the VRA (Academic Vice Rector) and is in charge of administering UC and state resources destined to the financing of undergraduate students' tuition fees, benefits of maintenance, school pass and life insurance.

Student Financial Aid, Scholarships and Credits: This set of benefits is granted free of charge by the Ministry of Education, the University itself and/or external organizations, which are mostly intended for students who have financial difficulties to cover all or part of the tuition of the career the student is studying. Among the scholarships available are the following:

- **UC Academic Excellence Scholarships and awards:** The awards for academic excellence consist of a recognition of academic merit, which can be accessed by students who enter an undergraduate career. These awards cover part or all of the tuition fee for the degree program.
- **UC Scholarships based on the student's socioeconomic level:** Padre Hurtado Free Studies Award, Monsignor Joaquín Larraín Gandarillas Award for Academic Excellence, Monsignor Casanueva Award, Academic Excellence Award (Honorary Scholarship), Tuition Scholarships, Academic Excellence Scholarship (BEA), UC Complementary Teacher Vocation Scholarship (Beca UC Complementaria Vocación de Profesor), Cardenal Raúl Silva Henríquez Scholarship, Cristóbal Conde Scholarship, Theology Tuition Scholarship, UC Scholarship Complementary to the Reference Tariff, Civil Servant Scholarship, Reduced Tuition Fee Scholarship, UC Family Scholarship and Partial Tuition Fee Benefit.
- **Ministry of Education Scholarships:** Gratuity, New Millennium Scholarship, Scholarship for Students with Disabilities, Bicentennial Scholarship, Technical Excellence Scholarship, Academic Leveling Scholarship, Academic Excellence Scholarship, Scholarship for Children of Education Professionals, Food Scholarship for

²⁹ Ref. www.puc.cl / UC Declaration of Principles: Chapter V. The University and Society.

³⁰ Ref. www.puc.cl / UC Declaration of Principles: Chapter V. University and Society.

Higher Education (JUNAEB), PSU Score Scholarship, Pedagogy Teacher Vocation Scholarship, Teacher Vocation Scholarship Bachelor's Degrees, Juan Gómez Millas Scholarship for Foreign Students and Articulation Scholarship.

- **External Scholarships:** Scholarships granted by external organizations, such as Professional Foundations, Alumni Associations and private companies, among others, collaborate in the solution of socioeconomic problems of the students of the Pontificia Universidad Católica de Chile, helping them with the payment of tuition fees according to the background of the applicants.

Table 01: Total scholarships received by ARQ UC students between 2016-2022.

SCHOLARSHIP S	2016	2017	2018	2019	2020	2021	2022
Nº students	583	634	673	773	896	911	611
Amount in \$ CLP	\$1.183.830.416	\$1.353.803.963	\$1.533.036.432	\$1.689.929.454	\$2.087.481.958	\$2.200.482.719	\$2.301.624.778

For a detailed list of all scholarships awarded, please refer to Appendix 19: [Student Financial Aid 2016 – 2022](#).

Advances and policies on gender diversity issues

- **Gender Equity Direction (DEG):** Building a UC with equity and diversity.

The DEG includes professors, student representatives and professionals, and its motivation is to generate a permanent working instance around gender equity. The unit is housed in the UC Academic Vice Rectory and has 5 main lines of work, which are fundamental to advance in the consolidation of a more equitable, inclusive and diverse academic community:

- Increase the proportion of women in the Regular and Special Plants, ensuring equitable selection processes.
- Promote gender equity -> equal opportunities between men and women in decision-making and authorities.
- Improve processes to ensure the adequate development of women's academic careers.
- Integrate equal opportunities between men and women, in the university's culture, graduate profile and pedagogical practices.
- Promote actions that allow the conciliation between work, family and personal life.

The Gender Equity Office, in collaboration with the [Center for Faculty Development](#), carries out activities that promote knowledge and implementation of diversity and equity policies, such as Seminars, Workshops, and Courses among others.³¹ Some interesting reports, content and policies such as '[Hiring and Academic Staff 2014-2019 Study](#)', '[Women in Academia Report](#)', among others, can be found at DEG's [website](#).

These efforts have proven fruitful, as UC celebrated its position this year as the most advanced in gender equity issues at the national level, according to the Times Higher Education Ranking (2022).³² The evaluation considered aspects such as research on gender issues within the universities, policies aimed at gender equity, and the commitment to hiring and promotion of women within the campuses.

This is a good sign and an indicator that we are moving in the right direction, although there is still a long way to go. In times of pandemic, the need to incorporate practices that advanced towards the reconciliation and compatibility of work, personal and family life were identified. Today, more than ever, it is important to make gender gaps visible and foster a culture of co-responsibility in the community.

At the Faculty level, the **Gender Equity and Good Treatment Unit (DEGY)** was created with the objective of taking care of aspects related to Good Treatment, Inclusion and Gender Equity of FADEU's community. (Previously described in point B.2.2- B. Policies and procedures for grievances related to harassment and discrimination).

³¹ Some of the latest events held in 2022: University Education and Gender Equity Project: A challenge to raise awareness of the gender approach in the culture of the UC community". See [here](#) / Free Online course "Gender equity and university teaching". See [here](#) / "Seminar on University Teaching and Gender Equity", November 2022 / Meeting of Knowledge for Gender Equity - [InES](#) Gender Project, November 2022.

³² <https://trabajosocial.uc.cl/noticias/317-la-uc-se-posiciona-como-la-mas-avanzada-en-temas-de-equidad-de-genero-a-nivel-nacional>

Projection of our diversity and Inclusive Community³³

- **Resources section, UC Direction of Inclusion:** *An inclusive community.* Inclusion is built into the daily tasks of students, academics and work, through specific and cross-cutting contributions. The Inclusion Direction provides workshops and training for the Academic Units and students. See list [here](#).

- **Social diversity and inclusion initiatives:** *Linking with the environment and student social engagement.* These are social projects designed by students or any member of the UC community, which through university or academic volunteering, implement interventions in education, health, sustainability, construction and housing, academic support, political training and / or cultural management, oriented to the UC community or people, groups and / or external communities (children, youth, adults, seniors). Some outstanding initiatives are *Jóvenes sin Fronteras*, a project created by UC students who believe in a Chile that is supportive and responsible with those most in need and *Trabajo País* a project in service of all the dioceses of Chile to work with localities that need a physical space for meeting and developing community life and to build social centers, squares and libraries, among others.

- **Lo Contador Census:** *Getting to know our diverse FADEU community.* In 2011, five FADEU students, among them the student representatives, had the idea of "x-raying" the Lo Contador Campus, and for this purpose, they elaborated a statistical profile of its students. This work arose as a response to a realization that, up to that moment, all the different projects that were being carried out were based on myths or personal perceptions of reality. As a final product, the book ["Lo Contador Census 2013: Myths and Realities"](#) was published, capturing in numbers, a real portrait of FADEU students at that time.

In 2022, the Territorial Representative of students of the Lo Contador Campus reactivated this initiative by implementing a new Census, whose consultation process was developed via an anonymous Google [form](#), between September and November.³⁴ Along with the FEUC, the Superior Counseling and the FADEU community, how to adapt the previous Census questions to the current reality was discussed. In response, new questions were included about maternity and paternity, neurodivergent issues such as attentional deficit, autism, among others. As a novelty, dietary issues were also included to ensure that the campus cafeterias offer food according to the needs of our students, whose preferences for vegan and vegetarian diets have increased in a high percentage. Finally, questions were asked again about gender identity and sexual orientation, a point in which great changes have been observed in the last 9 years. Although this is a student initiative, it has full FADEU's support, and a book is expected to be published with the results in early 2023.

Social Equity policies

1. Student Regulations

The University is governed by internal rules that regulate and organize to maintain a peaceful, just and properly well-ordered coexistence. In relation to students, the existing rules govern the admission, permanence and academic life of students at the UC.

In the "Regulations" section of the Academic Records website, all documents can be easily found. See: [Academic Records/Student Regulations](#)

Admission process

- Admission Regulations
- Rules for the application of Article N°4 of the Student Regulations regarding the Existence of Provisional Students
- Regulation on Admission and Academic Performance of Students with Severe and Permanent Physical Impairments

³³ A description of the program's plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.

³⁴ Thanks to the award of a DAE Fund for Participatory Budgeting managed by students Camila Milla and Tamara Gross.

- Regulations for the Admission of Children of Professors and Staff Members

Socio-economic Assistance

- Honorary Enrollment Regulations, University Credit Regulations, Padre Hurtado Award Regulations, Monsignor Joaquín Larraín Gandarillas Award Regulations

Student Health Service

Student Health Regulations

Sports

Regulations for High Performance Athletes

Academic Records

Undergraduate Student Regulations, Doctoral Student Regulations, General Regulations for Doctoral Studies, Regulations for Master's Degree Students, Master's Degree Student Regulations, Postgraduate Student Regulations, Regulations for Postgraduate Programs, Regulations for the Basic and Final Cycle Programs, Regulations for Academic Program Validations, Regulations on Academic Consultancies, Regulations on Attendance to Academic Activities carried out at the University.

Library System

Regulations on the Use of the Library System

General Secretary

Regulations on the Academic and Disciplinary Responsibility of the Members of the University Community, Regulation on Assistants

2. Academics (Faculty) Regulations

In terms of academic policies, UC aspires to a person-centered academic management, which is characterized by being participatory and effective, based on the practices and values of the Catholic identity of the institution. Policies are, therefore, oriented to an integral development, both in terms of personal and community management policies of the academic structure. See: [Policies and Regulations/Academic Development Office](#).

All UC Faculty policies and regulations are approved by representatives of all levels in the Honorable Superior Council of the university, as defined by its [Statutes](#). The selection and promotion mechanisms for ARQ UC faculty and staff are defined in accordance with the UC Faculty Regulations and the FADEU Complementary Regulations, detailed above. These regulations, procedures and conditions ensure that the selection, hiring and access to promotion of UC faculty is defined based on merit and objective background selection. This also ensures gender equality in access to the different categories of academic staff and to administrative positions. According to what is detailed in the section *ii.1.2.2 Administrative Structure & Governance*, it is possible to verify all these positions under this criterion.

These policies are regulated by the UC [Academic's Regulations](#). More information is available at the Academic Development Department [site](#).

Regulations for Academics

- Regulation on Sabbatical Periods and other Temporary Absences
- Regulations on Shared Academic Appointments and Dual Appointments
- Regulations on Academic Structure
- Regulations on the Academic and Disciplinary Responsibility of the Members of the University Community
- Regulations on Ethical and Scientific Committees
- Regulations on Conflicts of Interest
- Regulations on Transfer of Research Results
- Regulations on the OMBUDS, Counselor or Mediator
- Regulations on Intellectual Property
- Extension of Maternity Leave Appointment
- General Regulations for Doctoral Studies
- Regulations for the Awarding of Honorary Degrees
- Regulations on Sexual Violence in the University Context

Policies for Academics

Academic Body Management Policy, Sexual Violence Policy: Guidelines for Academic Staff.

Academic Promotion Protocols

- Guidelines for the Promotion of Women in Academic Development and Educational Project
- Extension of Appointment due to Maternity Leave
- Protocol for Academic Promotion to Associate Professor — Protocol for Academic Promotion to Associate Professor
- Protocol for Academic Promotion to Full Professor — Regulations of the Committee of Full Professors
- Extension Assistant Professors
- Dean's Advisory Committees

PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.4 Defining Perspectives:

- A. Collaboration and Leadership
- B. Design
- C. Professional Opportunity
- D. Stewardship of the Environment
- E. Community and Social Responsibility

A. Collaboration and Leadership

1 Architectural education and the Academic Community

The ARQ UC is an integral part of the UC, and as such, its educational community adheres to the principles, mission and vision of the University and of the FADEU. ARQ UC's educational project is guided by our traditions and identity (outlined in I.1.2), which are reflected in the proposals set out for 2014-2024 "Building a Common School of Architecture."³⁵ These guidelines are reflected in the following axes that apply to all the academic community's activities and undertakings, and for which the school is committed to provide full development resources.

- **Commitment to Society and Territories**

Our community is committed to permanent responsibility for quality and excellence, integrating the knowledge contributed by each of its members to form people who put human dignity, social justice and sustainable development at the center of their work and who understand that the role of Architecture is the construction of the common good.

To this end, ARQ UC proposes a public agenda that integrates the areas of coincidence between the needs of society and the existing resources of the Faculty and the University, as central inputs of its educational and research mission.

- **Mindful and Innovative Practice**

The aim is to provide the academic community with a context for academic training and development by conducting studios, explorations, and research with appropriate facilities and support services:

This aim is met by FADEU's Direction of Research and Graduate Studies (DIRIP), the various Centers and Programs that involve FADEU students and academics provide another area of academic enrichment in both teaching and research, and ARQ UC academic editorial project (ARQ Editions), among other services. These three units are explained in depth in other sections of this report.

- **Diverse and Collaborative Community**

The School has an ongoing commitment to making everyone feel welcome and valued and to being a place where good work is recognized, and personal development is encouraged. ARQ UC promotes a variety of opportunities for collaboration and culturally broad participation. To this end, through open competitions, the School has encouraged the inclusion of faculty from diverse backgrounds.

This approach is exemplified in our professors' commitment to teaching architecture. In 2022, four of our professors distinguished themselves for their contributions to the discipline and for their teaching in different areas:

- 1- Professor Fernando Pérez Oyarzún received the 2022 National Architecture Prize of Chile. Honorary Prize awarded for a life dedicated to the service of architecture. [More info](#)
- 2- Professor Rodrigo Pérez de Arce was the winner of the "Sergio Larraín García Moreno 2022" Teaching Prize, awarded by the College of Architects of Chile. [More Info](#)
- 3- Professor Alejandro Aravena received an Honoris *Causa* degree from the National University of Córdoba, 2022, [More Info](#) and University Nacional de La Plata, 2022. [More Info](#)
- 4- Professor Juan Ignacio Baixas received the PLEA Award 2022 (Passive and Low Energy Architecture Conference) for lifetime achievement.

³⁵ Appendix 6.4: "[Common School of Architecture](#)".

5- Romy Hecht received PRED 2020 Excellence in Teaching Award³⁶. [More info](#)

6- Paula Martínez, Alejandra Vásquez, Nicolás Urzúa y Camilo Meneses received PRED 2021 Excellence in Teaching Award.

- **An open and international school**

The aim is to relate the school's activities to the external environment as a way of establishing and strengthening links with society and its needs at the national level through collaboration with other schools of architecture and a strong, diverse and permanent educational offer (certificates and professional courses). At the international level, the school has developed permanent student and faculty exchange agreements, created new research and cooperation networks, and scheduled a series of guests and events to foster innovation in teaching and discipline.

2 Architectural Education and Students

One of the strengths of our School is the quality of our students, who are some of the best in the country. Above other factors, the academic results of our incoming students represent the highest national achievements and quality. This presents a great potential and a challenge for the academic and extracurricular activities developed at ARQ UC: activities must be stimulating for both faculty and students and promote commitment to the educational project of ARQ UC.

- **Diversity and Inclusion**

Outlined in section I.1.3 Social Equity

- **Student Participation**

The ARQ UC curriculum promotes responsibility and autonomy in the formation of our students. Based on a flexible curriculum, the curriculum allows students to define a disciplinary specialization focused on their own interests and talents, which allows our students to orient their undergraduate training towards a future specialization.

The curriculum allows undergraduate students to take graduate elective courses as part of their training, which challenges them and enriches their education. This practice also generates the integration of undergraduate and graduate students. In addition, within the activities of the design courses and workshops, ARQ UC has a tradition of promoting the participation of students in teaching *assistantships* as part of their academic activity to increase their research and knowledge and sharpen their critical capacities. Also, since ARQ UC's beginning, students have had an active participation in the academic decisions and extracurricular activities that are offered throughout the year. This participation is reflected in formal organizations that represent students in specific projects or activities not only at a faculty level, but also at a university level.

Student participation is channeled through the [Council of Architecture Students](#) (CEARQ)³⁷, an organization in charge of looking after student's interests through representatives in ARQ UC's institutional bodies, FADEU and UC. At School level, the representatives participate in the Academic Council of the School, the Curricular Committee, whose mission is to advise ARQ UC management on issues related to the program of studies. The General Direction has periodic meetings with the Director and the different Heads of curricular areas to review projects and activities of ARQ UC. This Direction also serves as advocates for students in cases of elimination in the Board of Causes of Elimination of the UC. At the Faculty level, student representatives participate in the Academic Council and, at the University level, in the Superior Council through the UC Student Federation.

The [UC Student Federation](#) (FEUC) is the highest body of student representation of the Pontificia Universidad Católica de Chile. It is composed of the Board of Directors, the Higher Counseling, the Student Centers and the Territorial Counselors. The role of the Student Federation has been extremely important in the development of the University and the country. It not only promotes student initiatives, but also generates political discussion within the UC and ensures the development of the students themselves and the university community. The FEUC was founded in the late 30s with the aim of unifying the various student organizations and student representation that were emerging in the previous years.

³⁶ Recognition given to UC professors who perform excellent teaching work, standing out in a special way in the achievement of all the guiding principles defined by our institution.

³⁷ CEARQ is composed of a Management Team, an Academic Advisor (that represents the students in the Academic Council and the curricular committee) and the Delegates Board (two student representatives of each Design Studio). Each government lasts for one year. <https://www.facebook.com/CEARQ/about/?section=bio&pnref=about>

- University Context

The University offers its students a range of services, funds and activities, in which they can participate for their self-development. The Department of Student Affairs DGA and the [Vive la UC Program](#) administer these services.

Offerings include extracurricular activities, contests, and sports activities, such as the following:

- **Extracurricular activities:** The University offers its students a range of additional activities and workshops in areas such as dance, singing, photography, music, languages and sports, among others.
- **Volunteer Work:** Participation and social engagement are a necessary part of a UC student's well-rounded education. Dozens of student organizations that perform volunteer work during students' winter and/or summer breaks exemplify this.
- **Pastoral UC:** This unit is responsible for fostering a culture of comprehensive human development and Christian solidarity. This organization works at both the central university level and with the different majors through a series of programs and/or student volunteer activities and service, including:

Trabajo País (<https://www.trabajopais.cl/>) founded in 2016 and administered by Pastoral UC brings together more than 1,500 students per year to build homes or community centers throughout Chile.

a) **Misión País** (<https://www.misionpais.cl/>) project of the UC Pastoral brings together young Catholics of higher education, from different charisms, universities and nationalities, who want to work for the soul of Chile doing missionary work across the country.

b) **Capilla País** (<https://www.capillapais.cl/>) is a group of ARQ UC students that created a contest for architecture students and teachers, with the winning project being a model to build 50 chapels across Chile. More than 100 chapels have been built or repaired thanks to this program since 2015.

c) **Belen UC** (<https://www.belenuc.cl/>) is a group of volunteers who educate and train economically disadvantaged people throughout workshops intended for children, youths and adults that promote the participation of the whole family in an educational improvement process.

d) **CTR FEUC Central Job Bank** (<http://ctr.uc.cl/>) where students can apply for paid jobs to supplement their income. This Center is open to employers who have positions to fill and students who need to work. Registration is web based.

- ARQ UC Student Initiatives

ARQ UC students have historically been proactive in their contribution to the country and the university community. They have contributed important initiatives in the dissemination of architecture and urban planning. Members of our student community initiated the following projects, and many of them are now foundations run by alumni:

- **Plataforma de Arquitectura/Arch Daily** (<https://www.archdaily.cl/cl/>) is one of the most widely read Spanish language architectural websites specializing in interviews and articles about architecture around the world.

- **Plataforma Urbana** (<https://www.plataformaurbana.cl/>) is a website aimed at informing city dwellers about city, urban projects, and public policy related issues.

- **Revista 110** (<http://cientodiez.cl/revistas/index.htm>) is a web and printed magazine for discussion, dissemination and criticism of architecture through articles and interviews. This magazine was started in 2001 at ARQ UC by a group of students, and most of them are now teachers in our school.

- **Album Revista** (<https://www.albumrevista.cl/>) was created in January 2017 by an interdisciplinary team of young professionals, most of them students and alumni of the Master in Cultural Heritage UC, with a critical, decentralized and inclusive approach.

- **BARQO** (<http://www.barqo.cl/v1/>) is a website whose target is the diffusion of Chilean architecture through the online publication of an extensive iconographic catalog, which is being constantly expanded thanks to the collaboration of both professionals and amateurs alike in photography. The site was started in 2005 by a group of students, most of them are young teachers at our school today.

- **Santiago Cerros Isla** (<https://www.cerrosisla.cl/equipocerrosisla>) is an organization that seeks to interconnect greater Santiago's 26 island hills into a metropolitan system of green areas. This organization started as an initiative between teachers and students from FADEU and other UC disciplines.

- **Fundación Legado Chile** (<https://legadochile.cl/>) is a non-profit organization that creates, manages and articulates natural heritage conservation projects to contribute to the sustainable development of the country.

- **Corporación Cultura de Paisaje, Chile** (<https://www.facebook.com/culturadepaisaje/>) seeks to create a landscape culture through the construction of tools that allow us to see, understand and value our landscape as the result of

the connection between nature and human settlements.

- **Lofscapes** (<http://lofscapesbeta.dreamhosters.com/>) is a space for critical discussion about the transformation of the Chilean landscape, particularly in the last two decades. This platform was founded through the Masters in Landscape Architecture UC by Verónica Aguirre, Dominique Bruneau, Camila Medina, Camila Romero, Francisca Salas and Professor Romy Hecht.³⁸

-ARQ UC Student Center Participation

In addition to the outreach and volunteer work mentioned above, students regularly participate in activities held at the Student Center. Some of these activities include the following:

• Regular student activities

- New student welcome and orientation and regular mentoring for new and Talent & Inclusion students.
- Disbursement of economic funds for student support. Both FEUC and ARQ UC provide scholarship funds for the purchase of necessary materials. CEARQ provides funds based on individual student needs. These funds are for ARQ UC coursework materials and projects.
- Coordination of the student job bank.
- Organization of sports activities such as soccer leagues, among others.

• Outreach activities

- **Radio ARCADA** (<https://www.facebook.com/radioarcada>) is an interview program, through which invited professors and guests examine and reflect on different generational views and positions vis-à-vis current architectural issues and debates.
- **Faculty Week:** Since 2009, when this CEARQ initiative was instituted, the entire school community has become involved in a week of extracurricular academic activities, during which normal activities are put on hold. In 2013, this became a Faculty-wide event. It runs along general thematic lines and includes interdisciplinary workshops involving professors, students and administrators from the three schools. The event culminates with a party for the entire Faculty.
- **Community celebrations:** Rock Lo Contador (organized by CEARQ) is an event to introduce different rock bands, and Fonda Lo Contador (organized by the faculty) is a place for the celebration of national holidays and includes performances by a folk group whose musicians are the dean, professors, students and administrators.

• Other internal activities

Recreational Activities:

- **The Gala:** This formal party is organized for the student community at the end of each year.
- **Equinox:** This is a space for live music used by people within the learning community (students, teachers and administrators) who have bands or a musical proposal. Performances are held to welcome the spring and have continued again post-pandemic.
- **National Holiday Food Fair:** To celebrate the Chilean national holidays and make our community start-ups visible, a food fair is held on the day of the National Holiday Celebration on campus.

Other types of activities:

- **Survey: How much does your Workshop/Studio cost?** A survey was created to know how much money students spend on materials, plotting, and other items for each workshop/studio. Along with this, forums and talks were held in order to make the costs of the career visible, and to provide this information to ARQ UC to raise joint initiatives.
- **Encounter: "Somos Lo Contador".** This is a meeting held to discuss our beloved community. What do you like? What would you change? Where can we continue to improve? To learn more, [see here](#).

³⁸ This project was selected by "Land8-Landscape Architects Networks" as one of the "Top 10" websites in the "Land8 Social Media Awards in Landscape Architecture 2018" competition, in the "Top 10 Social Media Accounts - Allied Organizations": <https://land8.com/land8-social-media-awards-in-landscape-architecture-2018-winners/>

I.1.4 Defining Perspectives: B. Design

The School is oriented to train professionals with high sensitivity to the needs of clients, communities, and society in all its dimensions, through the creation of skills for the understanding of urban, territorial, historical, social, environmental, and cultural contexts, the capacities of researching, of collaborative work and design oriented towards quality, innovation and social responsibility, more than mere works of art.

From this perspective, the ARQ UC professional education and project design approach is based on offering an educational proposal that reflects our identity (described in section I.1.1 ARQ UC Mission), characterized by educating people to conceive of the discipline of architecture as a way of thinking and acting, rather than as an accumulation of sequential information or a creative process without compromise with the needs of society. This education is characterized by our commitment to a conscious project engaged with the reality of territories and communities, stimulating both ethical excellence and creativity in the service of the common good. The themes and cases that are developed in the design studios each semester open a wide panorama that allows interaction with this complex reality in different scales of interventions and confront it through the methods and tools that are progressively learned in the levels of training that the curriculum proposes.

ARQ UC aims to foster student autonomy and diversity of interests through a flexible curriculum of general education courses (OFG) and in-depth elective courses (OPR) and/or through thematic lines of study that trace pathways of specialization through the range of graduate courses (Described in section II.2.2 Curricular Framework).

An integral part of ARQ UC educational project is to encourage self-training with a calendar of extracurricular activities and a broad and diverse extension cycle, which is a fundamental part of the students' cultural formation. See Section: *I.1.4 Defining Perspectives/E. Community and Social Responsibility/Outreach*.

I.1.4 Defining Perspectives: C. Professional Opportunity

Architectural Education and Profession

The UC School of Architecture prepares its students for insertion in the complex world of work. This preparation is based on a solid education, both in ethical values and in academic excellence, which are characteristics of the UC Educational Project.

The study program promotes a reflective attitude related to architecture in a continuous interchange between theoretical reflection and connection with the current and future demands of the build environment. This collaborative aspect of our teaching has been especially highlighted by our Director through a declaration of intent to connect our work with external reality and ensuring that this is exercised in the experiences of the Design Studios as the core of our teaching.

Participation of Practicing Architects

In this formative experience, students relate to the professional environment through different mechanisms. One mechanism is through direct contact with outstanding architects whose innovative professional practice serves as a basis for their teaching. This fact has been a distinctive feature of the teaching of ARQ UC since its inception, where many of its professors — most of them our former students — have received national and international recognition for the practice of their profession. This recognition has been the case not only for professors with many years of experience, but also for some of our young teachers, who have also been recognized for their emerging and outstanding trajectories.³⁹ Each semester, renowned architects are invited to participate as Design Studio professors or as tutors for Final Projects, in the last stage of the career. Also, professional architects participate in the Design Studio Final Exams at the end of the academic semester, and external architects participate in the student's final evaluation committee in the final Project exam.

³⁹ Article 2 of the Statutes of the Association of Architects: <http://colegioarquitectos.com/noticias/wp-content/uploads/2015/12/AGE-2015-Aprob.-Estatutos-2015.pdf>

There is a long ARQ UC tradition of ongoing participation and cooperation of practicing architects in both teaching and management. In fact, many of the ARQ Directors and Deans have been practicing architects. Indeed, over the past seven years both FADEU and ARQ UC have been led by practicing architects involved in public and private practice, including the current Director Luis Eduardo Bresciani, the former Director Emilio de la Cerda, Juan José Ugarte, among others. In terms of academic management, whether on academic or management committees, ARQ UC invites practicing architects to be permanent committee members, first as a way to self-evaluate our education and second as a way to constantly update both the content and educational approaches relative to the needs of the profession.

C.2 Curricular structure and the Professional profile.

The School of Architecture aims to educate professionals who are well versed in design, professional and mindful in practice, and who have specific research and innovation skills at the different scales of interventions. The School emphasizes the development of strong critical capacities while providing a solid background in history and theory. For this reason, the curricular framework defines a set of disciplinary areas that allow students to embark upon different paths for a professional specialization and opens fields to answer society's current requirements. Our curriculum "is based not only on the architect's role in building the contemporary city, but also on a model of university level academic education, and takes each of these approaches to be an opportunity for development in the discipline and as professionals."⁴⁰

These Disciplinary Areas — a total of four — participate in the academic project from undergraduate to graduate, research and extra-curriculum levels: Design studio and representation (AQT); Theory, history and criticism (AQH); Technique, construction and Energy (AQC); and City and landscape (AQU).

The following table shows how the concentration of elective courses and studios related to these areas allows students to direct their studies towards one of the five Master's programs offered by ARQ UC. The different possible paths that a student can choose along with a pool of professional practicum experiences are intended to provide a broad experience as a preparation for the challenges that lie ahead as a practicing professional. This approach also encourages coherent and cooperative work with the multiple needs of the country and makes students aware of the contribution that a job well-done can make to the quality of life of the inhabitants.

Table 02: Disciplinary Areas ARQ UC and Curricular Thematic Areas.

DISCIPLINARY AREAS	CURRICULAR THEMATIC AREAS	MASTER
DESIGN STUDIOS AND REPRESENTATION	Architecture Project	Master in Architecture [MARQ]
	Representation	
THEORY AND HISTORY	History and Theory	Master in Cultural Heritage (MAPC)
	Heritage	
CONSTRUCTION, TECHNOLOGY AND ENERGY	Building Construction	Master in Sustainable Architecture & Energy [MASE]
	Structures	
	Energy, Facilities & Environment	Master in Project Management (MAC)
	Management and Administration	
CITY AND LANDSCAPE	Landscape architecture theory and design	Master in Landscape Architecture [MAPA]

⁴⁰ S.XXI Curriculum. UC School of Architecture, 2012. P.4

	Urban Design theory and tools	Master in Urban Projects (MPUR)
	Urban and Housing policies and history	

The courses of each semester are scheduled to offer students the possibility to pursue lines and/or topics of their interest through courses and workshops. This structure has been designed to foster autonomy and in-depth knowledge in the students' areas of interest.

Table 03: Design studio degree topics and thematic areas.

	HISTORY, THEORY & CRITIC	BUILDING, TECHNICS & ENERGY	CITY & LANDSCAPE
1st Semester 2021 - Agenda: Post Pandemic Architecture	Amalgams and Juxtapositions: Programmatic explorations for medium-density mixed-use models (housing - work).	Bigness, Architecture XL: reconversion and mixed-use densification in <i>Sanhattan</i> ⁴¹	From territory to detail: Interventions in Cajón del Arrayán
	El Arca: A building for Chile's Think Tanks	Upstream / Downstream: collective urban housing and the water crisis	
	Vacancy in Height: from the generic open floor plan to the personalized domestic space.	CAP 2021 Competition: Steel Architecture / Structures for Density Housing	
		CORMA Wood Architecture Competition	
2nd Semester 2021 - Proposals to Improve Urban Quality	The High-Rise House. Explorations on the qualities of high-rise housing.	Facilities for the crisis of the cityless: Social, Recreational and Cultural Centers in La Pintana	City and Sports in the Cordillera: Equipment Master Plan for San Carlos de Apoquindo.
	Archipelagos: Interiorities - Nature - Immunizations / Community Social Programs	Housing Complex in Coyhaique	Workshop 9x18: Collective Housing as an Urban Project. Case: Vulnerable Neighborhood Colon Oriente, Las Condes.
		Plus Chile: Collective housing in Chile / Large scale project for the Santa Clara complex, Lo Espejo	
		Bigness, Arquitectura XL: XL housing / high-rise densification	
		Upstream/Downstream: Collective urban housing and the water crisis.	
1st Semester 2022 - Architecture in the face of Crisis (urban-environmental-social)	Poetarium: culture as a strategy for the transformation of the periphery in La Ciudad del Niño	Housing in an Emergency. Prefabricated systems for emergency housing.	Urban Interior: Father Gustavo Le Page Museum / Between architecture, urbanism and landscape
	Migrations: Perimeters, Thresholds and Landscapes. Center for migrants in Colchane, Tarapacá	CAP 2022 Competition: Industry, Innovation and Infrastructure.	Agricultural Community Project in Huerto Cuatro Estaciones, Aysén, Chile

⁴¹ **Sanhattan** (an amalgam of Santiago and Manhattan) is the popular name for Santiago's financial district.

2nd Semester 2022 - Peripheries and Urban Equity		Upstream / Downstream: collective urban housing and the water crisis.	
		Corma Wooden Architecture Competition: Common Services Center for Camps.	
	The Common: Co-Work in Renca	Re-design of a Large Venue and its Environment: Lo Blanco Gymnasium and Sports Park of La Pintana	Master Plan and Astronomical Museum of Santiago: Foster Observatory, Santiago Metropolitan Park.
	Material Laboratory of Architectural Production. Mixed Social Facilities in Lo Espejo	Material Laboratory Workshop	Collective Housing as an Urban Project. Integral Urban Regeneration of the Santa Julia Population in Macul.
	Multifunctional Infrastructures: Public Spaces and Stations Line 7 and Santiago - Batuco Train Station.		Residential Architecture: Antumapu Urbanization, La Pintana. Urbanization and economic housing complex.

Other formative experiences in which students interact with the Professional environment and teamwork is promoted are the participation in Student's Design Competitions, which have been traditionally handled by the Elective Studios. Relevant examples are the "CAP Steel Design Competition" promoted by the Pacific Steel Company (CAP) or the "CORMA - Chilean Wood Corporation - Wood Design Competition", where students must show technical knowledge and expertise to make innovative proposals using these materials, helping them to develop skills that will be used in their future career as architects. There are also Design Studios integrated with the School of Design and the UC Engineering School; these are equally stimulating in encouraging interdisciplinary work, a reality in the professional world.

Table 04. Student's competitions awards through Design Studios and other courses.

2020

National	ARQ UC student wins Challengers tournament. More info
	ARQ UC students receive honorable mention in CORMA. More info
	ARQ UC students won second place in CAP Competition. More info
International	ARQ UC student's drawing was selected for a virtual exhibition of the AA. More info
	UC Architects are highlighted in the Felix Candela Award "Casa Agave". More info
	Course Introduction to Construction wins award at EBRAMEM 2020. More info
	ARQ UC project and thesis received honorable mention in the International Center for Heritage Conservation competition. More info

2021

National	ARQ UC students won first place in Woodarch's HUT Yakisugi competition. More info
	UC architect among the young winners of Woodarch's HUT Yakisugi contest. More info
	ARQ UC student obtains honorable mention in GAC's National Undergraduate Project Competition. More info
International	MAPA graduate wins the award for the best thesis at the Università Iuav di Venezia 2020. More info
	UC architect, graduated from MAPA, obtained an award at an international landscape meeting. More info

	Pavilion that represented ARQ UC was awarded at the Seoul Biennial. More info
2022	
National	ARQ UC in the Chilean Biennial idea's competition. More info
	ARQ UC students obtain honorable mention in CAP 2022 Competition. More info
	MASE students and architects were awarded in Madera21 - CORMA competitions. More info
International	ARQ UC students are awarded in an international workshop in Berlin. More info
	ARQ UC student Mary Dee Vargas won a gold medal in the South American Games. More info
	Team of architects and ARQ UC students wins third prize in a competition in Romania. More info

I.1.4 DEFINING PERSPECTIVES: D. Stewardship of the Environment

UC Sustainability Department (<https://sustentable.uc.cl/>)

In the 20th century and the first decades of the 21st century, rapid human population growth has occurred, causing an enormous impact on the planet. The causes of climate change are anthropic as are the increases of greenhouse gasses which are resulting in imbalances in the climate all over our planet.

Interest in sustainability at the UC dates back to 1988, and in the 1990s progress was made in research and in the creation of the first academic courses and certificates on environmental issues. In 2009 the Ecological Council UC (CEUC) was created, and in 2011, the Office of Sustainability was opened, which was renamed the **Sustainability Department** in 2016. Since then, this Department has taken on the challenge of integrating sustainability into the educational processes, research, and operations of the university, understanding sustainability as an urgent and cross-cutting challenge that requires professionals to develop and implement solutions that can address and mitigate the consequences of climate change, among other matters.

UC Sustainable Culture

With the mission of co-constructing healthier, more efficient and friendlier spaces for all, the Department directs part of its efforts to reduce the impact of the university's activities in those areas that have a clear operational influence inside the campuses: Energy, Waste, Water, Green Office, Biodiversity and Transportation.

To this end, in 2018, 83% of the rooms were changed to LED lighting, and for the first time, the measurement of the institutional Carbon Footprint was certified through the Chile Footprint Program of the MMA. In 2019, the UC declared a "Climate Emergency" through the signing of the international letter SDG Accord, and our Campus (Lo Contador) recycling system was initiated, among several other measures that can be reviewed on this [timeline](#). The UC is committed to consolidating a sustainable culture so that from our daily actions we can live sustainably, promoting this culture throughout the institution and from there to society.

This year 2022, the UC reached its best historical position in the international ranking [UI GreenMetric](#)⁴², listed in the post 190th among 1,050 higher education institutions in the world that participated. UC improved its score in five of the six topics; "Environment and Infrastructure", "Energy and Climate Change", "Waste", "Water", "Transportation" and "Education and Research"; evaluated in this ranking. More info [here](#).

⁴² Since 2010, the University of Indonesia evaluates and compares the environmental and sustainability efforts within Higher Education Institutions.

ARQ UC Environmental Teaching Design Practices

Forming students aware of the socio-environmental emergency is key to taking actions that can face this complex scenario. The UC offers General Education courses focused on sustainability, so that students can reflect and dialogue interdisciplinary, distinguishing ways of life and production that allow a human development oriented to the common good, in harmony with the environment, territories and other species.

The General Education courses contain a line called "Integral Ecology and Sustainability", which seeks to make students aware of their relationship with the environment and their own role in the environmental crisis facing humanity. In addition, within other thematic areas such as "Arts", "Social Sciences", "Science and Technology", "Philosophy", "Humanities", "Mathematical Thinking", "Health and Wellness" and "Theology", there is also the possibility of enrolling in courses with sustainability dimensions.

See [here](#) the courses of the Integral Ecology and Sustainability line for the 1st semester, 2023.

In addition, ARQ UC has a minimum of elective courses in the undergraduate stage associated with environmental issues:

- **Minimum Courses Licentiate Degree**

-AQC0300 Building Systems and Architectural Project: This course objective is to make the student's first approach to the design of a house that provides suitable thermal comfort conditions to its inhabitants making efficient use of energy for its operation (cooling, lighting and ventilation) according to the specific weather conditions of the chosen location, directly addressing the Environmental Systems Criteria.

-AQU0200 City and Landscape II: The Urban Project: The course focuses on the historical genesis of urbanism as a discipline originally oriented towards the physical organization and configuration of cities, its subsequent evolution towards urban design and planning, and the new contemporary ways of transforming and managing cities and territories through projects and plans of different scales, with focus on sustainable development. To this end, it analyzes sustainability and resilience as one of its main themes.

-AQU0300 City and Landscape III: Urbanism from the Landscape (10 credits)

This course intends to emphasize that the organization of the urban and territorial form can be understood from landscape. During this course, students are introduced to subjects associated with the landscape project, both in historical and theoretical terms.

- **Transversal Specialization Courses in Master Degree (OPR)**

-ARQ3256 Forest Ecosystems in Territorial Planning and Development of Projects: Tools for Sustainable Management (MAPA - MASE) (10 credits) In this course, students will value the importance of forest ecosystems and territorial development from a sustainability approach, considering the multiple functions and services of forest ecosystems for human well-being.

-ARQ3635 International Workshop: Fieldwork in Sustainable Architecture (5 credits hour)

In this course, students formulate a field work plan on issues relevant to sustainable architecture and energy use in architecture and their urban contexts.

-ARQ3217 Sustainability in existing fabric (10 credits)

This course discusses, theoretically and through the review of case studies, the relevance and implementation of sustainable and/or sustainable strategies for the rehabilitation of pre-existing buildings, applied to both the scale of the building and the neighborhood.

-ARQ3324 Public spaces and resilient Infrastructures to climate change (10 credits)

In this course, students will develop critical reflections on the role of cities in environmental deterioration and climate change. Students will also be able to reflect on the vulnerability to which different urban settlements are exposed, especially the poorest ones, and the role of architecture in providing resilient public spaces and new buildings that consider the environmental challenges to which we are subjected as a society.

- **Master in Urban Design (MPUR) - Specialization courses (OPR)**

-ARQ3534 Sustainable mobility and cycle-inclusion in response to climate emergency (10 credits)

This course analyzes the fundamental concepts of mobility, the difference with the traditional view of transportation and its relationship with different paradigms of urban planning.

- **Master in Landscape Architecture (MAPA) - Specialization courses (OPR)**

-ARQ3355 Urban ecology and green infrastructure (10 credits)

This course examines current developments in the discipline of urban ecology and investigates the transformative role it can play in the planning and management of urban environments. This course addresses issues related to the quality of air, water, and soil modified by human action, as well as the economic, social, and cultural contexts that affect the flow of benefits derived from the natural components of the city.

The Master's Degree in Sustainable Architecture and Energy (MASE) aims to deepen its impact on design, energy, environmental performance evaluation, and sustainable management.

- **Master in Sustainable Architecture and Energy (MASE) - Specialization courses (OPR)**

ARQ3642 Solar design (5 credits)

In this course, students analyze the aspects of sustainability in architecture associated with the study of the facade and its relationship with the movement of the sun from a visual, thermal and luminous perspective to study the manipulation of the variables that affect the sensation of comfort of the users.

ARQ3715 Sustainable parametric design strategies (10 credits hour)

This course aims to achieve synergies through the dialogue of different software programs, seeking an aesthetic and technical solution that generates an energy efficient and interesting proposal from the design point of view.

ARQ3639 Sustainable Lab (10 credits hour)

In this course, students will learn how to use instruments to measure energy consumption and indoor environmental conditions through case studies.

ARQ3652 Data analysis tools for research in sustainable architecture (5 credits hour)

This course provides students with research tools to implement data collection instruments, design experiments and conduct analysis of results.

ARQ3617 CO2, Embodied, energy and building (5 credits hour)

This course develops a knowledge base, strategies and analysis tools for students to be able to measure, calculate and reduce the amount of CO2 emissions and embodied energy over the life of a building.

ARQ3646 Introduction to biomaterials and bio-fabrication (10 credits hour)

This course develops theoretical aspects linked to the processes of bio-fabrication and provides basic knowledge linked to practical laboratory work.

ARQ3638 Facades: Design principles (5 credits hour)

In this course, students analyze the complexity associated with the design and construction of facades, working with design principles and strategies to respond to important current challenges in the built environment.

- **Master in Sustainable Architecture and Energy (MASE) - Research and Project Studio (TIP)**

ARQ3XX1 Low energy constructed form 2022 (15 credits hour)

This Studio intends to generate low energy, low weight and low operating cost material systems oriented to the construction of roofs on existing buildings.

The program also has a rich outreach agenda focused on disseminating research. Within the program, the following have been offered: "Environmental Architecture", Master of the Royal College of Arts (Godofredo Pereira, Jon Goodbun) and the course "Energy and Territory" at the School of Architecture UC (Ignacio García Partarrieu & Arturo

Scheidegger) both organized in 2022 by ARQ UC + Estudio Común.

Architectural Education and the Regulatory Environment ⁴³

The profession and its relationship with the Association of Architects of Chile

There is a Chilean Association of Architects ([Colegio de Arquitectos de Chile](#)) that brings together professionals from across the country. Since 1981, professional associations have been private institutions and, therefore, membership is voluntary. Nonetheless, the Association plays an important ethical role with its members, and advocates for the protection and prestige of the profession and its proper practices.

Exercising the profession of architect is based on the law defining the domains and skills of the architectural profession. To these ends, and in accordance with Art. 12 of Law No. 7.211, the acts and services of the Architectural profession are deemed to be as follows: *"Design and supervise the construction of buildings and carry out stability calculations, as well as the corresponding and complementary work; design, direct and supervise the construction of essentially artistic or monumental installations, and the urbanization work related to the public aesthetics; city plans and gardens and their additions and alterations; act as arbiter or expert in matters relating to architecture and urban planning, and as technical director or consultant in companies or departments requiring the services of an architect."* ⁴⁴ Also considered as acts of architectural service are urban and rural territorial land use planning, the study of development plans, the consideration of sustainability and environmental issues in all areas related to the profession, as well as real estate management and appraisal.

Rules and Regulations - Urban Planning and Construction

The General Law of Urbanism and Construction (LGUC, DFL 458 MINVU, 1976) and its General Ordinance ([OGUC](#), DS 47 MINVU, 1992), are the main regulations of the profession and practice. It contains the general provisions for planning, urbanization, architecture, construction and the special regulations for social housing.

- Laws

The laws relating to architecture and construction are established by the congress, and compliance with them is mandatory. They are intended to delimit responsibilities and scope of the actions of those involved in the activity:

- The General Urbanism and Construction Law (Law N° 458 MINVU) is under the responsibility of the Ministry of Housing and Urbanism (MINVU) and it establishes an administrative regulatory system for urbanization and construction processes and the corresponding responsibility of ministries and municipalities.
- The Environmental Law (Law N° 19300) is under the responsibility of Ministry of Environment
- The National Monuments Law and related heritage regulations (Law No° 17.288) is under the responsibility of the Ministry of Culture, Arts and Heritage and the National Monuments Council (CMN).
- There are other laws which affect the profession including the Co-ownership Law (Law N°21.442) and the Law of Economic Housing (DFL 2)

- Ordinances

Mandatory Regulatory bodies are established that complement the general law. The General Ordinance of Urbanism and Construction (OGUC) contains rules on administrative procedures for building permits, architectural design for buildings according to their use, stability of buildings, land subdivisions, and compliance with public utility regulations in relation to building installations, among others.

- Regulations

These set conditions to be complied with in specific situations such as Public Facilities Regulations, Local regulations (e.g. regulatory plans at the communal level), Regulations for contracts for the execution of work in the housing sector, and others.

⁴³ These courses may also include content on the laws and practices governing architects and the built environment, as well as the ethos of sustainable practices.

⁴⁴ <https://www.bcn.cl/leychile/navegar?idNorma=25459>

- Rules (Normative)

This set of activities are documented to establish an order, for the benefit of the community, to optimize the use of resources, satisfying the requirements of the community and functional and safety requirements. They establish quality levels and seek to standardize models.

In Chile these rules are dictated by the National Standardization Institute (INN). In some cases, there are also foreign based rules in place (AASHTO, DIN, ASTM, ACI; API, AISC, etc.) but compliance with these is not mandatory, except if they are part of a law or ordinance.⁴⁵

Opportunities for students to engage in political advocacy on environmental issues.

- The Institute for Sustainable Development (IDS) "Convening knowledge for the care of the Earth"

www.desarrollosustentable.uc.cl/

Interdisciplinary academic unit created to generate teaching, research and outreach.

- Students Committed to Sustainability (ECOS) "learning in action".

Students from different UC careers are invited to participate in the ECOS program, an instance that allows them to actively participate in projects and campaigns that seek to push sustainability on our campuses, such as: Climate Action Strategy, measurement of the water footprint and institutional carbon footprint, reporting for Green Metric ranking and Sustainability Report, among others. [See news here.](#)

- Ambassadors for Climate Action

This initiative aims to empower actors of the UC student community, enhancing their role as transformative seeds within their circles to achieve the goal of carbon neutrality and make sustainability a habit in everyday life.

The ambassadors commit to carrying out and disseminating suggested sustainability actions, chosen by themselves. For its part, the Sustainability Department supports the ambassadors by providing them with activities, materials and support. [Open Applications](#)

- Green Office UC www.sustentable.uc.cl/campus-sustentable/oficina-verde/465

This program seeks to promote the acquisition of sustainable habits within each office of the university in the use of water, food, care and appreciation of biodiversity, community generation, energy use, use and management of materials and transportation decisions⁴⁶ for any office or shared work space at the University that is made up of a group of people (minimum 3) that interact and have a common use area (kitchen, meeting rooms, dining room...). For example, this program would affect the offices of academics and civil servants, Student Centers, etc. [Enrollment](#)

- Forestation Project Campus San Joaquín UC

Spaces were recovered with endemic species of the central zone of Chile to capture carbon, mitigate the institutional footprint, and engage the community in climate action.

In September 2022, more than 200 members of the UC student community planted more than 700 native plants of 11 species in a space of 568 m². UC expects to reach carbon neutrality on its campuses in 2038, the 150th anniversary of its founding. [More information.](#)

- Climate Action Seal Plan at the Villarrica Campus.

Among the initiatives implemented in the short term are the replacement of lighting fixtures with more efficient ones in the main building and its facilities, the replacement of the wood-burning stove heating systems with pellet stoves, the implementation of an energy diagnosis in the main building, the installation of recycling clean points and the recycling of burned oil, the implementation of the Bicycle Sharing System (SIBICO), the recycling campaign for electronic and electrical waste, the implementation of the pre-diagnosis of the linkage between the company

⁴⁵ For the construction area, the INN has a list of official Chilean standards (area F), which includes standards in the following areas: general (risk prevention, cubic capacity, Chilean zoning); architectural design (modular coordination, project presentation); design, calculation and execution of structures (overloads, soil mechanics, steel structures, masonry, reinforced concrete, wood); environmental conditioning (acoustic, thermal, thermal and thermal, etc.); materials and components; safety (fire, personal safety); installations; tools and equipment and furniture.

⁴⁶ Training and workshops are conducted, and the creativity and innovation of employees is promoted so that their ideas can be implemented. In addition, it generates a network of collaboration among those who make up each green office team, achieving an exponential effect that hopefully reaches into their homes as well.

and its facilities, the completion of the pre-diagnosis of community outreach and development, and the installation of benches and planters made of recycled plastic. Students are a fundamental part of the plan and have shown to be committed to its fulfillment. [See news here.](#)

- **Recycling Campaigns**

As part of the UC's Week Against Climate Change, held in October, the Sustainability Department invited all members of the university community to recycle electronic and electrical waste on all Campuses, among other recycling initiatives. [See news here.](#)

Students are invited to follow and participate in all UC Sustainability initiatives: www.sustentable.uc.cl/
www.instagram.com/ucsustentable/?hl=es

I.1.4 DEFINING PERSPECTIVES: E. Community and Social Responsibility

The UC Statement of Principles declares that the University *"seeks to play a leading role in the country's development, by educating people to be agents of change and producing high quality knowledge to promote progress and deliver solutions to Chilean's problems"*.

ARQ UC has an ethical responsibility to serve the social, environmental, and cultural demands of society at large, for which we maintain a permanent relationship with communities, NGOs, municipalities and public entities, promoting and supporting new public agendas in all areas oriented to improve the quality of life in the built environment. To promote this public commitment, ARQ UC developed five forms of associations:

1. **National and International Outreach Activities:** the link with the demands of communities, cities and territories is also expressed in multiple forums and debates on problems and proposals for improving the quality of life in cities, at local and global scale.
2. **Proposals of Public Policies:** this line is developed through concrete proposals for public policies that help to improve the public programs and through research that provides new knowledge to help define new demands and actions.
3. **High Impact Research and Projects:** much of the research at ARQ UC is oriented towards problems, processes, and high impact demands in cities. The forms of research not only include formal and academic research but also it includes works that translate into high-impact public projects, replicable as public policy.
4. **Public Engagement, Agreements and Alliances:** the faculty and school of architecture maintain various agreements with municipalities and regional governments for the development of plans, projects, and consulting work. These agreements also make it possible to provide support to these municipalities through training courses for public officials and neighborhood leaders.
5. **Design Studios based on national demands:** this line links our students with local demands in different fields of architecture through collaboration with municipalities and communities. These collaborations translate into project proposals at all scales.

1. National and International Outreach Activities <https://arquitectura.uc.cl/extension/>

There are a number of opportunities for academics and students seeking ways to channel the University's contributions to the national and global agendas. One opportunity is through an ongoing, consistent and significant Cultural Outreach program promoted by the university that includes theater, films, and exhibits all open to the community.⁴⁷

⁴⁷ The "Intervalo" exhibit is a good example of this; this event open to the public, and organized by the Faculty of Architecture, Design and Urban Studies, displays the research projects and works of faculty and students in an exhibition at the Extension Center on the University's main Central campus.

As of 2018, the Outreach Subdirection changed and became an independent unit that functions with direct communication to the School Director (see organization chart in section 1.2.5 Administrative Structure and Governance). In charge of Rayna Razmilic (UC Architect, UC Master's in Journalism, and Master's in CCCP from GSAPP, Columbia University) since mid-2018, the ARQ UC Outreach Unit has been modernized and functions as a platform to help coordinate, disseminate, and execute over 110 activities per year (160 in 2018 only), thus enabling a substantial increase in the number of events of both national and international level that take place at the school. This has amounted to over 500 events (lectures, symposiums, round tables, publication launches, exhibitions, and open classes with experts, among others) between 2018 and 2022, with approximately 100 online activities during the pandemic and quarantine while the rest took place at our campus, positioning our school as a vibrant hub for discussions and exchange between local and global experts, teachers, students, and so on. All these activities are open to the public.

On the other hand, the unit also oversees and manages the school's communication platforms as well as the relations with future students holding special events (such as open houses), presentations, and the school's participation in education fairs. Both the school's website (particularly through the agenda and news sections) and social media have grown and become crucial in the dissemination of relevant news and activities, as well as student and faculty work. The School's Instagram account, for example, has over 28.6K followers. Plus, the school's weekly newsletter (which started in 2018) was redesigned and relaunched in March 2020 after a survey sent to the school's database (including teachers, students, alumni, authorities, and personnel as well as other contacts and "friends" external to the school), to better cater the community's information needs and strengthen its readability, making it more visual and friendlier. In terms of the school's website, the unit is currently working on a new version that will align to the university's most recent parameters which consider accessibility, brand guidelines, and so on, offering once more an opportunity to modernize and improve our site. In parallel, the unit is also working on a brand-new digital project under the name ARQ UC Dossier that will archive, display, and highlight student's work through a visual website. Both initiatives should be operative during the first semester of 2023.

Finally, one of the unit's most recent initiatives was a competition open to students and faculty to design a mobile and flexible system to mount exhibitions in the main hall of the ARQ UC Building, providing another platform to both show student and faculty work but also bring outside exhibitions related to the discipline to the school. This curatorial program will function through a system of open calls, presenting four exhibitions a year. The winning proposal to adapt the hall is currently being further developed before its construction and will be operative during the first semester of 2023. Visit the school's social media:

- Facebook: <https://www.facebook.com/extensionarquitecturauc/>
- Instagram: https://www.instagram.com/arq_uc/
- Twitter: https://twitter.com/ARQ_UC

A detailed list of National and International Outreach Activities can be found in Supplemental Material: [Appendix 16](#).

ARQ UC's ongoing commitment to society and the common good encourages a mindset of active participation and engagement of its faculty and students with Chile's social needs. Through a series of regular academic and extracurricular activities, teachers and students become involved with projects and research in different fields that contribute to an agenda aimed at the public good and the country's development. Some of these are exemplified in the following:

2. Proposals of Public Policy

In the field of Public Policy, each year the UC sponsors a contest for scholars in all fields to propose projects and / or studies, which are then formally presented in a "Proposals for Chile" publication.

In [2019](#), two proposals formulated by interdisciplinary teams from our Faculty were included: Chap. IX *"Standardized municipal policies for the sustainable management of construction and demolition waste"*,

developed by Professors Felipe Ossio (School of Architecture), Juan Molina, Homero Larraín, Cristian Schmitt (School of Architecture), and Chap. X *“Towards an integral model of urban-housing regeneration with densification in 9 x 18 type neighborhoods”* developed by Professors Rodrigo Tapia, Consuelo Araos, Rosanna Forray, Diego Gil and Sebastián Muñoz.

In [2021](#), the academic team of Ricardo Urtubia (School of Architecture, School of Engineering and Center for Sustainable Urban Development, CEDEUS), Juan Carlos Muñoz (UC School of Engineering and CEDEUS), Martín Tironi (School of Design and CEDEUS), Ignacio Tiznado - Aitken (CEDEUS), Miguel Yaksic (UC School of Government) was selected for their project: Chap. I *“The delivery industry and its urban impacts: challenges and opportunities”*.

3. High Impact Research and Projects

Academic and applied research seeks to influence the design of public policies and best practices in urban development and design of buildings, cities, and landscapes. In recent years, these projects have addressed issues such as the conversion of brownfields; project for public space and metropolitan infrastructure of sustainable transportation; landscape architecture projects for desert areas; strategies for redevelopment of public housing and regeneration of neighborhoods; studies and recovery of heritage buildings; design of energy efficiency mechanisms for buildings design; proposals for innovation in wooden architecture; creation of new materials; sustainable urban development indicators; or architecture for education and culture, among many other topics.

Table 05. Recent ARQ UC Research and Public Projects.

RECENT ARQ UC RESEARCH AND PUBLIC PROJECTS	
Mapocho 42 K	Study for the conditioning of the Mapocho Riverbanks as a large continuous Bike Park for public use and recreation.
Kaukari River Park	Recovery of the Copiapo River and landscape architecture design to revitalize the city of Copiapo, hydraulic management of flood and recovery of the arid landscape.
Alameda-Providencia Corridor	Urban design and landscape architecture project to renovate 11 kilometers of the main avenue of Santiago, transforming this transportation infrastructure into a space that accommodates demands for sustainable mobility, public space and citizen encounter.
Reconversion of Mine Tailings	Landscape conversion study of mining tailings: the case of Huasco.
Housing density, diversity, and accessibility for sustainable urban development	Case study of housing through a multidisciplinary approach to provide guidelines and public policy recommendations to intervene in obsolete urban areas
Study of Variable Facades	Façade system with fixed and mobile sun protection components, or reactive through automated mechanisms depending on the external environmental conditions
Study of Santiago 1860 and 1875	The project gathers the graphic and written background on the work produced by Brunet de Baines and others in the XIX century in Santiago de Chile, to create a visual catalog, with the aim of being able to interest a wide audience.
Digital platform for circular economy in the construction industry	Proyector Circular is an information management platform to increase circularity in architecture and construction projects.
TRAJECTORIES: Evolution of urban policies, housing programs and projects to improve neighborhoods and housing in Chile	The research writes and exhibits an alternative history that emerges at the intersection with local, small and oral histories, of the route of the journeys and the experience of the fragments. Thus, such pieces reassemble a joint history of housing and its policies.
Study of Metro Stations and Urban Fabric	This research investigates the role of the Metro as an agent of transformation of the public space of our cities.
Saturation index of tourist zones	The objective of the project is to develop and transfer a platform that allows the public sector to measure in a comprehensive way the impact of tourism in the territory, based on the Tourist Destination Saturation Index (ISDT).
Coastal Wetlands Observatory of Atacama	This project seeks to create a space for the dissemination of the environmental and cultural values of the coastal urban wetlands of the Atacama Region, providing the community with scientific and didactic information that broadens the experience of visiting Huasco and its Wetland.

Multi-criteria evaluation for ventilation solutions in social housing	This research evaluates and defines the most appropriate ventilation systems and strategies for the rehabilitation of social housing, for various Regions of Chile. It considers the 9 specific climatic conditions of the country and the different levels of air pollution, as well as the architectural design of the houses to be rehabilitated.
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4. Public Engagement: ARQ UC Agreements and Alliances

ARQ UC manages to connect and link with the world thanks to its participation in various networks, as well as generating alliances and agreements with institutions and organizations, both private and public, which generate a framework of collaboration in which both entities are benefited.

Table 06. ARQ UC Alliances and Agreements in force, by year of signature.⁴⁸

ARQ UC SIGNED AGREEMENTS AND ALLIANCES
2016
1. Grant Agreement/Call For Innovation Projects, Aulab/Lab. Of Government
2. Framework Collaboration Agreement - Illustrious Municipality Of Valparaiso-Heritage Center
3. Memorandum Of Understanding-University Of London
2017
1. Collaboration Agreement With The Procultura Foundation/Municipality Of Monte Patria
2. Framework Agreement-Municipality Of Santiago-In Force Since 2000
3. Complementary Agreement/Subdere/Diplomado En Gestión de Áreas Metropolitanas/Continuing Education
4. Collaboration Agreement - San Francisco Colonial Art Museum
5. Framework Collaboration Agreement- Illustrious Municipality of Vichuquén
6. Sponsorship Agreement Solutionario Spa-Ed. Continua Arq
2018
1. Collaboration Framework Agreement - Illustrious Municipality Of Chañaral
2. Framework Collaboration Agreement - Ilustre Municipalidad De Peñalolén
2019
1. Incorporation as founding partner of Corporación Ciudades (alliance with National Construction Chamber and NGO Techo)
2. Framework Collaboration Agreement - Ilustre Municipalidad De Punta Arenas
3. Framework Collaboration Agreement - Fundación Navegación Patrimonial Cipres - Centro Patrimonio
2020
1. Contract For The Provision Of Services - Colegio De Arquitectos De Ecuador- ARQ Editions
2. Framework Collaboration Agreement - Rondo Foundation - ARQ Editions
3. Framework Collaboration Agreement - Procultura Foundation - Heritage Center
4. Framework Collaboration Agreement - Illustrious Municipality Of Machalí - Heritage Center
5. Collaboration Framework Agreement - Foundation Of The Heritage Churches Of Chiloe - Heritage Center
2021
1. Agreement For The Modification Of The Deadline For The Development Of The Stages Consultancy-Gore Maule-Heritage Center

⁴⁸ Review signed agreements [here](#).

2. Contract For The Provision Of Services - Colegio De Arquitectos De Ecuador Quito-Ediciones ARQ
3. Framework Collaboration Agreement - MOP Architecture Direction - Heritage Center
4. Framework Collaboration Agreement - Gente De La Calle Foundation
5. Collaboration Agreement - Illustrious Municipality of Vichuquén
2022
1. Contract For The Provision Of Services - Corporación Municipal De Innovación Y Desarrollo Económico Y Social De Recoleta (Municipal Corporation of Innovation and Economic and Social Development of Recoleta)
2. Collaboration Agreement - CMPC Celulose S.A. (Magister Mase)
3. Collaboration Agreement - Secretaria Regional Ministerial De Vivienda Y Urbanismo De La Región De O'Higgins And Serviu De La Región De O'Higgins.
4. Inter-Institutional Collaboration Agreement - Subsecretariat of Cultural Heritage - Technical Secretariat of The Council Of National Monuments - Heritage Center of the O'Higgins Region
5. Collaboration Agreement - Subdirección Del Patrimonio Cultural Inmaterial - National Service Of Cultural Heritage

5. Design Studios based on national demands

According to the National Council for Urban Development of Chile, “poverty and the unequal spatial distribution and access to opportunities is one of Chile's main weaknesses. This condition of inequality not only affects the quality of life of thousands of Chilean men and women, but also weakens the opportunities for future development of our nation and all its inhabitants. This is manifested in all spheres of Chilean society, from education and employment opportunities, to access to public services, transportation or recreation. But its most visible manifestation is the social segregation resulting from the inequality and exclusion of vulnerable communities and groups in access to public goods within the city”⁴⁹ (CNDU, 2015)

Chile faces a series of complex environmental, institutional, and social crises, which in recent years have affected the advances in achieving sustainable and equitable development. With more than 90% of Chileans living in cities and close to 65% living in metropolitan areas, these tensions are strongly reflected in our cities, and in the quality of life of the inhabitants of the entire country. The predominance of the market as the main mechanism for distributing opportunities and access to quality of life has weakened the capacities of communities, local and regional governments to respond to urban and environmental demands, through opportune urban plans and projects, to anticipate trends of social segregation, housing shortage, risks due to climate change, loss of natural and cultural heritage, increase in greenhouse gasses and degradation of neighborhoods. For ARQ UC, these crises are part of the challenges of teaching, driving new content, priorities, and agendas. Where these agendas are most reflected is in the Design Studios, where many of the problems and questions addressed refer to the different aspects of these local and global crises.

- **Chilean Social Unrest (2019)**

In October of 2019, Chile suffered one of the most relevant social upheavals, which highlighted situations of deep and systematic social inequality in the country. Under the slogan and hashtag *#Chilewokeup*, thousands of people took to the streets to express their disagreement with political and social inequalities. According to OCDE, Chile is the most expensive country in Latin America in terms of access to public services, public transportation, higher education, and housing. Only in terms of the housing crisis, at a national level, there is an estimated potential deficit of 588,632 homes (9% of the total number of all homes) and an increasing growth of slums for the first time in 50 years.

After the event of October 2019, the CNDU reiterated that “the problems of a significant part of the population to access quality urban goods and services have become an obstacle that accentuates the inequality gap. The reality of this problem is diverse, it changes from city to city, from territory to territory, but it is explicit and constant at all

⁴⁹ Medidas para implementar una política de suelo para la integración social urbana”, Consejo Nacional de Desarrollo Urbano, 2015.

its scales. The improvement in the quality of life experienced by cities shows inexplicable differences for a society inspired by the principles of prosperity, justice and social equity, as clearly evidenced by the results of the evaluation carried out by the National System of Urban Development Indicators and Standards" (CNDU, 2020)

This context reinforces the commitment of our school to assume new roles and responsibilities, defining together a collective strategy and a new schedule for studios and courses. For example, the themes of the design studios in the last three semesters have been:

- 2nd Semester 2021: Proposals to Improve Urban Quality in Low- and Middle-Income Neighborhoods
- 1st Semester 2022: Housing and Architecture in the face of urban-environmental-social crisis.
- 2nd Semester 2022: Urban Equity and quality in the low-income periphery and Urban Centers of cities.

Some of the studios addressed real cases, in collaboration agreements with municipalities and other public entities, such as:⁵⁰

- "Public Facilities for the crisis of the urban poor: Social, Recreational and Cultural Centers in La Pintana" -> with the Municipality of La Pintana.
- "Plus Chile: collective housing in Chile" / Large-scale project for the Santa Clara complex -> with the Municipality of Lo Espejo Plus Chile project
- "Workshop 9x18: Collective Housing as an Urban Project. Case: Vulnerable Neighborhood of Colón Oriente, Las Condes" -> Ministry of Housing and Urbanism of Chile (MINVU)
- "The Common: Co-Work in Renca", with Municipality of Renca" -> Puentes UC⁵¹
- "Material Laboratory of Architectural Production. Mixed Social Facilities in Lo Espejo" -> Puentes UC and Municipality of Lo Espejo
- "Polyfunctional Infrastructures: Public Spaces and Stations Line 7 and Train Station Santiago - Batuco Municipality Renca" -> Puentes UC
- "Redesign of a Great Precinct and its Surroundings: Lo Blanco Gymnasium and Sports Park of La Pintana" -> Municipality of La Pintana
- "Collective Housing as an Urban Project. Integral Urban Regeneration of the Santa Julia Population in Macul Workshop 9x18" -> MINVU
- "Public Housing: Urbanization of Antumapu, La Pintana. Urbanization and economic housing complex" -> with the Municipality of La Pintana.
- "Regeneration of the Urban Center of the city of Puerto Montt: urban design and mixed-use project U-> with the Municipality of Puerto Montt

In 2020, a constitutional reform process was initiated, in which ARQ UC actively participated by convening discussions with politicians and specialists to build an internal dialogue. Since the new constitution was recently rejected in September 2022 through a plebiscite, the School is preparing to participate again in the future constitutional process to begin in 2023.

● **Coronavirus Pandemic (2020-2021)**

Another worldwide contingency was the coronavirus pandemic, which confined us indoors for months, challenging the ways of living, working and learning at a distance. Consequently, several workshops in 2020 focused on analyzing issues around the pandemic and new realities, and the theme for the 1st semester of 2021 was Post Pandemic Architecture, addressing the following topics:

- Amalgams and Juxtapositions: Programmatic Explorations for Medium Density Mixed Models (Housing - Work).
- The Ark: A building for Chile's Think Tanks.
- Vacancy in Height: from the generic open floor plan to the personalized domestic space.
- Bigness, XL Architecture: mixed-use conversion and densification in "*Sanhattan*".

⁵⁰ The full list of studio topics can be reviewed on Pag. 28.

⁵¹ Puentes UC <https://puentesuc.cl/>: Program that allows UC students to carry out projects that contribute in a concrete and useful way to solving real public problems.

- **Drought and Climate Change**

In addition, Chile is going through the deepest and longest drought in its history, especially between the Atacama and La Araucanía Regions. Of the country's 345 municipalities, 156 are at risk of desertification, a threat that could affect more than six million inhabitants (38% of the population).⁵² Facing this problem is a job for all of us as a society and the School has taken the challenge seriously, proposing topics in its workshops such as

- Upstream / Downstream: Collective Urban Housing and the Water Crisis
- From territory to detail: Interventions in Cajón del Arrayán

Other social engagement initiatives, mainly led by the student body, were described in the section: I.1.4 Defining Perspectives/ A. Collaboration and Leadership/ B.3 University Context

⁵² Information extracted from: <https://www.iagua.es/>

PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.5 Long-Range Planning

A. UC Development Plan 2022-2025⁵³

Long range planning at the University is done every five years based on the Development Plan. These plans are created by the University's Governing Board⁵⁴, who analyze ideas and proposals during "Planning Journeys". Each Faculty's authorities, academics, students, professionals and administrators and the various commissions of the University's Honorable High Council⁵⁵ participate in these meetings. The Development Plan, based on the University's mission statement, defines some general goals to be reached (a vision for the future), a "strategic analysis" and an action plan. The guidelines and objectives of the development plan proposed by the University are given to the various Faculties, which are then in charge of creating and executing their own development plan, along with an economic evaluation and prioritization of sums needed for budget allocation.

To ensure continuity in long-term planning, projects or actions, the University has established that the Development Plans do not coincide with the mandates of the different authorities of the University or the Faculty. The current UC Development Plan is for the period 2020-2025. The process of formulating a plan for each department of the University begins after the plan is presented to the entire academic community. The FADEU prepares its own development plan, which is submitted to the University's Governing Council for approval, as is the case of the FADEU Strategic Plan 2019-2023.

B. FADEU 2019-2023 Strategic Plan⁵⁶

This is a four- or five-year; the period is established once the plan is approved by the Governing Board. The current strategic plan proposes 4 main strategic directions:

1. **Innovation and Strengthening of Undergraduate Teaching** in terms of strengthening the quality of teaching, attracting and incorporating new academics to implement a new FADEU ecosystem based on strategic interdisciplinary lines, and promoting innovation and interdisciplinarity in the undergraduate program linked to this new ecosystem and industry.
2. **High Impact FADEU Doctorate** in terms of consolidating a doctoral program of high national and international impact, incorporating new disciplinary areas and the development of research in transversal lines, to train leading PhDs in academia, capable of impacting public policies and the development of the industry, both nationally and in Latin America.
3. **FADEU Master's Degree for the Latin American Region** in terms of strengthening the current Master's Degree programs with the objective of developing new disciplinary niches, generating an attractive Master's Degree platform with emphasis on professional specialty oriented to national and Latin American external students, and also defining the necessary mechanisms to connect the different levels of training.
4. **Integral Centralization of FADEU** related to strengthening and supporting the different academic units, centers, programs, research clusters and other relevant instances of the Faculty in a coordinated manner, positioning the FADEU coherently within the University and in the external environment.

C. ARQ UC is aligned with the main strategic focuses of the FADEU Development Plan⁵⁷:

⁵³ Appendix 6. [UC Development Plan 2022-2025](#)

⁵⁴ The Governing Board is composed of the following Vice-rectories: Academic, Research, Financial and Communications.

⁵⁵ The Honorable High Council is the highest collegiate institution at the university. It is presided over by the Rector and includes the deans from all the faculties, representative professors, and representatives from the Student Center.

⁵⁶ Appendix 6.2. [FADEU 2019-2023 Strategic Plan Agreement](#).

⁵⁷ Appendix 6.1. [FADEU 2018 Diagnostic Report](#).

1. Projecting the Institution

1.1 Academic Body. Talent Attraction and Inclusion.

The relationship between teaching and practice has traditionally been the main objective for this school. To bring together the best professionals whose practice constitutes a mindful contribution to architecture and involve them in teaching. Each semester, at least two or three distinguished professionals are invited to teach in the Design Studios or Degree Design Studios. See Appendix 1. [Faculty Resumes.](#)

1.2 External Linkage. Improve the International Network

There is a long tradition of ARQ UC connecting with the world, not only through the connections or networks of its academics and student exchange, but also through scheduling of academic activities and annual outreach.

1.2.1 Outreach.

See section I.1.4 Defining Perspectives/ E. Community and Social Responsibility, and Appendix 16. [National and International Outreach Activities 2018 – 2022.](#)

1.2.2 Participation in international research networks.

In recent years, the academics of our school have increased their participation in international research networks, with participation in seminars and conferences, especially given the increase in online or hybrid-mode events, generated by the Coronavirus Pandemic. Some of the projects developed and under development to date include the following:

- Organization of the 18th International DOCOMOMO Conference in Chile, December 2024. Professor Horacio Torrent, FADEU with the support of the UC Cultural Heritage Center.
- FADEU Venue of the VII ISUF-H 2023 Congress "URBAN FORM FOR GOOD LIVING: INTERDISCIPLINARY VIEWS", December 6 and 7, 2023.
- Participation in Urban History Congress (Nov 2022) Professors Germán Hidalgo, Elvira Pérez, Ximena Arizaga, and FADEU PhD students Christian Saavedra and Carlos Silva.
- Participation in the [Lisbon Architecture Triennial](#) of the professor ARQ UC and head of the Doctorate in Architecture and Urban Studies UC, Pedro Alonso. Co-curator with Pamela Prado of the exhibition "Cycles" and jury of the university competition.

For a complete list, please refer to Appendix 15: [ARQ UC Academics Research Projects 2016-2022 + Academics participation in International Research Networks and events.](#)

1.2.3 Exchange agreements and existing dual degree agreements.

See section I.2.1 Human Resources and Human Resource Development/ Students

1.3 Deepen Public Engagement.

Among the contributions of ARQ UC is a common public agenda of work, which is based on a series of agreements with public institutions and other organizations.

See section I.1.4 Defining Perspectives / E. Community and Social Responsibility describes these agreements.

2. Consolidate Campus Infrastructure. Lo Contador Campus, a campus with high standards.

Please refer to *Part 1.2.3 Physical Resources/ A growing Campus.*

3. Develop new knowledge from interdisciplinary and innovative perspectives.

The active participation of ARQ UC in the UC Interdisciplinary Programs and Centers (*Section I. 1.1*) is reflected in the hours that the instructors of this school dedicate to these centers:

- UC Atacama Desert Studies Center: Professor Rodrigo Perez de Arce and students of Master in Landscape Architecture/MAPA Master's Thesis.
- UC Cultural Heritage Center: Professor Umberto Bonomo (Director) and Professor Dino Bozzi (Head of the Cultural Heritage Master's program).
- Direction of Extension and External Services, FADEU: Professor Paula Martinez (Director)

- FADEU academic management positions: Director of Outreach and Communications - Professor Macarena Cortés; Director of Research and Graduate Studies - Professor Felipe Encina; Academic Secretary of the Faculty, Professor Pilar Garcia.

3.1 High-impact R&I. Leadership in Research and Innovation

Please refer to: Part One, Section 2 – Resources Human Resource Development - Research.

3.2 High Impact Doctorate. Sustainability of the Doctoral Platform

- Inclusion of teaching scholarship recipients in the School of Architecture.

Among the students who participate and/or have participated from the School of Architecture to subsequently form part of the Tenured or Non-Tenured teaching staff are: Umberto Bonomo, Macarena Cortés, Danilo Lagos, Hugo Mondragón, Philippe Blanc, Elvira Pérez, Andrea Rojas, Julián Varas, Fulvio Rosetti, Daniel Rudoff, Andrés Tellez, Fernando Carvajal, Sandra Iturriaga, Ximena Arizaga, Filipe TemTem, Carlos Silva, among others. The PhD programme is currently developing a modification to the curriculum that will incorporate participation in teaching activities at FADEU as a requirement for PhD students.

- School of Architecture participation in the PhD Steering Committee.

The Doctoral Committee comprises 2 professors with PhD in architecture and 2 professors with PhD from the Institute of Urban and Regional Studies.

2016 - 2020: Macarena Ibarra, Arturo Orellana, Alejandro Crispiani, Hugo Mondragón and Jose Rosas.

2020 - 2022: Macarena Ibarra, Arturo Orellana, Alejandro Crispiani, Horacio Torrent and Jose Rosas.

2022 to date: Javier Ruiz Tagle, Caroline Stamm, Wren Starbucchi, Alejandra Celedón, Pedro Alonso, y Arturo Orellana.

- School of Architecture professors involved in Doctoral teaching, thesis advisory and thesis commissions.

See Appendix 21. [ARQ UC Faculty as Doctoral thesis Advisors and thesis commissions 2016-2022](#).

- Participation of Doctoral students and alumni in management positions:

- Thaise Gambarra: Cultural Heritage Center Coordinator (2022 -)
- Elvira Pérez: Head of Master in Cultural Heritage (2015 - 2022), ARQ UC Deputy Director of Research and Development (2022 -).
- Carlos Silva: Coordinator of the Master in Cultural Heritage Program (2015 - 2022).
- Macarena Cortés: FADEU Direction of Outreach and Communications (2015- - 2022)
- Umberto Bonomo: ARQ UC Deputy Director of Development (2014 - 2017), Cultural Heritage Center Director (2017 - 2022)
- Hugo Mondragón: FADEU Direction of Research and Graduate Studies (2012 -- 2015)
- Philippe Blanc: Head of ARQ UC Studios (2011 -2014)

3.4 Postgraduate Expansion

Continuing Education (ECARQ) An important part of the ARQ UC's role in the development of the discipline has been the Continuing Education program, linked to ARQ UC's existing resources in its Master's and academic research areas. The program focuses on continuing education to keep professionals in the discipline up to date, with a selection of diplomas and professional development courses.

ARQ UC Diplomas 2022 | Online - Live Classes

- BIM Architecture Diploma.
- Cultural Heritage Diploma: an interdisciplinary approach to Living Heritage.
- Diploma in Green Infrastructure and Urban Ecology Diploma. (New)
- Landscape Design Diploma.

- Sustainable Architecture Diploma. (New)
- Architecture and Accessibility Diploma. (New)
- Housing and City Policies Diploma: challenges of social housing and urban policies in Chile.
- Sustainable Territorial and Heritage Development Diploma.
- Circular Economy in Architecture and Construction Diploma. (New)

ARQ UC Courses 2022 | Online - Live Classes

- Indigenous Heritage, Management and Recognition Policies.
- Cultural Landscapes. Concepts and methods for their management, planning and design.
- Representation and Technical Drawing in Landscape Design.
- Basic handling of ArchiCAD BIM.
- Components of Landscape Design and Management.
- Designing outdoor play and learning areas.
- Heritage as an axis of sustainable territorial development.
- Heritage Management and Local Development.
- Development and local culture: building heritage, economic and social value.
- Urban Project Management.
- LAND + SCAPE. Reflections on Landscape Analysis, Representation and Project.
- Video, Landscape and Territory: Audio-visual exploration of the environment - Online.
- BIM Basics in Architecture - Revit.
- Building and Inhabiting the School.
- Methods for the valuation of cultural heritage.
- Photoshop for the creation and editing of images in Architecture.

Visit our current public offer [here](#).⁵⁸

4. Modernize Management

- **Education Quality Assurance:** National and international accreditation processes.

One of the objectives is ongoing self-evaluation and improvement of the program of studies offered by the school (undergraduate and graduate). This includes the review, update and completion of ARQ UC's accreditation processes:

- Finalize the NAAB recertification process in accordance with Visit III of the process. (May 2023)
- RIBA validation (2016--2023). The process of revalidation will begin in January 2023.
- CNA national accreditation (2017-2024), still current.

As of 2022, ARQ UC has a new Accreditation Coordination position, which reports to the Research and Development Sub-Direction. The current Deputy Director is Elvira Pérez, and the Accreditation Coordinator is Montserrat Rojas.

- **Capacities and Financial Autonomy.** *Please refer to section 1.2.3 Financial Resources.*

- **Operation Academic Staff.** *Please refer to section 1.2.5 Administrative Structure and Governance.*

⁵⁸ Meetings are held by subject area with the heads of the master's and diplomas to seek greater collaboration and identify possibilities for creating new courses. A semiannual review of the offer of the Master's degree courses that may be of interest to external students is held in order to open quotas for continuing education.

PART ONE, SECTION 1 - IDENTITY AND SELF-ASSESSMENT

I.1.6 Assessment

1. Program Self-Assessment

The program faces multiple internal and external changes that affect the teaching and discipline of architecture. These include the growth of higher education, the institutional definition of new academic profiles, the explosion of knowledge related to the discipline, the diversification of professional and academic fields of action, and advances in teaching and research methods, among others. ARQ UC constantly evaluates, reviews and adapts its educational program and its academic management structure to achieve its objectives of improving the quality of its teaching and keeping pace with the changes occurring in the field.

ARQ UC also regularly solicits external opinions and has implemented a number of self-evaluation elements that, in part, are based on national and international accreditation processes and student surveys. In addition, the school applies the internal opinions of institutional bodies such as the Academic Committee, the Curriculum Committee, the faculty and the Graduate Committee, among others. Regular monitoring of courses is also carried out through the [Teacher's Survey](#) (EVALDOC), student evaluation every semester.

These different self-evaluation tools provide important information used in the elaboration of the school's Development Plan, and has resulted, for example, in design and implementation of a new curriculum, planning and improvement of physical space, a more diverse academic staff, increased research and innovation within the discipline, and newly structured academic management

2. According to the Development Plan

The challenges reported by VTR NAAB (as described in I.1.4 Long Term Planning) became the axes of the ARQ UC Development Plan. The Plan represents an institutional commitment of financial resources or funding for the projects it proposes. The fulfillment of the strategic lines and their corresponding actions is important for ARQ UC as a basis for the future approval of the next Development Plan (2016-2021). This plan includes biannual follow-up by the Academic Council and the Financial Direction of the Faculty, for example, for the approval of the academic programming of each unit, hiring and competitions of professors, among others, and an annual follow-up by the Academic and Financial Vice-Rector of the university.

3. Strengths, Challenges and Opportunities the Program Faces in Developing its Mission and Institutional Culture.

A. According to External Evaluations - Accreditations/Certifications/Validations

The various external evaluations include national accreditation by the Architectural Accreditation Agency of Chile (AADS), international validation by the Royal Institute of British Architects (RIBA) and certification by the National Architectural Accrediting Board (NAAB). Below is a summary of the various opinions concerning the strengths and main challenges faced by ARQ UC as of 2016-2017.

Strengths:

a) The strengths identified by NAAB⁵⁹ primarily highlight the good national reputation enjoyed by ARQ UC,⁶⁰ the quality of the professors and students and the growth in research, publication and graduate programs. AADSA highlighted the quality of the School's board, teaching, and administrative bodies, which are properly qualified and sufficiently staffed, including not only professors with Master's and PhDs, but also architects who are

⁵⁹ Appendix 11: [NAAB Visiting Team Report](#). (Visit Three for Substantial Equivalency. April 9-13, 2016).

⁶⁰ The positive perception of the school nationally was a result of the prizes awarded and of the roles played in international institutions and its presence through publications by our school's academics, in addition to the quantity and quality of professors who are practicing architects and often invited to teach classes abroad, and to a considerable number of graduate students.

distinguished in their profession. It also commended the monitoring of the educational process and alumni placement, the use of a curriculum appropriate to the graduate profile and the option to employ a process of continuing education offered by the Licentiate and the Master's.

The RIBA report noted the school's overall approach to architecture, specifically highlighting its interesting design projects, expansive cultural education, quality of representation and technical aspects in the training studios.

Main Challenges:

a) NAAB (USA)

-At least 20% of the credits of the professional career in architecture are outside architectural studies, either as general studies or as electives with content other than architectural.

- Although the school teaches accessibility concepts and evidence of accessible site design was found, ARQ UC should generate consistency across all studies or with respect to all accessible design elements.

- The school must improve student development in the area of building services,⁶¹ as insufficient evidence was found in student work.

b) AADSA (CHILE)

AADSA identified as challenges the need to reevaluate the insufficiently addressed regulatory and legal issues, evaluation, and management. They also recommended inclusion of contemporary issues in architecture such as globalization, consumerism, and the market. In addition, they propose a review of consistency between the graduation profile and the purposes and values of the University and the School, incorporating them clearly in the educational process. Finally, it was recommended that attention be paid to student graduation and dropout rates.

c) RIBA (UK)

- Achieve the addition of a required constructive technologies document within the curriculum, verifiable in the last two years of the program.

- Incorporate technological and environmental issues into the studios, particularly in the required content, ensuring that the resulting project is informed by tectonic thinking.

- Offer a greater diversity of faculty by inviting a more diverse group to enhance the current program. This may include artists, engineers, theorists, and other related disciplines.

- Increase transparency in teacher evaluations.

Overcome the lack of understanding of evaluation criteria by students, especially in the first years of study, and specifically in the architecture studios.

- Add an overall review of study programs to improve innovation and teaching methodologies. In general terms, the accrediting agencies (RIBA and AADSA) mentioned the lack of some thematic content. RIBA highlighted technology in particular. AADSA has focused their observations on the need for alumni to acquire skills with regard to regulation and management.

- Take advantage of the proximity to the School of Design to promote interdisciplinary work in some of the architecture programs.⁶²

B. According to External Evaluations and Alumni Surveys

The University initiated a project in 2008 to create a UC alumni network to have systematic and updated information that allows an effective and continuous monitoring of the insertion and occupational and academic trajectory of recent UC graduates (last 5 years). The initiative sought to collect opinions through surveys on improving the quality of the training provided and getting up-to-date information on the degree of satisfaction and loyalty of undergraduate graduates with respect to the UC and their careers.

In the first survey (2005-2008 alumni), the satisfaction rate with the program among alumni was 65.3%. They

⁶¹ This includes understanding of the basic principles and appropriate application and performance of building services systems, such as plumbing, electrical, vertical transportation, security and fire protection systems.

⁶² In previous processes, all the agencies reported a lack of physical space to properly accommodate the students' studio activities that has been actively addressed since 2015 with concrete actions for campus expansion. See section 1.2.2 *Physical Resources*.

identified as strengths the following: first, the training of architects with critical thinking skills (70.8%); second, the training of architects capable of solving architectural problems (57.4%); and third, the training of architects capable of working in teams (57.4%). The fact that the program (2003 curriculum) did not provide the tools to participate independently in the professional environment was highlighted as a weakness. There was a lack of knowledge of the regulations and legislation affecting the profession, as well as a lack of knowledge of issues affecting administration and management, in addition to a lack of handling of sustainability and energy efficiency issues. Another significant fact is that only 2.8% of the professionals surveyed had postgraduate studies.

Subsequently, a new study was commissioned in 2014 to obtain more up-to-date information on the perceptions of the architecture program by its graduate students (2008-2014 alumni). The overall assessment of the program stands out with a 70% positive evaluation and with 89% indicating they would recommend studying with the UC program. The level of professional training and tools offered by the program were considered adequate or superior (81%). The School's specific contribution to project creation and development was also praised and was by far the most important element (86%).

This study indicates a decrease in employability (90.4%) with respect to the 2008 survey (92%), the reason being that there is an increase in architects who are pursuing graduate studies (25.3%). Respondents indicated that the following content areas were either lacking or insufficiently covered: the construction, management and development aspects of a project, regulatory issues and interpretations, and an understanding of how projects are evaluated from a cost and social context point of view. The respondents also indicated a need to strengthen technical training.⁶³ Architects were especially critical of the program's limited educational contribution to their training in areas such as project administration and management (1.6%), regulatory and legal aspects of the discipline (4.2%) and management of heritage issues (11%).

The latest Survey⁶⁴ is from the year 2021 (2016–2020 alumni) and focuses on the following dimensions: 1. Labor Insertion and Labor Situation / 2. Job Characterization / 3. Evaluation of the UC and their career in the UC / 4. Improvement / 5. Characterization / 6. Open Questions.

Results indicate that the rate of satisfaction with the career increased among alumni, with 77.8% of them voting as Satisfied/Very Satisfied, and 81.4% declaring they would definitely recommend studying architecture at the UC. Despite the curricular modifications developed after 2012, which included regulatory issues and national reality, technology, software and others, 82.5% of the alumni consulted still declared that there are contents or competencies that were not provided by the degree program and that are needed for their professional development. The following were noted to be lacking: Regulations and public policies (46 mentions), project management and finance and budgeting (27 mentions) and advanced management of architectural design software (17 mentions), among others.

On the other hand, the architects self-evaluated their most important skills and abilities as first, the training of architects with Ethical sensitivity skills (81.9%); second, the training of architects with Critical Thinking skills (81.4%); and third, the capability for problem-solving (79.7%), along with Self-learning and personal initiative (73.9%).

⁶³ Number of mentions by topic: legal and regulatory dimensions (80 mentions), project management and development (66 mentions), building and technical education (47 mentions) and among the soft skills, entrepreneurship and self-management (20 mentions).

⁶⁴ Appendix 20. [ARQ UC 2021 Alumni Survey](#)

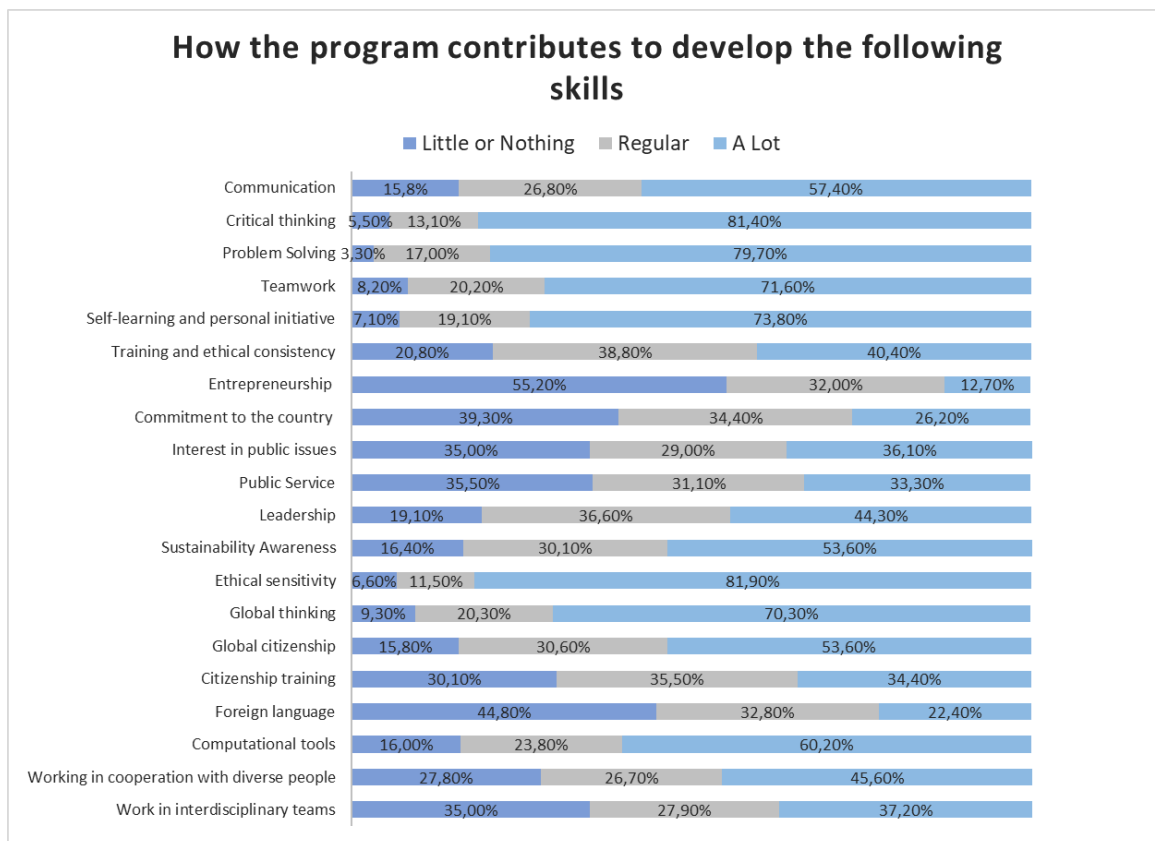


Fig 07: 2021 Survey. Distribution of answers about the contribution of the ARQ UC architecture program to specific areas of formation.

There has been a considerable increase in the number of alumni who have pursued other studies after graduating from architecture (courses, diplomas, postgraduate degrees, etc.) to 62.8%, a percentage that distributes as follows:

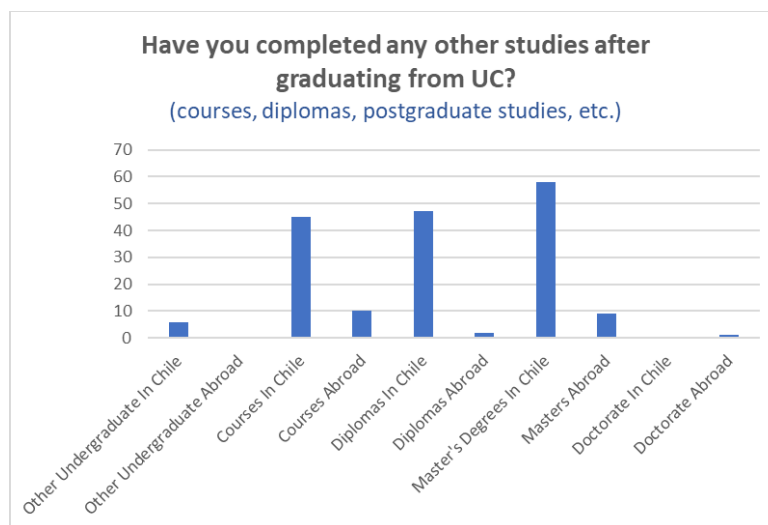


Fig 08: 2021 Survey. Completion of studies after graduating ARQ UC.

Of those surveyed, 86.9% stated that their main job was closely related to their degree program, with construction accounting for 42.3%, followed by "others" with 21.1% and finally, real estate, business and rental activities with

17.7%, among others.

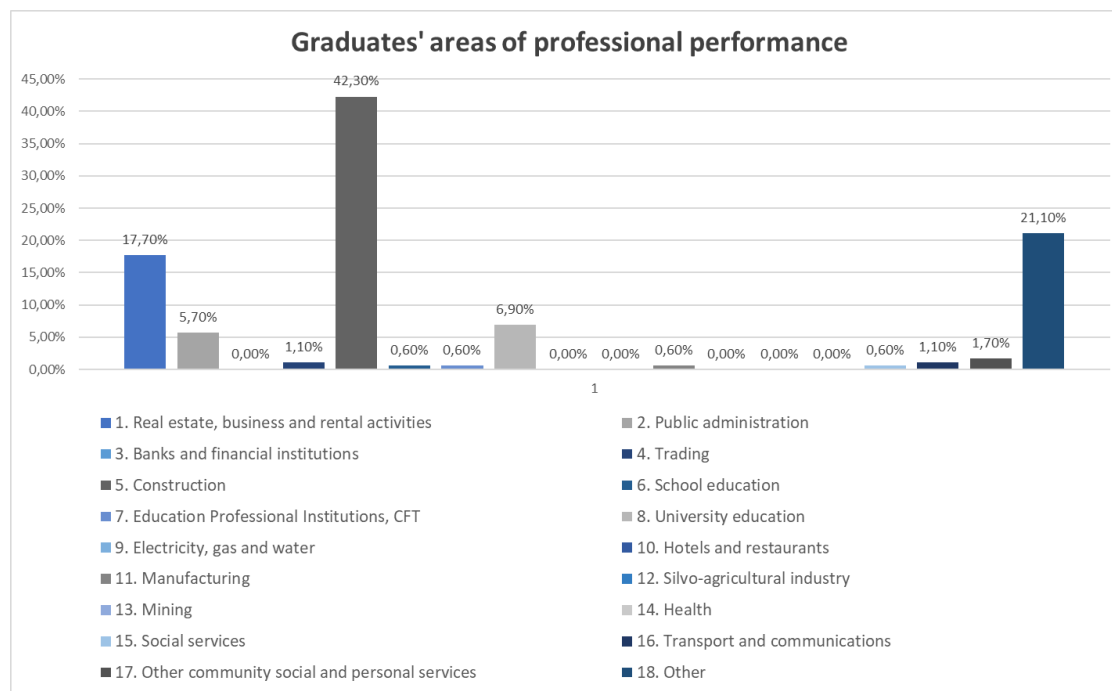


Fig 09: 2021 Survey. Distribution of ARQ UC Architects by type of establishment where they perform their primary work.

Finally, when asked if they could go back when applying for a career, what they would choose, 61.7% indicated they would choose the same career at the same university.

C. "UC Opinions": Institutional Accreditation: In search of excellence and commitment to quality.

<https://acreditation.uc.cl/la-uc-opina>

As a quality assurance mechanism and an important input to provide feedback to its management, the UC consults its students, graduates and employers, as well as academics, professionals and administrative staff to know their opinions, experiences and perceptions on different topics related to the university's activities.

Periodic surveys (Opinions on teaching and learning).

- School Committee: Internal and external / Includes representatives elected by the professors of the course, a student representative, an external member and the ARQUC Director Luis Eduardo Bresciani L.
- Curricular Committee: Internal / Evaluation of the pedagogical approach of the program, monitoring and adjustments to the curriculum, involves the faculty responsible for the disciplinary areas and ARQ UC Board of Directors.
- Tenured Faculty: Internal and external / Involvement of full-time and adjunct faculty for long-term planning of ARQ UC.

Information gathering meeting

- Students: Student centers and representatives from undergraduate, graduate, and graduate levels.
- Administrative and professional staff: school and FADEU resource managers (LAB, ARQ, DOC, research, administration, etc.).
- Alumni: (survey of several generations).

Opinion surveys and/or evaluations

- EVALDOC: Individual course evaluations for the university's courses as a whole each semester.
- Alumni Survey: Surveyed by the Institutional UC Analysis Department.
- Reports of other Accreditation processes.

**D. Internal Evaluation by - Faculty / Curriculum Committee / School Board
Faculty "Cloister Meeting"**

According to the School of Architecture Statutes, the collegiate mechanisms for internal evaluation of the quality of architecture teaching lie in two instances:

The Curricular Committee: This is a collegiate body of the School of Architecture, whose mission is to advise the Director in relation to the study programs. The functions of the Curriculum Committee are:

Collaborate with the Management in the administration, control, and evaluation of the curriculum, proposing to the Director the modifications and adjustments necessary for a better fulfillment of its purposes and objectives.

Evaluate and advise the Management regarding the graduation profiles of the study plan

and consistency of training outcomes with these;

Review course and program evaluation guidelines;

Propose and evaluate the General Education Courses.

The Postgraduate Committee: this is a collegiate body whose mission is to advise the Director in relation to Master's programs. The functions of the Postgraduate Committee are:

Propose to the Director of the School the curricular modifications and regulations of the current master's programs;

Propose to the Academic Council the requirements that academics must meet to participate in the Master's Programs of the Academic Unit, in accordance with the policies and regulations in force at the University.

PART 1, SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development

- **ARQ UC Faculty**

Faculty Résumé: Please refer to Supplemental Information, [Appendix 1](#).

Faculty credentials matrices/ Faculty vitae: Please refer to Supplemental Information, [Appendix 2](#).

ARQUC hosts 215 faculty members. There are 48 Tenured faculty members and 167 non-Tenured faculty, including Adjunct and Visiting Professors.

Of a total of 215 academics, 84 are women and 134 men.

Of the teachers, 95.7% are Chilean, while the rest are Italian, Portuguese, German, Argentinean, Colombian and Brazilian. Most of the teachers are "White", "Latinos" or "Mestizos", the latter is a racial classification applied by the Spanish Empire in America from the 16th century onwards, to denote the biological mix between a person classified as of the "white race" (European) with another person classified as of the "Indian race".⁶⁵

There are no declared ethnicities in this group.

- **Tenured Faculty**

Academics in the tenured faculty have the following contract commitments:

- 29 are Full-Time Faculty (33-to-44-hour contract)
- 19 are Part-Time Faculty (11-to-22-hour contract)

Table 10: School of Architecture Tenured faculty

RANK	QUANTITY	%
Associate	16	33%
Assistant	13	27%
Professor	6	13%
Special Professor	13	27%
Total Tenured	48	100%

Table 11: School of Architecture Tenured faculty Gender

GENDER TENURED FACULTY	QUANTITY	%
Feminine	12	25%
Masculine	36	75%
Other	0	0%

According to the **FADEU Development Plan 2019-2023** 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.

⁶⁵ See: List of indigenous peoples of Latin American countries: <https://mtci.bvsalud.org/listado-de-pueblos-indigenas-de-los-paises-de-america-latina/>

It has become necessary to undertake some medium to long-term planning to consider upgrading the existing faculty, incorporating new lecturers, and considering retirement processes.

Support for Academic Faculty Development (FADEU Development Plan 2012-2017: 2 Institutional Vector):

- a) Retirement Plan (1 professor every two years)
- b) Rotating staff for professors who by virtue of their areas of expertise can teach classes in all three units.
- c) Ongoing education and support of academic activities:
 - Approval of new FADEU statutes.
 - Welcoming day for new professors: folder with information and FADEU welcome, presentation of key people and data.
 - Committee and Program for teaching academic methodology and content updating.
 - Mentored academic training (transfer of academic experience).
 - Review of academic pay and application of grading processes.

The project takes the following into consideration:

- Loyalty and retention of 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.

The document titled '[Reglamento del Académico UC](#)' describes the methodology established by the University for hiring faculty and the assignment of academic categories. It also outlines the conditions for promotion from one category to another. In addition, the FADEU has developed an annex to this document called Particular and Complementary Norms to the Academic Regulations for FADEU Faculty '[Normas Particulares y Complementarias](#)' to specify policies applied particularly to our creative disciplines in our Faculty. This annex especially addresses the case of academics who have a professional practice and how these activities can be valued in comparison to research activities.

Academic Categories

According to the "Faculty Rules of Policy and Management" (Art. 4), the faculty staff is nominated in categories according to their merits and their corresponding activities. The academic activities are

1. Teaching or training of people
2. Research or creation in any of its forms
3. Outreach, dissemination or application of each discipline
4. Management

There are three types of Academic categories classified as Tenured (Planta Ordinaria), Special Tenured (Planta Especial) and Non-tenured (Adjunto).

1. **Tenured** (Planta Ordinaria) These members have a high dedication and permanent character with respect to their academic activities in teaching or training of persons and in research or creation in any of its forms. Every regular academic must perform two or more of the activities mentioned in Article 4 of these Regulations. Teaching or training of persons and research or creation, in any of its forms, constitute their common base. The rest of the dedication may be in any of the four activities, according to the characteristics of the academic and in accordance with his/her Faculty. The categories for Tenured faculty are, in hierarchical order

- a. Professor <Titular>
- b. Associate <Asociado>
- c. Assistant <Asistente>

2. **Special Tenured (Planta Especial)** This new academic category is defined in the modification to the [Faculty Regulations DR78 /2018](#) and its members have a high dedication and permanent character with respect to their academic activities in teaching or training of persons or in research or creation in any of its forms. All Special Tenured academics must perform only one type of academic activity, whether it be teaching or training people, or research or creation in any of its forms, and be constantly updating their academic work. In cases where required, he/she may dedicate part of his/her working day to management, as indicated in Art. 71°. The categories for Special Tenured faculty are the following:

- a. Teaching Professors
- b. Clinical Professors, Professors of Practice, or Professors of the Profession
- c. Research Professors

3. **Non-tenured (Adjunto):** The nontenured faculty have certain roles, appointed for fixed periods of time, which are renewable. The non-tenured positions include the following:

- a) Assistant Professor
- b) Adjunct Instructor
- c) Adjunct Researcher
- d) Visiting Professor

School Faculty Working Committees for Continuous Improvement

According to the "ARQ UC 2021 Regulations" ([Appendix 6.3](#)) the main working committees that meet on a regular basis are:

- FADEU Council:

Dean + Heads of each program + 5 representative of the faculty + 2 undergraduate student representatives + 1 graduate student representative (meets once a month).

- Executive Committee:

Dean + Heads of each program + Director of Management and Financial + FADEU Academic Secretary (meets once a week).

- Curricular Committee:

ARQ UC board + 4 Disciplinary area heads + 2 Student representatives (meets once a month).

- ARQ UC Committee:

Dean + ARQ UC Head + 4 representative of the Faculty and profession +1 Student representative (meets once every 2 months).

- Graduate Committee:

Research and Development Deputy Director Degree programs + 3 faculty + 1 Degree Student representative (meets once a month).

Table 12: ARQ UC Board Hourly Dedication

NAME	DEGREE	ACADEMIC RANK	POSITION	Administration	Teaching	Research
LUIS EDUARDO BRESCIANI	M.Sc.	Associate	School Head (Director)	33	11	
OSVALDO MORENO	PhD	Assistant	Academic Deputy Director	22	11	11
ELVIRA PÉREZ	PhD	Associate	Research and Development Deputy Director	22	11	11
ALEJANDRA CELEDÓN	PhD	Assistant	Head of MARQ		22	22
ANTONIO LIPTHAY	M.Sc.	Special	Head of MPUR		33	

ALENDRA BOSH	M.Sc.	Assistant	Head of MAPA		27,5	
DINO BOZZI	M.Sc.	Special	Head of MAPC		33	
ARTURO LYON	M.Sc.	Assistant	Head of Design Studios	11	11	11
STEPHANNIE FELL	M.Sc.	Adjunct	General editor of <i>Ediciones ARQ</i>	22	111	
PEDRO ALONSO	PhD	Associate	Head of PhD	11	11	11

I.2.1 Human Resources and Human Resource Development

- **ARQ UC Staff members**

According to the **FADEU 2019-2022 Development Plan** (Annex 14) opportunities for development should be given to administrative and professional staff. To promote research, teaching, extension and services, FADEU requires a skilled Professional team that supports and complements the Faculty.

Table 13: ARQ UC Staff Members Hourly Dedication

Name	Position	Unit	Hours
ACADEMIC SUBDIRECTION			
YOALY VÁSQUEZ	Academic Coordinator	ARQ UC	44
GEORGINA CASTRO	Undergraduate Coordination Assistant		33
AMIRA SHALABY	Postgraduate Coordination Assistant		33
PILAR URREJOLA	Head of Student Affairs ARQ UC		22
IVONNE PEÑA	Secretary Academic Subdirection		44
RESEARCH AND DEVELOPMENT SUBDIRECTION			
ISABEL SIERRALTA	Research Coordinator	ARQ UC	44
MONTERRAT ROJAS	Accreditations Coordinator		33
CONTINUOUS EDUCATION			
CARMEN FREED	Head of Continuous Education	ARQ UC	22
KATHERINE LAVIN	Continuous Education Coordinator		33
KEILA GODOY	Continuous Education Secretary		44
OUTREACH			
RAYNA RAZMILIC	Head of Outreach and Communications	ARQ UC	22
LORETO VILLARROEL	Communications Coordinator		44
FRANCISCA EVANS	Communications Assistant		22

MÓNICA SILVA	Outreach Secretary		44
ARQ EDITIONS			
CECILIA HERNÁNDEZ	Commercial Assistant	ARQ Editions	44
CAROLINA VALENZUELA	Graphic Editor		28
LORENA LOBOS	Assistant Manager-Sales and Marketing		33
DOCTORAL PROGRAM IN ARCHITECTURE AND URBAN STUDIES			
ARTURO ORELLANA	Head of Academic Management	Doctorate	44
ANDREA MASUERO	Academic Coordinator		33
JACQUELINE BIGORRA	Secretary		22

Table 14: FADEU Staff Members Hourly Dedication

Name	Position	Unit	Hours
Mario Ubilla Sanz	Dean	FADEU	44
Pilar García	Responsible for Gender Equity		11
Felipe Encinas	Academic Secretary		44
Camilo Meneses	Assistant Dean		22
Macarena Cortés	Director of Extension and Communications		33
Carolina Moya	DECOM Journalist		22
Juan Andrés Inzunza	DECOM Journalist		22
María Teresa Poblete	Secretary Dean and Academic Secretary		44
Patricia Peñaloza	Secretary to the Dean's Office		44
Name	Position	Unit	Hours
Magdalena Vicuña	Director of Research and Graduate Studies	DIRECTION OF RESEARCH AND POSTGRADUATE STUDIES - DIRIP	44
Felipe Ladrón de Guevara	Assistant DIRIP		22
Name	Position	Unit	Hours
Marcos Parraguez	Director of Finance and Management	DIRECTION FOR FINANCIAL AND ADMINISTRATIVE AFFAIRS	44
Evelyn Araneda	Chief Financial Officer		44
Marcela Rivera	Head of People and Remuneration		44
Pilar Ahumada	Financial Accounting Analyst		44
Ernesto Hernández	Financial Accounting Analyst		44
Mirko Salinas	Financial Accounting Analyst		44
Name	Position	Unit	Hours
Pedro Alonso	Head of Doctoral Program	DOCTORATE	11
Arturo Orellana	Head of Academic Management		44
Andrea Masuero	Academic Coordinator		33
Jacqueline Bigorra	Administrative Assistant		22
Loreto Villarroel	Press Officer - Architecture and Urban Studies Doctoral Program		44
Name	Position	Unit	Hours
Umberto Bonomo	Director Heritage Center	CULTURAL HERITAGE CENTER	22
Daniela Zaviezo	Deputy Director Development		33
Thaisse Gamborra	Heritage Center Assistant		22
Paulette Sirner	Cathedral Master Plan Manager		44
Dino Bozzi	Head of Heritage Master Program		22
Carlos Silva	Assistant Magister Heritage		22
Name	Position	Unit	Hours

Magdalena Vicuña	Coordinator	SERGIO LARRAÍN GARCÍA-MORENO ORIGINAL ARCHIVES	44
Isabel García	Librarian		44
Roxana Valdebenito	Archivist		44
Name	Position	Unit	Hours
Paula Martínez	Director	EXTENSION AND EXTERNAL SERVICES DIRECTION (DESE)	44
Felipe Morales	Assistant Director		33
Betsy Solis	Management Assistant		44
Nicolás Yopo	General Project Coordinator		22
Paulina García	Project Coordinator		22
Name	Position	Unit	Hours
Rodrigo Sylleros E.	Platform Manager	COMPUTATIONAL PLATFORM	44
Henry Puelpán	Room Assistant (room 12)		44
Alexis Astorga	Alfero Room Assistant		44
José Luis Cardenas	Alfero Room Assistant		44
Name	Position	Unit	Hours
Andrea Leiton	Bookstore Manager Ediciones UC	UC LIBRARY	33
Name	Position	Unit	Hours
Francisco Chateau	Models and prototypes foreman	MODEL AND PROTOTYPE LABORATORY	44
Agustín Mercado Rojas	Workshop foreman		44
Pedro León Muller	Digital machines foreman		44
Name	Position	Unit	Hours
Tomás Vivanco	Laboratory Manager	FADEU DIGITAL FABRICATION LABORATORY - FABHAUS UC	44
Juan Pablo Valenzuela	Laboratory Manager		44
Pablo Gutierrez	Laboratory Manager		44
Name	Position	Unit	Hours
Pablo Guindos	Academic Director	CENTER FOR INNOVATION AND DEVELOPMENT OF WOOD - CIDM San Joaquín	44
Cristian Vial	Executive Director		44
Felipe Victorero	Deputy Director of Transfer CIM		44
Romina Rubio	Deputy Director of Management		44
Jairo Montaña	Deputy Director of Research		44
Javiera de la Barra	Head of Projects		44

A description of the institution's policies and procedures relative to social equity and diversity initiatives are described in I.1.2 Learning Culture and Social Equity chapter of this document.

One of the main transversal axes of [2020-2025 UC Development Plan](#) is “**Research and Creation**”. This document states that “Research and creation in all its forms and its transfer to society is an essential part of our university work (...)” The university's important advances in this area have been sustained, in recent years, by much more diversified research and creation activity in the different fields of the sciences, humanities and arts. This is reflected in its participation in a wide range of national funds, especially FONDECYT and FONDEF projects.

UC aspires to be a national reference in the dissemination and valuation of science, humanities and arts, and knowledge in all its fields. To this end, the creation of a unit for scientific dissemination and education within the Vice Rector's Office for Research will bring the university's research work closer to society.

Aligned with this effort to bring the university's research work closer to society, FADEU 2019-2023 Strategic Plan Agreement ([Appendix 6.2](#)) proposes as some of its main goals to:

- Strengthen the lines of research and innovation, linking them more closely to public policies and strategic sectors with public policies and with the strategic sectors of industry development, at a national level and scalable to Latin America.
- Promote publications through the strengthening of ARQ Editions, leader in Latin America among Spanish-language academic publications, and with a strong international projection.

There are different avenues, at UC, FADEU and ARQ UC levels, to enable faculty to access funding that stimulates research and promotes and develops the production of knowledge. These are the Vice-rectory for Research and

Graduate Studies (VRAID), the Direction for Academic and International Relations (DRAI) at FADEU level, the Direction of Research and Graduate Studies (DIRIP) and at ARQ UC level, the Research and Development Subdirection.

Research

A. UC Level: Vice - Rectory for Research (VRI) <https://vicerrectoriadeinvestigacion.uc.cl/>

This office is in charge of research in the graduate school, in the areas of arts and culture, and in the pursuit of transfer and innovation policies. Within the unit, the Research Direction is responsible for promoting research in all areas of knowledge, interdisciplinary development and the internationalization of projects led by scientists from the university. It has two sub-directions: National and International, which are responsible for maximizing the resources obtained for R&D through competitions and support for applications for national and foreign funds. Its function is key for the linkage, networking and positioning of UC research in the world.

1. Supporting Research in Priority Areas

- Special competition for interdisciplinary research: The competition is aimed at inter-faculty projects that address issues that have not been studied from an interdisciplinary point of view.
- Competition for creation and art culture: This competition promotes initiatives in the areas of art, music, theater, literature, audiovisual, and architecture and design that give rise to artistic work or a theoretical essay.

2. Support Projects for FONDECYT Competitions (Knowledge and Technology Fund)

- FONDECYT Iniciación: This fund competition is designed to support basic resources for young researchers with no external funding.
- PUENTE Competition: For researchers with wide experience, who have completed a previous project and do not have other Funds to continue their research work.

3. Special Support Areas

- Program for young researchers: This program focuses on recruiting full time young academics for research, artistic creation, graduate teaching.
- P.R.E.I.: This program encourages the publication of research conducted within the University.
- Competition compliments for projects with external financing: This program complements FONDECYT, FONDEF (Scientific and Technological Development Promote Funds) and other requests for funds.
- Program Completion sabbatical period: This program promotes research stays in external centers of excellence.⁶⁶

4. Support for Research Project development

- Funds for project counterparts: This program provides support for research projects that require an external counterpart.
- Support Funds for Project Formulation: This encourages the presentation of projects to national funds, such as FONDECYT, FONDEF, IDF, IAF.
- Advice on sources of external financing: This service provides information about the main international sources of finance for research projects.

5. Incentive for the Internationalization of the PhD programs

- Internship Grants for students. Competition for stays abroad: This provides support for research activities in areas and levels that are not available in our country.
- Funds for Visiting Professor for PhD thesis Committee: This seeks to enhance the training of PhD students, through the participation of professors of international renown in the development and / or assessment of their thesis.
- Supporting the participation of PhD students in International Congress.

Vice Rector's Office for International Affairs <https://www.uc.cl/universidad/vicerrectorias/vicerrectoria-de->

⁶⁶ The Transfer and Development Department of the UC Vice Rector's Office for Research allows academics to apply to the LIV Patent to Transfer Competition, to support them in the protection of industrial property rights of inventions, encouraging the transfer to the productive sector and, as a result, benefiting society with these advances.

[asuntos-internacionales/](#)

Responsible for representing the University before international agencies and institutions, managing student and academic exchange programs, attracting foreign students and promoting internationalization within the University. This office is in charge of International Networks, Academic Exchange Program, Management of international agreements, Double degree Agreements, Academic Program for Regional Studies, Language courses, and Competitive funds for the following:

- Mini sabbaticals / short-term stays for UC faculty
- Foreign Distinguished Visiting Professors at UC
- International Insertion of UC Authorities
- Diffusion of the UC Graduate Programs in Latin America

B. FADEU Level: Direction of Research and Graduate Studies (DIRIP)⁶⁷

This Direction interacts with research centers, academic researchers and graduate students to serve as a link and a bridge of mediation between them and other institutions both public and private, with the function of promoting the search for research funds. Externally, it is also in charge of establishing international relations with other educational institutions, as well as research centers, which allow our academic researchers to create relationships of interest with foreign and multidisciplinary research circles. It is in charge of the Faculty's Documentation and Original Archives Center. It also organizes various activities related to research, such as the [INTERSECTIONS Congress](#) in its four versions and the VII version of the ISUF-H 2023 Seminar. Its current Director is Magdalena Vicuña Del Río, Architect and Academic of the Institute of Urban and Territorial Studies.

DIRIP not only manages and sponsors the internal research competitions and grants inside FADEU, but also promotes and gives support to faculty and students willing to participate in Competitions and Grants sponsored by other National and International Institutions, such as CONICYT (National Commission for Scientific and Technological Research), CORFO (Corporation for the Promotion of Production) and CNCA (National Council for Culture and the Arts), among others. Its website platform is particularly useful because it displays all available research competitions and funds.

The DIRIP interacts with research centers, academic-researchers and graduate students as a link and bridge of mediation between themselves and other institutions both public and private, with the function of promoting the search for research funds. Lastly, the DIRIP helps to coordinate the implementation of the [PREI competition](#), which is an incentive for the publication of the results of scientific research carried out by UC academics in indexed journals, books or book chapters. This information is also applicable for the FADEU's Faculty *Protocol for Remunerations*, which validates research hours through publication, dissemination of research, and participation in scientific conferences ([ADA](#) 'Assignment of Academic Performance').

The funds offered this year by UC through DIRIP for Faculty Members and Students to develop specific research, academic, and artistic creation activities included the following:

1. High impact publication incentive.
2. Incentive for publication of disciplinary relevance.
3. Support for academic productivity.
4. Support for participation in international congresses.
5. Support for artistic and cultural diffusion.

Between 2021 and 2022, DIRIP gave \$6.073.000 Chilean pesos in funds to ARQ UC. The list of Academics and Projects that received these grants in the past two years can be found in Supplemental Information, [Appendix 14](#).

ARQ UC Faculty Research Projects Since the Last NAAB Visit (2016)

Due to the University and Faculty policies for promoting research as a main axis for generating knowledge, Academics from the School of Architecture have increased the amount of ongoing research. Through applications for public or private funds, research projects have increased considerably since NAAB's last visit in 2016.

⁶⁷ <http://investigacionpostgrado.fadeu.uc.cl/>

- 2022: 17 new research projects
- 2021: 13 new research projects
- 2020: 7 new research projects
- 2019: 26 new research projects
- 2018: 12 new research projects
- 2017: 20 new research projects
- 2016: 16 new research projects

The list of faculty Research Projects from 2006-2012 can be found in Supplemental Material: [Appendix 16](#).

C. SCHOOL LEVEL: Research and Development Subdirection

The Research and Development Vice Direction carries out, through the coordination of research, a series of actions to support the unit's researchers:

Management

- Management of research project payments through the UC's ERP system.
- Management of the "Seed Fund", which seeks to finance operating activities of academic groups that address topics of disciplinary relevance, to submit applications to external competitive funds such as ANID or similar organizations at both a national and international level.
- Provision and maintenance of physical space for working groups with external funding.
- Channeling of calls for proposals to academics according to their research profiles.
- Support in various instances of development and application of research projects.

Data

- Maintenance of a database of the Unit's publications and research and development of proposals for improvement of data and visualization systems.
- Responding to data requirements internally as requested by the School's Direction or by the University through the School or from the University through any of its Vice Rector's Offices (Rector's Accounting, Rector's Ranking América Economía, etc.); and externally through the Survey on Expenditure and Personnel in Research and Development in the following sectors: State, Higher Education and Private Non-Profit Institutions and Private Non-Profit Institutions, which is carried out annually by the National Institute of Statistics.
- Coordination of the "Survey on R&D expenditure and personnel", an annual survey led by the National Statistics Institute (INE).

Dissemination

- Dissemination actions in the Research web page on the UC Architecture site, monthly publication on research projects on UC Architecture's Instagram, management of internal research meetings and conferences⁶⁸.
- Edition of the annual publication [Anales de Arquitectura UC](#), which seeks to disseminate a selection of articles based on research from the ARQ UC community.

Publications

- **ARQ UC Ediciones.** The ARQ UC publishing house allows for the low-cost publication and dissemination of research and works by ARQ UC faculty, which have been used as teaching texts in courses and for general interest and reference.
 - 2022, Emilio De la Cerda, Cecilia Puga, Paula Velasco, Alberto Moletto, Fernando Pérez Oyarzun, Moisés Puente, Constanza Larach (ed.), Alejandro Crispiani (ed.): "Palacio Pereira, Conservación y Renovación".
 - 2021. Varios, Daniel Talesnik (ed.), "Santiago 1977-1990. Arquitectura, Ciudad y Política".
 - 2021. Francisco Díaz (ed), Varios, "Lithium. Estados de Agotamiento".
 - 2020. Germán Hidalgo, "Dibujo y observación. Una práctica persistente en Alberto Cruz"

⁶⁸ Website: www.arquitectura.uc.cl/investigacion/investigaciones-vigentes.html

ARQ UC Instagram: https://www.instagram.com/arq_uc/

- 2019. Juan Baixas, Enrique del Río. Francisco Díaz (ed.), Constanza Larach (ed.), "Baixas y Del Río". Complete list in: www.edicionesarq.com/Libros-Subindice

- "Anales de Arquitectura UC" annual publication www.analesdearquitecturauc.com

In 2018, the Sub-Direction created an annual publication that brings together a selection of articles with the results of research projects developed in the School. It is a printed book and a website that presents the work of professors, research groups and theses developed in the different master's programs, undergraduate research workshops, FADEU PhD projects, along with articles by academics and working groups of the School of Architecture.

The objective of the publication is to make public the arguments and disciplinary debates that emerge from the UC regarding a wide range of topics including the city, landscape, heritage, technology, sustainability and the theory and history of architecture. The next version (volume 5) will be published in April 2023.

Sabbatical Leaves

In Article 45 of [UC Academics Regulations](#), it is stipulated that only Associate and Professor Tenured faculty are entitled to apply for sabbaticals, according to the [Regulations on Sabbaticals and other Temporary Absences of Academics](#) University regulation.

In Article 1 of this regulation, 'Sabbatical Leave' is defined as "The period of time in which an academic is released from contractual commitments to conduct research and development activities in a specific field or subject, in the country or abroad, from which emerges an outcome of academic interest to the University."

According to this, all academics eligible for Sabbatical Leave can be sponsored by the ARQ UC Director and FADEU Dean or the Academic Vice Rectory (VRA) approval.

Table 15: Sabbatical Leave taken since NAAB's last visit.

Hugo Palmarola Sagredo
August 2022 to July 2023
Program: MIT International Science & Technology Initiatives MISTI
1. Massachusetts Institute of Technology, MIT.
José Antonio Quintanilla Chala
September 2021 to August 2022
1. Investigation Development: "Del texto al Contexto", FONDART 2020 (folio531503),
2. Investigation Development: "En Lugares de Mínimas Huellas: El Caso del Cementerio de Ciudad Abierta, Ritoque, Chile"
3. Courses and Lectures as visiting professor in ETSAB, Universitat Politècnica de Catalunya, Spain
Pedro Bannen Lanata
April 2017 to March 2018
1. Doctoral Thesis presentation and Final exam in Granada University, Spain
Romy Hecht
August 2016 to July 2017
1. Fellowship at Investigation Center of Dumbarton Oaks, Washington, DC
Alejandro Crispiani Enríquez
September 2019 to August 2020
1. Courses and Lectures as visiting professor in Graduate School of Design at Harvard University
2. Development of new Research programs and studies

Macarena Ibarra Alonso
September 2019 to February 2020
1. Courses and Lectures as visiting professor in Sydney University, Australia
José Manuel Allard Serrano
January 2021 to December 2021
1. Postgraduate Investigation Program "Design for Change" in University of Edinburgh, Scotland

ARQ UC and FADEU also give tenured faculty the opportunity to apply for grants to do postgraduate studies within the programs offered at FADEU as well as in International Programs.

Table 16: Faculty that have received these grants for Postgraduate Studies include the following:

Name	Rank	Program	Institution	Scholarship
ALONSO PEDRO	Associate	PhD	AA - School of Architecture, London, England	MECESUP
BOZZI DINO	Planta Especial	Master	Università degli Studi Di Roma Tre	Beca Sócrates Università di Roma Tre
CALVO CRISTIAN	Assistant	PhD	Swiss Federal Institute of Technology, Zurich	
CELEDON ALEJANDRA	Assistant	PhD	AA - School of Architecture, London, England	Becas Chile de Estudios de Doctorado en el Extranjero, CONICYT
CHATEAU FRANCISCO	Assistant	PhD "The Modern Form"	U. Politecnica Catalunya, Spain	MECESUP
CORTÉS MACARENA	Associate	PhD in Architecture and Urban Studies	UC	Universidad Diego Portales, Scholarship + Faculty Scholarship
CRISPIANI ALEJANDRO	Professor	PhD in Cultural Studies	Universidad Nacional de Quilmes, Buenos Aires. Argentina	
D'ALENÇON RENATO	Assistant	Master	Cornell University	Beca Fulbright Mecesus 2002 a 2004 for Master of Architecture, M.Arch., Cornell University, 2004. Concentration in Science and Technology Studies.
D'ALENÇON RENATO	Assistant	PhD	Technische Universität Berlin	Grant DAAD - CONICYT 2008-12. Doctoral Studies in architecture at Technische Universität Berlin, beginning in 2009.
DIAZ FRANCISCO	Assistant	Master in Architecture	Columbia University	Fulbright for postgraduate studies in the US
DIAZ FRANCISCO	Assistant	PhD	Scuola di Doctorado, Politecnico di Torino, Italia	Grant for PhD in Architecture, History and Projects (DASP)
ENCINAS FELIPE	Associate	PhD	Université Catholique de Louvain	Program of cooperation through development, Doctoral grant for 4-year study program at Universidad Católica de Lovaina (Programa de "cooperación para el desarrollo"), for outstanding young researchers from developing countries.

ENCINAS FELIPE	Associate	PhD	Université Catholique de Louvain	Program ALBAN of the European Union, High-level grant program from the European Union for Latin America. Academic Period 2003-2004
GARCIA PILAR	Assistant	Master in Landscape	UC	Employee Scholarship
GRAY SEBASTIAN	Planta Especial	Master of Science in Architecture Studies	Massachusetts Institute of Technology	
HECHT ROMY	Associate	PhD History and Theory of Architecture	Princeton University, USA	MECESUP
HIDALGO GERMAN	Professor	PhD History and Theory of Architecture	Universitat Politècnica de Catalunya	
HIDALGO ROCÍO	Associate	PhD in Architectonic Projects	U. Politècnica de Catalunya, Barcelona, Spain	
HURTUBIA RICARDO	Associate	PhD Mathematics	École polytechnique fédérale de Lausanne	Becas Chile for Doctoral Studies abroad - CONICYT
ITURRIAGA SANDRA	Associate	Master Historia, Arquitectura y Ciudad	Universitat Politècnica de Catalunya	ISI-UPC Instituto de Cooperación Iberoamericano Scholarship, Scholarship for postgraduate studies at the Polytechnic University of Barcelona.
ITURRIAGA SANDRA	Associate	PhD in Architecture and Urban Studies	UC	Employee Scholarship
IZQUIERDO CRISTIAN	Planta Especial	Master in Advanced Architectural Design	Columbia University	Beca Chile - CONICYT
LAMA MAURICIO	Planta Especial	MSc in Renewable Energy and Architecture	University of Nottingham, England	Scholarship from U. de Nottingham
LIPTHAY ANTONIO	Planta Especial	Msc LSE City Design and Social Science	London School of Economics and Political Science	
LYON ARTURO	Assistant	Master in Design Research Laboratory	AA - School of Architecture, London, England	MECESUP
MARTIC DANILO	Associate	Master in Landscape Architecture	University of Pennsylvania	Fulbright Grant
MARTINEZ PAULA	Assistant	Master in Landscape Architecture	UC	Employee Scholarship
MONDRAGON HUGO	Professor	PhD in Architecture and Urban Studies	UC	Universidad Diego Portales Scholarship + Faculty Scholarship
NUÑEZ MAX	Planta Especial	MSc in Advanced Architectural Design	Columbia University	
PEREZ BLANCA	Associate	Master Architettura, Storia Progetto	U Roma Tre, Italy	Presidente de la República. Scholarship. SoA Scholarship
PEREZ BLANCA	Associate	PhD in Architecture and Urban Studies	UC	Scholarship for doctoral studies in Chile - CONICYT
PEREZ D. RODRIGO	Professor	PhD	AA - School of Architecture, London, England	Employee Scholarship
SANDOVAL CRISTIAN	Associate	PhD Construction Engineering	Universidad Politècnica de Barcelona	

SCHLACK ELKE	Assistant	PhD Engineering Sciences	Technische Universität Berlin	Swiss Confederation, scholarship for master's degree studies
STRABUCCHI WREN	Associate	PhD	University of Cambridge	British Council Scholarship in honor of PUCCh's 200th anniversary for a 4-year stay at the University of Cambridge.
STUTZIN NICOLAS	Planta Especial	Master in Advanced Architectural Design + Advanced Architectural Research	Columbia University	Beca Chile - CONICYT, KINNIE FELLOWSHIP de Columbia
TAPIA RODRIGO	Associate	Master in Urban Development	UC	Employee Scholarship + Institute of Urban Studies Scholarship
TORRENT HORACIO	Professor	PhD in Architecture and Urbanism	Universidad Nacional de Rosario	CONICET, Argentina
VASQUEZ CLAUDIO	Associate	PhD in Architecture	Universidad Politécnica de Catalunya, Brna, Spain	Presidente de la República Scholarship + Agencia Española de Cooperación Internacional

1.2.1 Human Resources and Human Resource Development

- **Students**

- **ARQ UC Exchange Students Program** <https://arquitectura.uc.cl/programas/pregrado/intercambio.html>

The School of Architecture, together with the University, maintains student exchange programs with more than 300 universities in the five continents, to provide opportunities for our students to experience other realities and cultures during their academic development. This exchange program allows students, as of their 4th semester, to apply to any of the Universities in the program for one or two academic semesters.⁶⁹ Within the University itself, ARQ UC has the highest proportion of students studying abroad. In return, the number of foreign students who come to the School has also substantially increased in the last years, exceeding the number of students who go abroad.

Table 17: Number of Students in Exchange Programs for Undergraduate Studies since Last Visit.

EXCHANGE STUDENTS	2016	2017	2018	2019	2020	2021	2022
FROM UC	42	45	39	41	23	16	43
TO UC	62	68	98	50	24	15	28

A detailed list of Students participating in International Exchange Programs from 2016 to 2022 and a detailed list of the countries involved can be found in [Appendix 17](#).

- **Exchange Agreements and existing Dual Degree Agreements.**

Our students can also opt for a program that allows the completion of undergraduate studies in Chile and in prestigious institutions abroad, in order to obtain the Professional Degree both in the UC and in the institution of

⁶⁹ The possibility to study in other Universities is governed by the courses' validation system. In the case of the School of Architecture, it is required that the courses are only electives.

destination. Its main objective is to provide a training of international excellence to develop as an architect in various areas, but immersed in today's world, with a broad vision and a thorough knowledge of what is happening internationally, in addition to promoting academic and economic exchange between the two countries. ARQ UC has existing agreements with the following Universities:

1. TUB Technische Universität Berlin (since 2008)
2. Università IUAV de Venezia (since 2009)
3. Politecnico di Milano (since 2007)
4. Politecnico di Torino (since 2008)
5. Saint-Lucas School of Architecture, KU Louvain (since 2015)
6. University of Strathclyde, Glasgow (since 2015)

The requirements for students doing a Dual Degree are listed on our website:

<https://internacionalizacion.uc.cl/vive-la-internacionalizacion/movilidad-hacia-el-mundo/programa-de-movilidad-bilateral/requisitos-de-doble-grado-titulacion/>

For A description of:

- Student support services, including academic and personal advising, career guidance, and internship placement where applicable.
- Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus - wide activities.
- Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the substantially equivalent degree program, opportunities for students to work on faculty - led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.
- Evidence of support to attend meetings of student organizations and honorary societies

Please see section *1.1.4 Defining Perspectives*

PART 1, SECTION 2 – RESOURCES

I.2.2 Physical Resources

Please refer to: [Appendix 3. Lo Contador Campus Plans.](#)

A. Campus Lo Contador

The School of Architecture is located in the Lo Contador campus, which shares with the Design School and Urban Studies Institute. Few places in Santiago remain unchanged and have preserved their original features as much as Lo Contador, a wonderful and historic place in the district of Providencia, located between the San Cristóbal Hill and the Mapocho River. The structure around the colonial patio was built over time: first the two-story pavilion, followed by the U-shaped structure that encloses the garden, with its corridor surrounding the patio. Such a layout responds to its agricultural origin, but also to its use as a retreat house and a hospital for veterans.

“It is not only a place for learning and delivering knowledge, but an urban space conceived as the cradle of academic production; a heritage site that knows how to preserve its history; a center where different disciplines, experiences and schools of thought and design gather, talk, and converge; a place where interdisciplinarity strengthens the preparation of future professionals, who are called to address the problems posed by an increasingly urbanized country with a complex metropolitan and territorial structure.”⁷⁰

The Campus today consists of a series of installations from different periods: the historical *Casona* Lo Contador with its courtyard and gardens, the architecture building for design studios (1990), the Prototype LAB building and the School of Design Building (2011), the Library and Documentation Center in the underground level (6.184m²), the Dining Hall, the Doctorate and Master’s houses, the DESE house, the School Architecture Building (2016) and, the latest addition: the FADEU building (2022) which, among others, will house the Institute of Urban Studies, which until now has been located on the top floor of the Design Building.

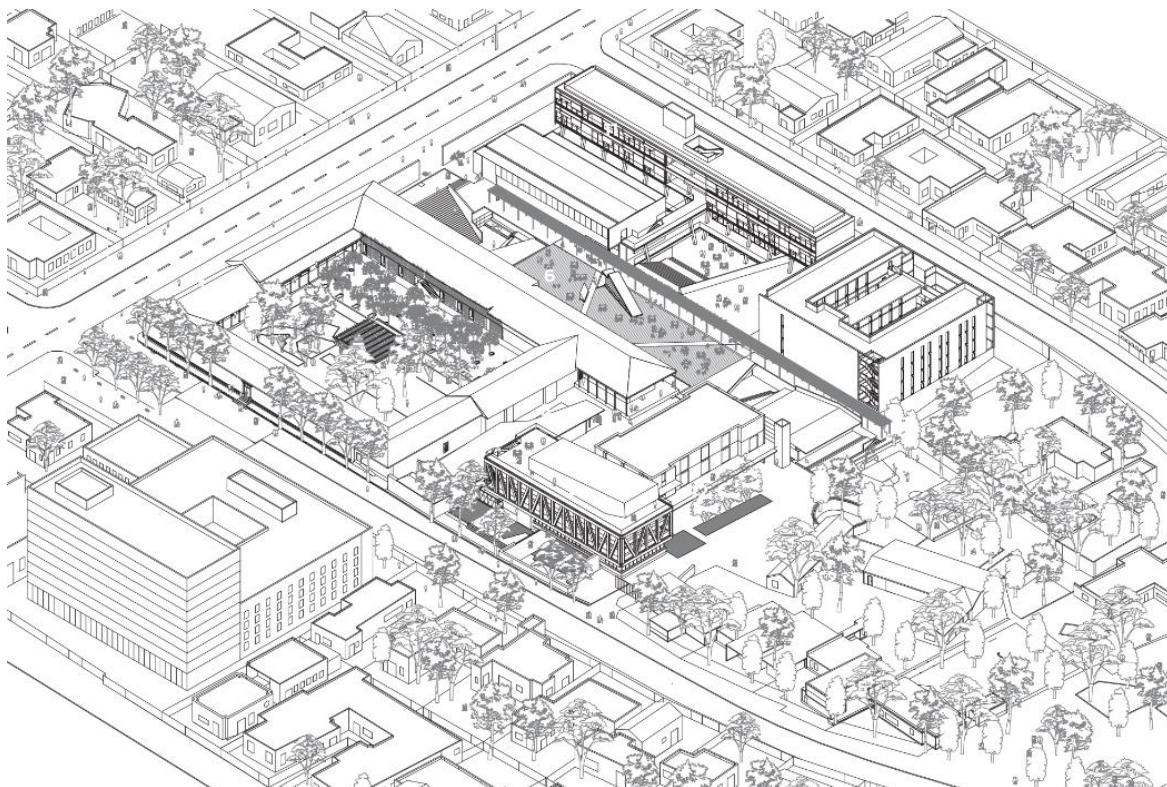


Figure 7: Lo Contador Campus (2015) Alberto Moletto.

⁷⁰ Dean Mario Ubilla, Lo Contador Guide.

The Campus is organized with an efficient and centralized management of all the usable spaces for classrooms and studios, though each School has some classroom spaces that they administer. The Campus administrator is Francisca Maggi, with Guillermo Gutiérrez as her assistant.

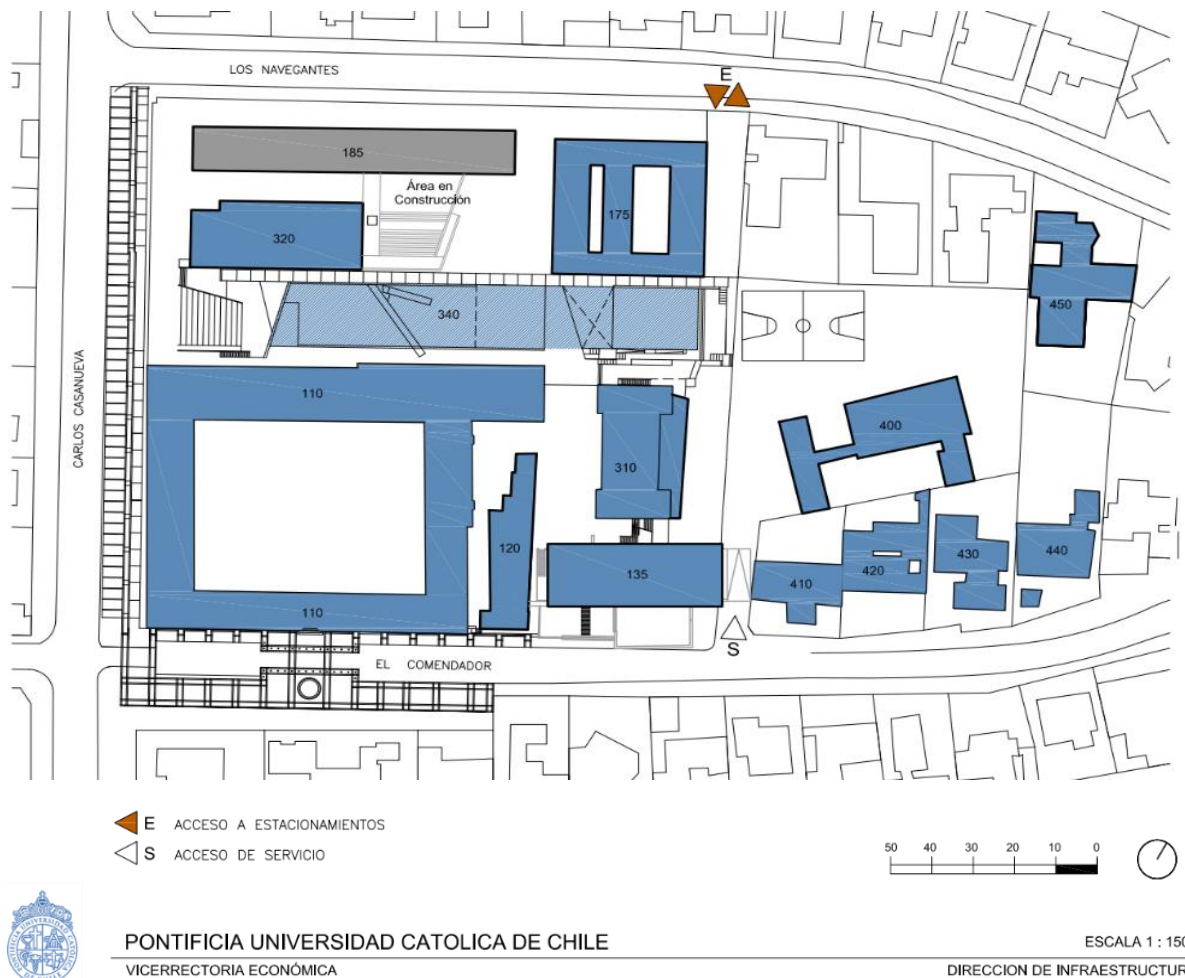


Figure 8: Lo Contador Campus Buildings.

Table 18. Campus Lo Contador Buildings/M2.

N°	CAMPUS BUILDINGS	M2
110	Casona	2,426.10
120	Casino / Cafeteria	408
135	School of Architecture building	1,748.10
175	School of design building / Parking lots basement	5,111
185	FADEU Building (Inauguration, early 2023)	3,884.5
310	Models and Prototypes Laboratory (Ex-Art Building)	1.660,6
320	Design Studios Building & I+D Architecture Nucleus	1,795.36

340	Lo Contador Library & Sergio Larraín G.H. Documentation Center	3,313
	Computer room "Alfero" / Auditoriums north and south	481.77
400	Sergio Larraín García Moreno House: Campus Administration /Heritage Center	480.3
410	DESE	165.1
420	DESE - University advertising	258
430	Master's House	356.88
440	Doctorate House	607.97
450	OCUC / CEDEUS (Research Centers)	449.77

120. Casona <2,426.10>: Historical Monument and main house of the Campus. It has two large pavilions, the chapel and the refectory, spaces used for exhibitions, meetings and workshop class spaces. It has classrooms of different sizes for courses with a smaller number of students, and has the offices of the Dean's Office and of UC Editions. Since 2021 it also houses the Gallo Gallery at the northeastern end.

120. Casino/Cafeteria <408 sqm>: After the inauguration of the new official cafeteria in the FADEU building, this building will be transformed into a space for members of our community to eat what they bring from home and have more space to meet and work informally.

135. School of Architecture building <1748,1 sqm>: This volume houses the offices of the professors and professionals of the School of Architecture, while the roof and the terrace are left free for programs that support the more public life of the building: a covered patio at ground level protected from the rain and an auditorium on the upper terrace open to the Casona and the hill. The ground floor houses the offices of Continuing Education, ARQ Editions and some research groups, and in the basement, there is a large classroom.

175. School of design building <5,111 sqm>: The School of Design building also hosts classes and activities of the School of Architecture. It has a Prototyping Workshop and subterranean parking on levels -1 and -2. Until this year, the 4th floor belonged to the Institute of Urban and Territorial Studies, which will migrate to the new FADEU building, which is about to be inaugurated.

185. FADEU Building <3.884,5 sqm>: About to be inaugurated in March 2023, this building will have rooms of different sizes that fulfill different roles. It includes a new and spacious cafeteria, more subterranean parking and will have a space for the Original Archives, which is where the FADEU's cultural heritage collection is located. This building will also house the Institute of Urban Studies, freeing up the fourth floor of the Design Building and arranging the units in larger spaces.

310. Prototype LAB building <1.660,6 sqm>: This is a three-story building plus a basement for the workshops - visually linked to the courtyard - and was the first densification building on the campus. It houses the 8 faculty laboratories. <https://fadeu.uc.cl/lo-contador/laboratorios>

1. [UC Bio fabrication Laboratory](#): This laboratory is aimed at research and development of materials and manufacturing processes based on biological structures and systems. This laboratory was born from the need to have a space for interdisciplinary experimentation to explore new, sustainable and open source materialities that might be used in architecture and design.
2. [FABHAUS Digital Fabrication Laboratory](#): This space was designed to bring the different tools of digital fabrication to the community of the Faculty of Architecture, Design and Urban Studies, such as laser cutting in different formats and sizes, 3D printing, thermoforming, 2 CNC routers, among others. It is a space of 92 square meters and has a team of two people who are highly trained in digital fabrication.
3. [Photography Laboratory](#): This space offers the FADEU community the possibility of making digital records of products, mock-ups, fashion production, portraits, plans, etc. The studio has a CANON EOS Mark III camera, flash

accessories, an I-MAC with *CamRanger* instant connection, a small dressing room, and a warehouse to store studio material.

4. **Lighting Laboratory**: With one of the largest collections of artificial light sources for teaching the basic concepts of electrical lighting, and with an extensive specialized library of books, catalogs and magazines, the lighting laboratory is considered one of the most complete nationally. Its main function is to develop practical activities of experiences with light and includes a collection of lamps, luminaires, measuring instruments, auxiliary electrical equipment, and lighting control systems.
5. **Tools Laboratory**: The Models and Prototypes Laboratory is a teaching and applied design research unit, designed for students, academics and researchers to develop a direct relationship with construction and manufacturing through the execution of models and prototypes in different scales and materials. Its facilities are divided into two clearly differentiated areas:
 - a) Laboratory with manual control tools.
 - b) Laboratory with numerical control tools (FABHAUS).
6. **The UC Factory Press**: This space provides resources and facilities for printing, binding, experimentation and academic research in the graphic arts. The Laboratory's mission is to foster and promote the graphic arts through experiences based on participatory work, collaboration, connection with crafts and artisanal work as well as with new technological possibilities. The Laboratory, which has been in operation since 2015, has semi-industrial tools such as a press, die cutter, folding machine, substrate sampler and stapler, among others.
7. **Sustainability Lab**: This laboratory was born from the need to accurately measure and project the impacts that architectural design has from an energy point of view, applied to a climate, a program, a construction system and a particular location. For this purpose, the laboratory has measuring instruments of different types: thermal, light, ventilation, humidity, radiation, occupancy, air quality, etc. It also has a Heliodon and a Wind Tunnel, designed to perform simulations based on work with scale models.
8. **Paulina Brougnoli Bailoni Textile Laboratory**: This Laboratory includes the dyeing laboratory, a printing room and a sewing room. This is a space for experimentation and prototyping in which models in textile techniques can be developed and experiments with structures and surfaces of a textile nature can be carried out to expand the understanding of materials and their technical possibilities, and also explore the tactile-visual language that they offer.

The Safety Manual UC Manufacturing Laboratories Network + FABHAUS Regulations can be found at [Appendix 22](#).

320. Design Studio Building & I+D Architecture Nucleus <1,795.36 sqm>: This building is on the north side of the wooden patio and hosts the Studios for the final stage of the Licentiate that also has a common space used for critiques. Located on the ground level are the student center CEARQ, a Plot center, a small cafeteria (kiosk) and the I+D Nucleus for research groups. In addition, on level -1, there are classrooms and shared workspaces open to all architecture students. In this building, the architecture school manages 18 Studios spaces (713,0sqm) and 3 classrooms (160 sqm).

340. Lo Contador Library & Sergio Larraín G.H. Documentation Center <3.313 sqm>: This building is located below the school's courtyard level. It consists mainly of a specialized Library and the FADEU archives, Computer laboratories, two auditoriums for 150 students each and a main auditorium with a capacity for 300 people. See: www.puc.cl/sw_educ/archivodeoriginales and www.sibuc.cl

400. Sergio Larraín García Moreno House. Campus services and Patrimonial Center <480C sqm>: This building hosts the offices for Campus service administration, the UC Heritage Center offices, including the Master in Heritage administration, and two seminar rooms: The Salon SLGM and the SLGM Library.

410 - 420. Direction of Extension and External Services DESE <423 sqm>: These are two houses that host offices for 66 people including the Integrated Professional Platform, the FADEU City observatory staff and the FADEU Extension courses.

430. Architecture Master degree building <257,6 sqm>: This building has workspaces for 30 graduate students, classrooms and services.

440. Doctorate building <174,0 sqm>: This building includes work places for 28 doctorate students, classrooms and administration staff and services.

450. OCUC and CEDEUS Center <248 sqm>: This house hosts the UC Cities Observatory ([OCUC](#)) and the UC Center for Sustainable Urban Development Center ([CEDEUS](#)) administration offices.

Further information about each building, its history and uses can be found in Appendix 3.1. [Lo Contador Guide](#).

The Campus Space Use and Management description

As explained above, the Campus buildings are efficiently managed according to use. Some depend directly on general services administration, others depend on the Deanery (Dean - FADEU administration), and others depend on each School.

In relation to the number of students that each school has, and how the teaching spaces are used, the school of architecture is the one that has the highest rate of occupation.

Table 19: Total N° of students per FADEU Unit.

ACADEMIC UNIT	N° STUDENTS
School of Architecture	1,246
School of Design	1,040
Urban & Territorial Institute	45
Doctorate program	59
Continuing Education Courses. ARQ:163, IEUT: 185, DNO: 159 / 100% online courses and diplomas since 2020.	507
Total ARQ, DNO, IEUT	2,331
Total FADEU	2,897 ⁷¹

A growing Campus

Two competitions were held in 2015 by FADEU with the UC Infrastructure Department. The first competition was to design a Campus Master Plan with the mission to define a new "comprehensive growth strategy". The Beals Lyon Architects office won first place with a project that, in the words of its authors, *"allows us to examine and rethink the critical elements in the formation of a campus so that it can play an active and successful role in the formation of professionals, in the transformation of our society and its cities"*.⁷²

⁷¹ As of 2016, the faculty has 698 additional students.

⁷² https://www.archdaily.cl/cl/tag/lo-contador-2015?utm_medium=website&utm_source=archdaily.cl

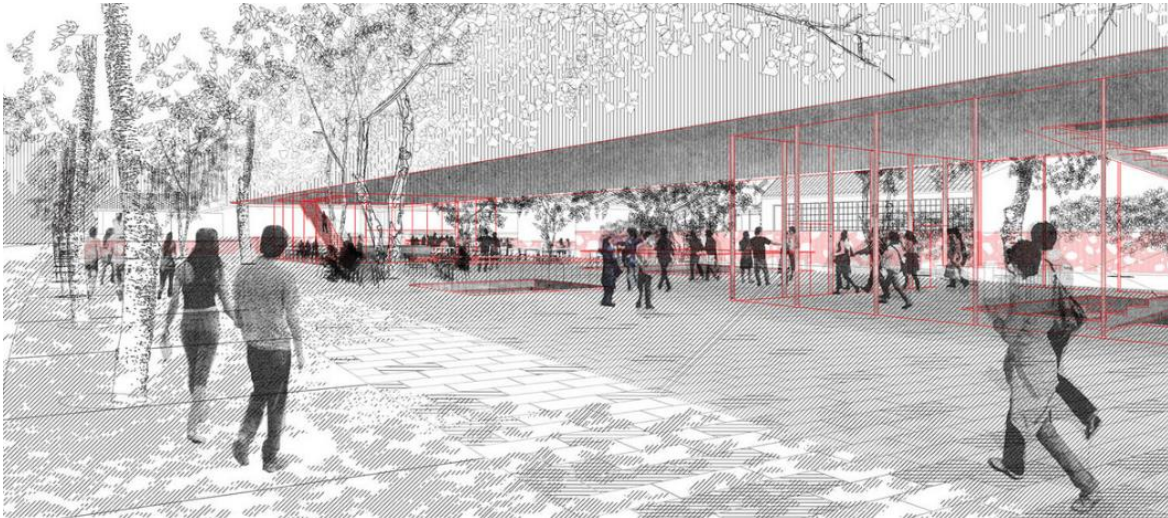


Image 9. Public Square © Beals Lyon Architects

The second competition was held to determine the design of the new FADEU Building, organized also by the FADEU Infrastructure Department and the Paper and Cardboard Manufacturing Company (CMPC), with the sponsorship of the Chilean Association of Architects.

The duo of architects, both alumni and current professors of the ARQ UC, Alberto Moletto and Sebastián Paredes won first place with a proposal that goes beyond the merely material and dreams of "the construction of an institution", inspired by UC milestones such as the *Casa Central* building (1914) or the Campus San Joaquín Master Plan (1963). According to the authors, their proposal seeks to *"respond to conditions of encounter and enhance the educational processes of a Faculty in constant exchange with the street, the neighborhood and the city"*.⁷³ The pre-existing buildings and their physical conditions determined the degrees of tolerance with which the new FADEU building could be defined.

The Studio Building will open in early 2023 and will change the relationship between the Campus and its neighborhood. It will improve the campus' internal spatial structure by incorporating a patio, which will consolidate open spaces as the basis for connecting its different parts. The building's structure is extremely simple; however, opening the ground floor will expose a different campus, introducing an unprecedented perspective of Lo Contador's main house from Los Navegantes Street. This new space will also enhance the relevance of the underground level as an area of coexistence through circulations and programs, including an opening of the library as a spatial alternative. Also, among such programs, the new cafeteria will bring together members of the faculty's different units, and the students will share workshops and classrooms in a new environment between the street and the underground level.

The proportions of the new building's volume favor its autonomy from artificial air conditioning systems during the summer, thanks to a solar protection mechanism that will control the temperature level according to the season, while also providing students with an infrastructure that will allow them to work on campus and improve their learning experience through coexistence.

For more information, we invite you to watch the video "Between urban piece and articulation of parts 1879-2017" created by FADEU in 2020: <https://www.youtube.com/watch?v=V87oDChAFiU>

⁷³ <https://www.archdaily.cl/cl/779249/alberto-moletto-plus-sebastian-paredes-primer-lugar-en-concurso-del-futuro-edificio-fadeu-cmpc>

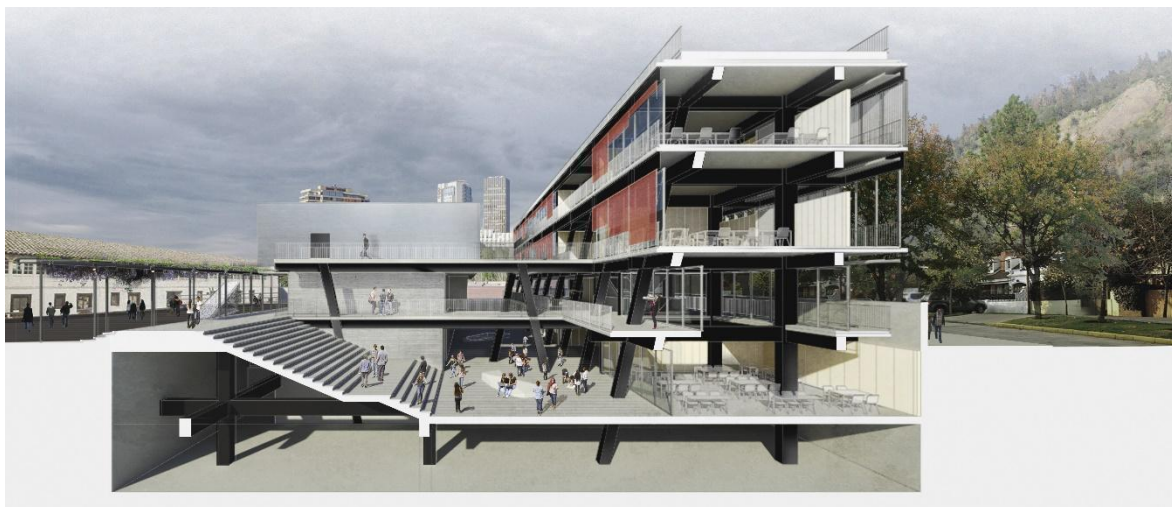


Image 10. New FADEU Building Section © Moletto

A. Hardware, Software and Networks

Academic Computing Services and Facilities

For the administration and acquisition of computing resources, the Faculty has the following structure: The FADEU's Computing Platform is responsible for the management of computing resources, support, maintenance and procurement of hardware and software. The renovation planning and upgrading of the computing resources are performed in a coordinated manner by the management areas of the three schools and the Computing Platform. In addition, the Faculty receives the support of the UC Informatics Department, <https://informatica.uc.cl/>, which is in charge of services such as credential emission, creation of mail accounts, implementation and management of network infrastructure, telephony and the [CRISOL](#) Computer Laboratories, with support and print services for students.

Students have free access to any university CRISOL spaces, UC email with 200 GB capacity, a Portal for their academic affairs administration and course registration (BANNER), plus wireless Internet access with a high coverage of access points ([EDUROAM](#)). CRISOL spaces have a staff support for students and printing services, as well as photography for student credentials ([TUC](#)), text editing software (Office) and Internet Explorer for Web browsing and other more specific applications for architecture and design. CRISOL spaces have three scanners and two black and white printers, with quotas of free printing for students. Some undergraduate classes are carried out in one of these spaces and have extended hours Monday through Friday from 8:30 to 21:30 hrs. and Saturday from 9:00 to 13:00 Hrs.

UC Mail

Due to changes in the service policy of the Google Workspace platform, the UC has decided to gradually migrate its institutional mail and mass storage services to the Microsoft 365 platform between 2022 and 2023. This change will allow not only access to a single mail system — currently there are people who use UC Gmail and other Exchanges — but also, a set of other services and applications that are expected to contribute positively to work activities.

Students will be able to autonomously activate their Microsoft 365 account, with a capacity of 100 GB for emails through Microsoft Outlook on the Web and 200 GB of storage in Microsoft OneDrive, as well as access to Word, Excel, PowerPoint and various Microsoft collaborative work tools.⁷⁴ See: <https://almacenamientoycorreo.uc.cl/>

⁷⁴ The Direction of Digital Transformation and Informatics has set up the site, which contains information and tutorials on how to back up emails and files and how to install Microsoft 365, etc. to guide the UC Community. During the first half of 2023, all members of the UC Community should be ready to work in the new system.

Software Licenses

The UC has a series of software agreements with educational licenses:

Microsoft - Campus Agreement / Enterprise for Enrollment Education (EES), Microsoft - Office 365, Microsoft - Azure Dev Tools for Teaching, Mathematica - Campus Agreement, MathWorks/Matlab - Campus Agreement, Smart Pack (SPSS, Statistical Package for the Social Sciences).

In order to facilitate the control of the software licenses of each Faculty/Unit, the IT Department has an automated inventory system. The installation of the agent that uses the software is Mandatory in all equipment owned by the University. This agent only sends information about the hardware and software of the respective equipment, not compromising any privacy issues involving the information contained therein. The Faculty/Unit is responsible for the acquisition of the software licenses it uses and, therefore, for keeping a record of its purchase (hard copy of invoices, scanned copy of the invoice, etc.).

Any Assistant Director/Chief Administrative Officer and/or Computer Coordinator can request his/her account to manage the respective licenses and equipment in his/her area.⁷⁵

FADEU Computer Labs 2022

There are five Computer Laboratories in the School of Architecture, Design and Urban Studies, in which subjects involving the use of digital tools are taught. The available equipment ensures professional training according to the current development of Information and Communication Technologies.

The existing laboratories are distributed throughout the Lo Contador Campus and are listed in the Table below.

Table 20. FADEU Computer Labs, 2022.

FADEU Computer Labs 2022					
SOFTWARE LABS	Classroom 12	Classroom 30	Cristian Alfero Lab / Crisol	CNC and FabLab	N° of concurrent network Licenses
COMPUTERS	24+1	30+1	78+1	5	
3DSMAX					
Acrobat Pro	25	31	42		
AfterEffects			12		
ArcGis					50
Audition		31	12		
Autodesk Autocad					
Autodesk Inventor					
Autodesk Navisworks					
Autodesk Revit					
Creative Cloud		31			
Creative Suite	25		31		
Design Builder					25
Illustrator	25	31	42	2	
Microsoft Office					
Photoshop	25	31	42		
Premiere		31	12		
Rhinoceros					90

⁷⁵ The use of software without the proper license is punishable by Law 17.336 on Intellectual Property, which establishes civil liability (fine) and criminal liability for the material author of the infringement. To learn more about the risks of using unlicensed software, [see here](#).

RhinoCam					5
Rhino Terrain					40
Robot Studio					100
Hardware and Network					
Robotic Arm				1	
CNC				3	
Laser Cutters				3	
Scanners			3		
3D Printers				8	
Printers			2		
Internet					
	The software is on all Lab computers (concurrent network licenses) or in the number indicated				
Office 365 Education	It is available to students and teachers free of charge				

Notebook loans and connectivity support for students

UC Library has a laptop loan service for those students who do not have these devices. The loan lasts 7 days and can be renewed up to two times for the same period, through the site: <https://bibliotecas.uc.cl/aprendizaje/reserva-y-prestamo-de-computadores>. There are 327 laptops available for loan, of which 20 are in the Lo Contador Campus Library.

In the context of the COVID-19 pandemic, the UC provided a series of support measures, which allowed students to have the necessary resources to continue their distance learning. One of them was the *UC Internet and Connectivity Scholarship*, granted by the Socioeconomic Assistance Department (DASE), which consisted of charging a packet of data to the cell phone number indicated by the student or providing a new chip with a built-in data plan.⁷⁶

B. Online Learning Platforms

-My UC Portal: <https://portal.uc.cl>

"My UC Portal" is the UC main computer application, designed as a personal organizer for students, teachers and administrative staff of the UC, which gathers all the elements that support their different activities in a single "virtual space". In the upper part of the interface, community members can review their Personal Data, Academic Information (enrolled courses, grades, etc.) and Tools such as Alumni UC Social Networks, among others. The Portal's Intranet gives access to the following information and services:

Student Affairs: Policies, Protocols, Student Affairs Professional Development.

Calendars, People Management, Phone - UC Help, Academic Support Resources, General Information, Pastoral Services, Regulations and Standards, Financial and Payment Systems, Administrative Units, Orientations. The portal also provides access to UC mail.

-Canvas: <https://desarrollodocente.uc.cl/programas/canvas/>

In 2019, the use of the new virtual course platform 'Canvas' began in the UC, replacing the former Sakai (*Webcursos*). Canvas brings together different digital tools that facilitate teaching and learning and allows students to access the main information of their courses in a simple and easy way without spending a lot of time searching

⁷⁶ In order to apply, students had to have up to 70% of vulnerability in the Social Household Registry.

and downloading content.⁷⁷ Although the use of this virtual platform is optional for the ARQ UC teaching community, it became a valuable resource during the two first years (2020-2021) of Covid-19 pandemic when quarantines made remote study mandatory.

-Other Online learning Platforms

In Workshop instances and in representation courses, teachers also use other collaborative whiteboard-type platforms, especially for collective visualization of work, such as Miró, <https://miro.com/es/> and Padlet, <https://es.padlet.com/>.

Other Campus Resources:

- **Extension and External Services Direction (DESE).** Director: Paula Martinez, ARQ UC Professor.

Its mission is to contribute to the linking of the academic activities of FADEU with the exterior through consulting services, projects and professional work of high complexity related with architecture, urban projects, territorial handling, sustainable development and environment. It is formed by professors and students of the three academic units, who develop proposals related with specific assignments submitted by the University itself or by public Institutions. The unit's objective is to act as a referent in terms of professional quality, and at the same time, to allow the students to experience professional activity in real time.

⁷⁷ Thus, students can easily access videos, test schedules, assignments, among other tools, all in one place. In addition, this platform facilitates communication between classmates, assistants and professors, among many other benefits detailed on the www.canvas.uc.cl site. Leading universities in the world such as Harvard, Oxford and MIT, among others, have implemented this system as well. Frequently asked questions and tutorials for both students and teachers can be accessed at <https://desarrollodocente.uc.cl/programas/canvas/>

PART 1, SECTION 2 – RESOURCES**I.2.3 Financial Resources****Current fiscal year report**

The School manages a direct budget that is mainly divided into four concepts: professors' salaries, administrative salaries, teaching assistants' salaries and general expenses. These expenses are financed by two different sources: 1) centralized funds originating mainly from undergraduate admission and tuition fees and 2) decentralized funds that are generated by the School through other activities (graduate programs, external services, extension programs and donations).

Table 21. ARQ UC Current fiscal year report.

Financial Resources UC School of Architecture 2022			
CENTRALIZED FUNDS			
Income Earmarked for	%	Amount CLP\$ 2022	Amount USD 2022
Faculty Salaries	72.1%	2,452,937,565	2,725,486
Teaching Assistants' Salaries	1.9%	66,317,938	73,687
Administrative Salaries	4.4%	151,282,185	168,091
General Expenses	2.1%	70,247,221	78,052
TOTAL Centralized Funds		2,740,784,909	3,045,317
DECENTRALIZED FUNDS			
Income Earmarked for	%	Amount CLP\$ 2022	Amount USD 2022
Sale of courses	9.3%	315,989,173	351,099
Graduate programs	6.8%	230,000,000	255,556
Other services and programs	3.4%	116,500,000	129,444
TOTAL Decentralized Funds		662,489,173	736,099
TOTAL INCOME		3,403,274,082	3,781,416

Projection of the final result 2022			
Expenses	%	Amount CLP\$ 2022	Amount USD2022
Operating Salaries			
Faculty	82.2%	2,796,320,329	3,107,023
Teaching Assistants	2.1%	72,738,446	80,820
Administrative Staff	6.1%	206,800,000	229,778
Operating General		3,075,858,775	3,417,621
General Expenses	9.6%	326,640,433	362,934
TOTAL		3,402,499,208	3,780,555

The Annual Expenditure of the School of Architecture for the year 2022 was Chilean Pesos (CLP) \$3,402,499,208 (US \$3,780,555). Of this expenditure, \$2,796,320,329 (82%) was spent on teaching salaries, \$206,800,000 (6.1%) on administrative salaries (secretaries and professionals hired for academic management), \$72,738,446 (2.1%) on salaries of teaching assistants, and \$326,640,433 (9.6%) on general expenses. This directly supports the School of

Architecture's undergraduate and graduate teaching, research and outreach programs.

Funds to finance the School of Architecture come from two sources:

Centralized funds: these funds are delivered annually by the University's Central Administration to the EAUC. For the year 2022 the centralized funds allocated were CLP \$2,740,784,909. This covers 80% of the School's operating expenses.

Decentralized Funds: These funds correspond to those obtained annually by the School of Architecture from income from Master's degrees, continuing education courses and others. In 2022 the decentralized funds obtained were CLP \$662,489,173, which covers 20% of the school's operating expenses.

Recent Changes and Institutional Financial Issues

The School of Architecture's funding model remains unchanged since the last visit. As previously, a high percentage of the expenditures on four items — Salaries for Faculty, Teaching Assistants, and Administrative Staff and General Expenses — are funded centrally by senior management and are related to the funds generated from the collection of fees from our students. The difference between the actual expenditure and the contribution received is financed with our own funds generated by income from the Master's program, income from continuing education courses and other miscellaneous income.

The financial risk that our management model has is that 20% of our operating expenses are financed by decentralized funds, which we cannot guarantee will be collected each year.

Campus Administration Budget

Funds for administration and Campus physical space maintenance are managed by the University *Central Infrastructure Direction*. Lo Contador Campus, where the School of Architecture is located, has a **\$363.073.925 CLP budget** that maintains classrooms, work and study spaces, offices, and laboratories in adequate conditions.

Table 22: Lo Contador Campus Administration Budget 2016- 2022.

ITEM	2016	2017	2018	2019	2020	2021	2022
General Expenses	32,475,000	31,684,000	39,060,000	40,076,000	40,676,887	38,643,043	39,802,334
Water	30,737,000	23,870,000	20,350,000	25,053,000	25,429,713	25,429,716	26,192,605
Electricity	72,756,000	74,720,000	98,515,000	101.076.285	102,592,431	102,592,431	105,670,204
Gas	4,949,000	5,083,000	5,200,000	5.335.107	5,415,134	5,415,134	5,577,588
Total Basic Services	140,917,000	135,357,000	163,125,000	171.540.392	174,114,165	172,080,324	177,242,731
Green Areas	22,770,000	25,659,000	26,249,000	28.732.219	29,163,202	29,163,202	30,038,698
Campus Security	107,326,000	110,224,000	112,759,000	139.453.060	141,544,846	151,254,846	155,792,496
TOTAL	271,013,000	271,240,000	302,133,000	339,725,671	344,822,213	352,498,372	363,073,925

Table 23: Lo Contador Current (2022) Year Campus Administration Budget.

ITEM	January	February	March	April	May	June
General Expenses	\$8.202.556	\$1.913.618	\$3.536.149	\$7.205.377	\$6.659.296	\$5.249.667

Water	\$8.192.272	\$2.556.034	\$2.795.438	\$1.422.519	\$921.612	\$847.800
Electricity	\$19.094.465	\$4.997.770	\$4.432.898	\$5.536.278	\$6.977.162	\$10.992.788
Gas	\$5.851.544	\$0	\$1.483.002	\$2.916.098	\$4.714.370	\$8.441.784
Total Basic Services	\$41.340.837	\$9.467.422	\$12.247.487	\$17.080.272	\$19.272.440	\$25.532.039
Green Areas	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670
Campus Security	\$15.518.952	\$15.698.850	\$15.562.828	\$16.556.639	\$16.831.237	\$17.034.085
TOTAL	\$18.068.622	\$18.248.520	\$18.112.498	\$19.106.309	\$19.380.907	\$19.583.755

ITEM	July	agosto	septiembre	octubre	noviembre	diciembre
General Expenses	\$11.651.645	\$5.709.574	\$4.455.154	\$5.043.474	\$2.386.665	\$1.963.278
Water	\$3.934.333	\$685.297	\$874.659	\$978.697	\$1.659.206	
Electricity	\$9.035.450	\$11.109.678	\$10.489.039	\$10.099.900	\$7.533.174	
Gas	\$3.266.401	\$7.253.499	\$0	\$0	\$0	\$0
Total Basic Services	\$27.887.829	\$24.758.048	\$15.818.852	\$16.122.071	\$11.579.045	\$1.963.278
Green Areas	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670	\$2.549.670
Campus Security	\$17.210.293	\$17.427.122	\$17.070.146	\$17.230.030	\$17.833.098	
TOTAL	\$19.759.963	\$19.976.792	\$19.619.816	\$19.779.700	\$20.382.768	\$2.549.670

Financial Aid and Scholarships

UC offers a considerable range of scholarships to architecture students. The number of students awarded with scholarships and the total financing amount from 2016 to 2022 are detailed in the next table.

Table 24: Total number of scholarships awarded by UC to School of Architecture students 2016-2022.

UC SCHOLARSHIPS	2016	2017	2018	2019	2020	2021	2022
Nº students	137	113	105	115	159	145	92*
Amount in \$ CLP	287,653,451	207,129,309	185,405,937	203,034,313	301,370,949	297,155,919	\$215,315,775

It considers all types of UC scholarships plus the UC Maintenance Scholarship.

*The amounts for 2022 have some incomplete values because the year-end closing has not yet taken place.

A percentage of our students receive full financial aid during their education, and others receive partial benefits from the University. The number of students that receive different financial aid varies each year, but there has been a noticeable increase in the number of students receiving benefits in the past six years.

A more detailed list of Scholarships from the year 2016 to 2022 and the number of students benefited can be found in Appendix 21. [Student Financial Aid 2016 – 2022.](#)

PART 1, SECTION 2 – RESOURCES

I.2.4 Information Resources

UC Library System <https://bibliotecas.uc.cl/>

The UC Library System (SIBUC), is a network of libraries that depends on the Office of the President and responds with information services, collections, technology, and physical spaces adequate to the needs of the different academic units of the University. SIBUC is known as the leader among university libraries in the country.

The 10 libraries distributed in the five campuses of the University, in the Villarrica campus and in the Sótero del Río Hospital have information services, collections, technology and adequate physical spaces for the needs of the different academic units of the University. The Hospital has wireless Internet access in comfortable spaces for individual and group study spaces, computer rooms and varied environments to consult printed, audiovisual, digital, or virtual material. In quality and quantity, UC Libraries have some of the best conventional and electronic collections in the world.

SIBUC Direction

- Head of Communications and Outreach Unit
- Libraries and Services Subdirection
- Information Resources and Archives Subdirection
- Information Technology and Digital Development Subdirection
- Economic and Management Subdirection
- Coordination of Biblioteca Escolar Futuro⁷⁸ (Future School Library)

See SIBUC institutional organization chart [here](#).

In order to respond in a timely and integrated manner to the new demands as well as to the coordination of processes and services, the following Committees operate: User Services, Collection Management, Relations with the Direction, Linkage with the Environment, Support for Teaching and Learning and Research, and Academic Publication Support.

Some figures (2021)⁷⁹

- 10 libraries, 3 warehouses, 3,425 seats, 35,421 linear meters of shelving and a total area of 22,878 m². Operation: Monday to Friday from 7:45 am to 8:30 pm and Saturdays from 9:00 am to 1:00 pm. The year 2021 had variations in its opening hours due to the pandemic.
- 38,475 UC users.
- Staff: 187 JCE staff.
- World-class library management software (ALMA and Primo TC), 59 virtual servers and 954 PCs and notebooks for users.
- Around 3,500 suppliers of bibliographic material.
- Collection: More than 1,408,213 physical items, more than 540,665 electronic collection titles and 255 bibliographic databases.
- Services: In 2021, 88,033 library admissions, 74,467 loans of bibliographic materials, 1,144,068 website visits, 5,839,577 searches in our online discoverer, and 2,710,572 downloads of articles and book chapters from the Electronic Collection were reported.
- Annual Budget: \$6,011 million, 38% bibliographic material, 50% salaries, 12% general expenses.

SIBUC Computer Networking

⁷⁸ This program belongs to SIBUC, whose objective is to actively participate in the learning process of children and young people throughout the country, through the creation of school libraries and the generation of spaces where cultural and academic activities are developed for students and their environment: families, teachers and reading mediators.

There are libraries in the five campuses of the UC, distributed in Santiago and Villarrica and in 16 other campuses through different formats: school libraries, mobile libraries and reading points.

⁷⁹ <https://bibliotecas.uc.cl/nosotros/quienes-somos#datos-y-cifras>

The Library System is part of the following consortiums and national and international cooperation networks:

National Networks

- Council of Rectors of Chilean Universities (www.cabid.cl): there are currently 27 universities affiliated with this Council, whose libraries in 1989 signed a bibliographic cooperation agreement, which allows inter-library loan and bibliographic exchange services.
- Consorcio para el Acceso a la Información Científica Electrónica - CINCEL (<http://www.cin cel.cl>): CINCEL is a private law corporation initially formed by the 25 universities of the Consejo de Rectores de las Universidades Chilenas and the Comisión Nacional de Investigación Científica y Tecnológica, Conicyt, and now has 87 members. It was officially created in July 2003 and its objective is to provide access through the Electronic Library of Scientific Information - BEIC, access to the full text of 6,274 titles of scientific and technological journals in electronic format in more than 100 disciplinary areas. Through the Electronic Library of Scientific Information - BEIC of the CINCEL Consortium, there is online access to journal titles from the following publishers: AAAS (Science Magazine) American Chemical Society, Annual Reviews, Elsevier (Freedom Collection), Oxford University Press, Springer-Nature and Wiley.
- The Chilean Forestry and Livestock Information Network (REDAGROCHILE) is made up of 26 information units of public and private institutions linked to the production and research sectors: university libraries, libraries and documentation centers of government institutions, and libraries of private institutions. In addition, the Library System maintains inter-library loan agreements with more than 200 national institutions <https://guiastematicas.bibliotecas.uc.cl/pib>, including those of the Council of Rectors, which allows for the exchange of works and mutual benefit for the institutions.

International Networks

- **Online Computer Library Center - OCLC (www.oclc.org):** OCLC is a worldwide network that brings together more than 70,000 libraries in 107 countries. Since 2001, SIBUC has been one of the two cooperating libraries in Chile. It enters the bibliographic material cataloged in World Cat, which contains more than 500 million records of all types of bibliographic material in most languages.
- **Virtual Health Library:** This system is part of the Latin American and Caribbean Center for Health Sciences Information, led by BIREME in Brazil. Composed of about 41 cooperating centers in Chile, its objective is to establish cooperative relationships to keep professionals in the area up to date. This system contributes bibliographic information to the LILACS database.
- **International Monetary Fund - IMF (www.imf.org/external/spanish/index.htm):** SIBUC, through the San Joaquín Library, has been the depository since December 2006 of the bibliographic material of the IMF's local publications. Because of the established agreement, SIBUC has the task of offering access and disseminating information on the work and objectives of the IMF to institutional users and others.
- **European Economic Community (http://europa.eu/index_es.htm):** Since 1991, the Political Science Institute became the official depository in Chile of the documentation published by central and specialized bodies of the European Union, which was made possible by a competition held in Brussels at the end of 1991. Because of the established agreement, SIBUC has the task of processing, storing and disseminating this information, which it does through the Humanities Library.
- **IFLA:** International Federation of Library Associations and Institutions. The main international organization represents the interests of users, library services and documentation. It serves as the worldwide spokesperson for library and documentation professionals. IFLA is an independent, international, non-governmental, non-profit organization. Its objectives are to promote high standards of provision and delivery of library and information services, promote widespread understanding of the value of good library and information services, and represent the interests of its members worldwide.
- **Universitas 21:** This international network of research-intensive universities was established as "an international reference and resource point for strategic thinking on issues of global importance." Universitas 21 empowers students and staff from 27 top-ranked universities to share excellence, collaborate across borders, and foster international knowledge exchange.

SIBUC responds to the teaching and research needs of the university community, with collections, services and differentiated information products to satisfy the information needs of the UC community in a timely and efficient

manner, both remotely and in person, actively considering in these services, information networks and cooperative relationships with related institutions in a global environment.

Collections

For the purchase and/or subscription of virtual and traditional information resources, each academic unit has an annual budget, and each professor requests a mandatory and complementary bibliography through the library. The collection is developed in conjunction with the academic development department of each unit.

SIBUC Virtual and On-site Services

A leader among university libraries in the country for the quality and quantity of its services and collections, SIBUC has incorporated the latest technological advances into its management and services. The SIBUC services are based on the organizational structure, resources and cooperation networks that have been established with the national and international community and are manifested through virtual and face-to-face services available on its Web and in the libraries.

A. Virtual Services (<https://bibliotecas.uc.cl/>)

The following are included in the virtual services offered by SIBUC:

- **UC Libraries Discoverer (PRIMO TC):** With access to the printed and virtual collections acquired, subscribed and of free access. By accessing "My Account", users can access the following services:
 - Self-renewal of loans.
 - Self-reservation of bibliographic material on loan to other users.
- **Databases (A-Z):** Access to 257 databases.
- **Online collection:** More than 435,894 full-text electronic collection titles.
- **Digital collection:** including Gabriela Mistral's handwritten letters, Heritage Catalog, plays and works of art such as engravings, paintings, pottery, etc.
- **Minimum bibliographies:** For professors to send to the libraries the bibliographic references of the required readings for their courses.
- **Learn Yourself:** To learn how to conduct effective searches, measure information literacy, do research-using tools such as citation managers, learn languages, and request workshops.
- **Manage your Bibliographic References:** Service that makes available to the academic community of the UC two types of subscribed software that allow the import and export of bibliographic references, as well as the generation of bibliographies in different citation styles. The software available includes EdNote Institutional, Mendeley, and those of free use such as Zotero, and Endnote basic.
- **Subject guides:** Virtual resource that supports teaching and learning through specialized guides in different areas of knowledge. As of 2020, there are 124 thematic guides that focus on different areas:
 - Information resources specialized by discipline: with access to databases, journals, books, audiovisuals and other specialized information resources (e.g. Agronomy, Kinesiology, Nursing, Education, Social Work, Theology among others).
 - Courses: This is more specific than the previous, with resources concentrated in support of a particular Campus. Academics can request the creation of a guide for their subject.
 - Specialized subject: This includes copyright, citation standards (APA, Vancouver, MLA, among others), collections (digital books, patrimonial and more) and thesis standardization, to mention a few.
 - Users: Specific information on UC Libraries' resources and services for undergraduate, graduate and academic students, among others.
- **Reservation of study rooms:** The rooms are loaned by class modules. There are 83 study rooms that can be used individually or in groups, each technologically equipped with the objective of favoring the different ways of learning.
- **Consult a librarian:** Contact by e-mail or through an online chat helps users in their information searches.

Table 25: Figures for virtual services in 2021.

Uc Libraries Web <i>http://bibliotecas.uc.cl</i>	2021
Visit	1,144,068
Discoverer (searches)	5,839,577
Consult a Librarian	678
Cont@ctenos (email received and answered)	523
Downloads of articles and book chapters	2,710,572
Databases (searches)	2,515,569

B. On-site services

User attendance at the libraries is recorded by means of access control systems. Among the main on-site services, the following stand out:

- **User Instruction Rooms and Access Portals:** In order for users to search for information as well as to receive group instruction for the development of information skills, the libraries offer computers with Internet access and Office programs, which are mainly located in the User Instruction Rooms and Access Portals. In 2020 UC Libraries offered 284 computers to its users and 639 laptops for home loan.
- **Reference:** Librarians offer an integrating service of the different sources of bibliographic information available to the UC Libraries, guiding and supporting research by providing timely and informed answers and performing exhaustive information searches. In 2020, 4,025 reference questions were answered.
- **Information Competency Development (ICD):** Librarians in 2020 taught 10,659 users how to find and use information through individual or group instruction sessions and orientation programs:
 - Individual instruction is that which takes place inside the libraries in the areas of Teaching and Learning, Public Service and Research, and Academic Publishing.
 - Group instruction is that which took place in 2020 through 625 workshops and 2,458 talks to students and academics, at the express request of interested academics.
 - Also, at the beginning of each year, UC Libraries develops an orientation and welcome program for students who have recently entered the University (for Freshmen), which includes a series of guided visits to the different libraries and the participation with a stand at the Official Reception offered by the University.

There are four libraries assigned to the program: San Joaquín Library, Lo Contador Library, Humanities Library and East Campus Library.

- **Technological Resources:** SIBUC uses Aleph software, version 21.0, that allows libraries to be generally automated in their modules of circulation, online catalog, periodic cataloging, acquisitions and publications that can deliver services and accomplish library processes in the most efficient way possible. Metalib/SFX is a multisource engine that can obtain complete article texts found in a journal database. Primo is a new search engine that can recover books, magazines, articles and digital content from local and remote sources.

SIBUC provides a minimum bibliography system, online reservation software to support the loan of bibliographical material, and software for access control that registers the user's entrance. As far as hardware, there are 15 servers and more than 500 interconnected computers, 35% of which are directly consulted to access the online catalog and other bibliographic databases.

For the maintenance, operation and development of these information systems, SIBUC has staff from UC Computing Direction including an IT staff for every library, composed of 3 specialized librarians that lead and coordinate a team of 17 that supports the automated management system. This infrastructure reflects the complex environment in place in the libraries today.

- **Human Resources:** SIBUC has 172 full-time employees, with 12 part-time positions hired for set days to support

the work in the extension period in the libraries that begins after 5:30 pm. and includes a half day on Saturday. There are also approximately 100 student assistants, hired per hour, to support certain processes and services.

- **Financial Resources:** SIBUC receives a budget of central resources from the University for their operational expenses that gives stability to its management and investment funds for project development. SIBUC handles an annual budget of nearly US\$ 8,000,000, of which 40.6% is destined to the purchase of new bibliographic material, 39.9% to staff salaries, and 19.5% to general expenses and investments.

Lo Contador Library administers an annual operating budget of \$201.7 million pesos, designating 26.3% to the purchase of new materials, 56.2% to staff salaries and 17.5% to general expenses and investments.

Lo Contador Campus Library

Open hours: During the academic period (beginning of March to mid-December), Monday to Friday 7:45 AM–8:30 PM and Saturdays 9:00AM–1:00PM. During student vacations: Monday to Friday 9:00AM–6:00PM, February closed.

Human Resources: Lo Contador Library has 4 full-time librarians, 1 secretary, 6 full-time library assistants, and 2 part-time library assistants.

Lo Contador Library is physically located in the "Sergio Larraín García Moreno Information and Documentation Center", located under the wooden patio behind the Casona Lo Contador. It is a subterranean library designed by ARQ UC professor Teodoro Fernández, who was the 2014 winner of the National Architecture Award.

The library has 1,922 m2, distributed on three levels, two for public use and the third for internal usage. It has 203 seats and 2,190 linear meters of open and closed shelves. Its ample and luminous spaces encourage reading in the reading room and exploring the different types of collections. The library also has a sector with light tables and computers with Internet access.

Level -1: General and Reserve Collection section / Reference Collection / Access Gateway

Level -2: Newspaper Library / Special Collection Section: thesis projects, maps, plans. / Media Collection

Level -3: Original Archives Center / Information and Documentation Center Sergio Larraín García Moreno

Since 2016, it has housed the Biblioteca Escolar Futuro (Future School Library) including a variety of collections of children's books, juvenile and informative books arranged in open shelves. These facilities have adequate furniture for children, as well as three computers for their use.

The collection is composed of more than 86,589 items of bibliographic material highlighting the themes of urban planning, architecture for public use, graphic design and illustration. It also includes fascicles of magazines, an abundant collection of rare and valuable books, among which are the book "Les dix livres d'architecture de Vitruve" of 1673, handwritten letters of Joaquín Toesca and Manuel de Salas from 1792, and the magazine "L'architecture vivante" 1923 - 1933 along with plans and photographs. The Library presents cozy spaces, complementing this collection the databases, book and electronic magazines available through the UC Libraries website.

Collections: The collections in Lo Contador Library have been distributed by type of material and are arranged according to the DEWEY Decimal Classification System.

- **General Collection:** Located on the 1st floor of the Library, it is on shelves open to the public and contains books of minimum bibliography, complementary reading, research and extension of the different careers and courses taught by the University. Materials are lent for library use and to be checked out.
- **Reference:** Bibliographic material is located on the 1st floor of the library and consists of dictionaries, encyclopedias, manuals, atlases and books on loan for 2 days.
- **Magazines:** Located on the 2nd floor of the library, the magazines are open access and arranged alphabetically

by title. They can be borrowed for 4 hours and for home use according to the number of copies available.

- **Theses:** Located on floor -2 of the library, these are open to the public. These are arranged by local classification assigned by the Library System. They can be used in the library and can be borrowed for home usage.
- **Audiovisuals:** Located on the -2 floor of the Library, the collection is mainly composed of micro formats and DVDs. Materials are on open shelving and are available for home loan and in-room use, for which the appropriate audiovisual equipment (multimedia projectors, video recorder, television, headphones, etc.) is available.
- **Patrimonial Collection:** It is composed of original bibliographic material, much of it antiquarian and of great historical value. Only internal users of the library have access to these materials, and they are for use in the reading room only.

Table 26: Current subscriptions to specialized journals and/or virtual access to publications in the program area.

ITEM	ARCHITECTURE	DESIGN	URBAN STUDIES
Subscription to scientific and specialized journals of the degree program or program, physical or electronic	17	3	32
Titles available for the area (physical + electronic) **	650	903	713
Databases subscribed for the UA*	1	0	1
Databases available for the area**	11	6	11
Exchange journal titles	1	0	1
Journal title donations	11	0	15

All full text accesses.

*Subscribed: gathers only the resources subscribed by the academic unit.

**Available: gathers all resources, even if they are not subscribed by the academic unit.

Table 27: Books (titles), 2023.

TYPE OF MATERIAL (ITEMS)	ARCHITECTURE	DESIGN	URBAN STUDIES
Printed BOOKS	40,255	22,681	17,379
PRINTED THESIS	5,759	3,279	1,135
JOURNALS Printed copies	14,442	3,307	7,638
OTHER PRINTED MATERIAL	3,423	1,765	1,445
TOTAL PRINTED MATERIAL	63,879	31,032	27,597
electronic BOOKS	87	78	26
TOTAL ELECTRONIC BOOKS	87	78	26
AUDIOVISUAL AND DIGITAL MATERIAL	2,192	1,366	411
TOTAL	66,158	32,476	28,034

Table 28: Titles of Subscribed Journals, Architecture, Design and Urban Studies (Full Text) Please refer to [Appendix 27](#).

Table 29: Annual budget for the updating and/or acquisition of bibliographic resources, 2023.

MATERIAL	ARCHITECTURE (\$)	DESIGN (\$)	URBAN STUDIES (\$)	SIBUC (\$)
BOOKS	7,332,496	6,138,913	1,925,183	180,846,298
JOURNALS	5,235,653	1,350,070	6,139,550	1,129,583,689
DATA BASES	12,717,778	-	-	632,237,318
TOTAL	25,285,927	7,488,983	8,064,733	1,942,667,305

The Original Archives Center

The Original Archives of the Sergio Larraín García-Moreno Documentation Center houses a total of 32,821 cataloged records in its database, distributed in 35 documentary collections mostly corresponding to personal files produced by important Chilean architects during their careers, and 9 special collections related to research carried out by academics of the faculty in the areas of Architecture, Design and Urban Studies, and who have donated their work to the School and the University.

The Center is for researchers, UC students and other academic institutions, linked or not, to teaching and research in the areas of Architecture, Design, Urban Studies and related careers.

Services: The consultation of material is done in two ways: digital (through the catalog) and face-to-face by previous by appointment.

Documentary Funds

- **ARQ UC:** Jorge Aguirre FJA, Juan Borchers, Germán Brandes, Moisés Bravo, Bresciani-Valdés-Castillo-Huidobro FBVCH, René Combeau FRC, Concurso Elemental FCE, Jorge Costabal FJC, Ignazio Cremonesi FIC, Emilio Duhart FED, Echenique-Cruz-Boisier, FECB, Elton-Prieto FEB, Escuela de Arquitectura. FEDA, Enrique Gebhard FEG, César Jannello. FCJ, Guillermo Jullian FGJ, Jullian – Pendleton FJP, Sergio Larraín García-Moreno FSLGM, Escipión Munizaga FEM, Mario Pérez de Arce, Alberto Piwonka, Oscar Prager, León Prieto FLP, Hernán Riesco FHR, Jaime Sanfuentes FJS, Josué Smith Solar, Monserrat Palmer FMP, Manuel Urrejola FMU, Fondo Revista CA Ciudad/Arquitectura FCA, Alberto Montealegre, Hugo Gaggero FHG, Cristian de Groote FCG, Enrique Browne, Schapira Eskenazi FSE, Héctor Valdés FHV.

- **DESIGN UC:** González-Quiroz FGQ, Eduardo Vilches FEV, Knoll International – Sergio Rocca FKI, Larrea-Albornoz FLA, Francisco Otta FFO, Plásticos Shyf FPS, Waldo González FWG, Pepa Foncea FPF.

Collections (ARQ & DESIGN UC)

Collection Code Ref. Total documents Types of documents Vicuña Mackenna CVM, Research Special CEI, Architecture Special, Vertical Archive, Posters CAF, Design Special CED, City Plan CPC, Audiovisual Collection CAU. In relation to digitization of documentary units, no collection is entirely digitized. The process is carried out for selected documentary materials, according to user requests. A program of digitization of collections has not been established, but an image bank is handled with digital files.

PART 1, SECTION 2 – RESOURCES

I.2.5 Administrative Structure and Governance

1. UC Administrative Structure

Our authorities are led by the *Chancellor* Monsignor Celestino Aós Braco and by Rector Ignacio Sanchez.

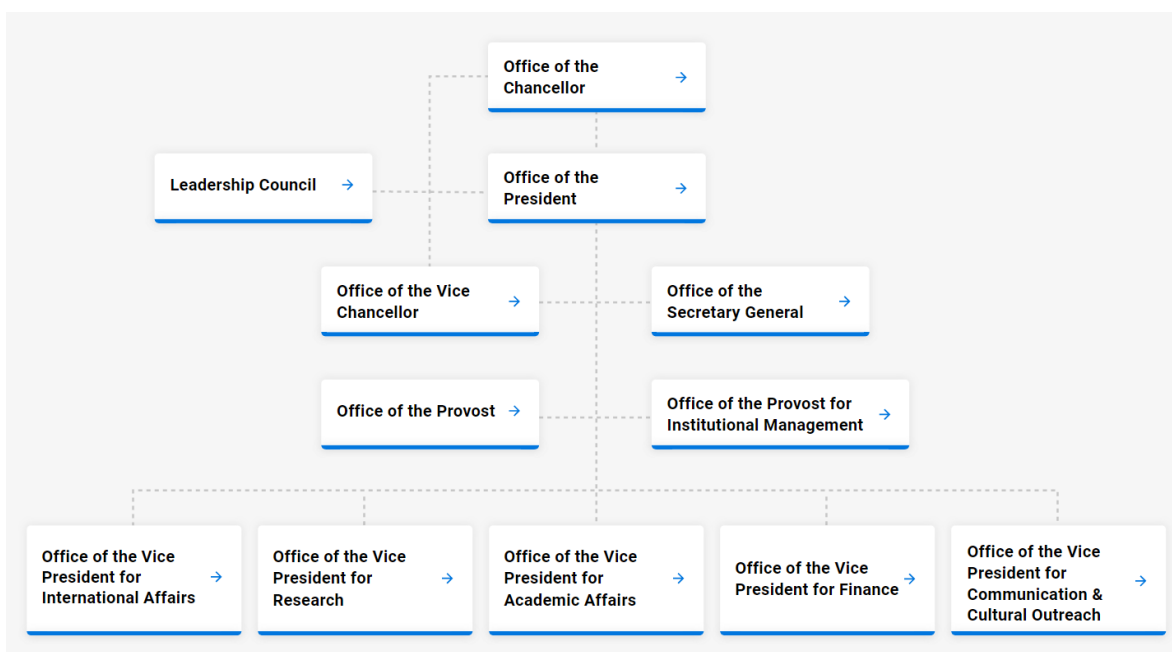


Figure 11. UC Organizational Chart: <https://www.uc.cl/en/about-uc/#organizacion>

Superior Direction

- Chancellor: Monseñor Celestino Aós
- President: Ignacio Sánchez
- Honorable Superior Council
- Vice Chancellor: Father Tomás Scherz
- General Secretary: Cristina Fernández
- Provost: Guillermo Marshall
- Provost for Institutional Management: Patricio Donoso
- Vice President for Academic Affairs: Lilian Ferrer
- Vice President for Research: Pedro Bouchon
- Vice President for International Affairs: Fernando Purcell
- Vice President for Finance: María Loreto Massanés
- Vice President for Communication & Cultural Outreach: Magdalena Amenábar

Faculties

The Pontificia Universidad Católica de Chile is organized into 18 faculties that comprise a wide range of areas of study, forming a varied offer of undergraduate, graduate and continuing education, which is offered each year to applicants to our university.

3. FADEU Administrative Structure

Our Faculty's principal authority is Dean Mario Ubilla. The Faculty is organized in four principal directions: the Research and Postgraduate Direction (DIRIP), Finance and Management Direction, Communication and Outreach (DECOM) and a Professional and External Services Platform (DESE). The objective of these directions is to support the three academic programs and research centers activities.

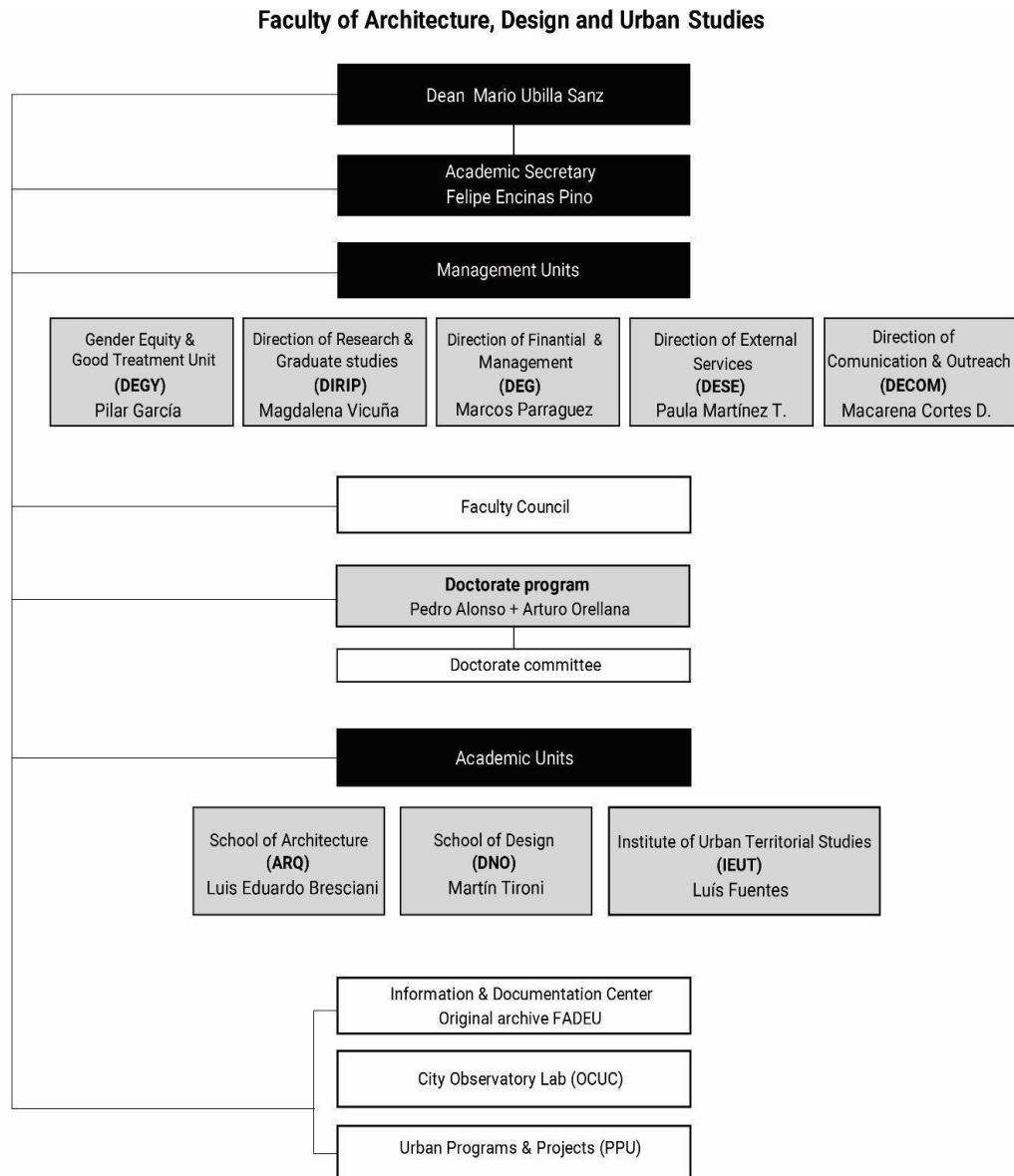


Figure 12. FADEU Administrative Structure

Table 30. FADEU Administration

Dean	Mario Ubilla
	Architect UC. Designer PUCV, Chile
Academic Secretary	Felipe Encinas
	Architect UC. MSc U. of Nottingham, PhD Universidad Católica de Lovaina, Belgium
MANAGEMENT UNITS	
Director of Communication and Outreach (DECOM)	Macarena Cortés
	Architect, PhD in Architecture and Urban Studies UC, Chile
Director of Research and Graduate Studies (DIRIP)	Magdalena Vicuña
	Architect, PhD in Architecture and Urban Studies UC, Chile
Director of Finance and Management	Marcos Parraguez
	Commercial Engineer USACH, MBA UC, Chile
Head of External Services and Extension (DESE)	Paula Martinez
	Architect UC, Master in Landscape Design, UC., Chile
Head (Director) of the School of Architecture	Luis Eduardo Bresciani
	Architect UC, Master in Urban Design, Harvard University, USA
Head (Director) of the School of Design	Martin Tironi
	Sociologist UC, Master in Paris Descartes, PhD at Center de Sociologie de l'Innovation (CSI), Ecole des Mines de Paris, France
Head (Director) of the Institute of Urban Studies	Luis Fuentes
	Geographer, Master in Urban Development. Doctor in Architecture and Urban Studies, PhD in Architecture and Urban Studies UC, Chile

3. ARQ UC Academic and Administrative Structure

The School of Architecture is a single-department academic unit. In order to meet the objectives, the School of Architecture has a community composed of the following:

- Categorized academics
- Students accepted in the courses and programs of the School of Architecture and currently enrolled in the university.
- Professional and administrative personnel of the Unit.

The Direction of the School is in charge of single-person authorities and collegiate authorities, authorities elected, appointed or constituted in accordance with the provisions of the University's Regulations of the University, Statutes of the School and these Regulations.⁸⁰

The school's single-person authorities are

- The Director
- Academic Deputy Director
- Deputy Director of Research and Development
- The Head of Design Studios Area
- The Heads of the Postgraduate Programs, including the Head of the Doctoral Program.

⁸⁰ Appendix 6.3: [ARQ UC Regulations 2021](#)

Table XX: ARQ UC Administrative Structure.

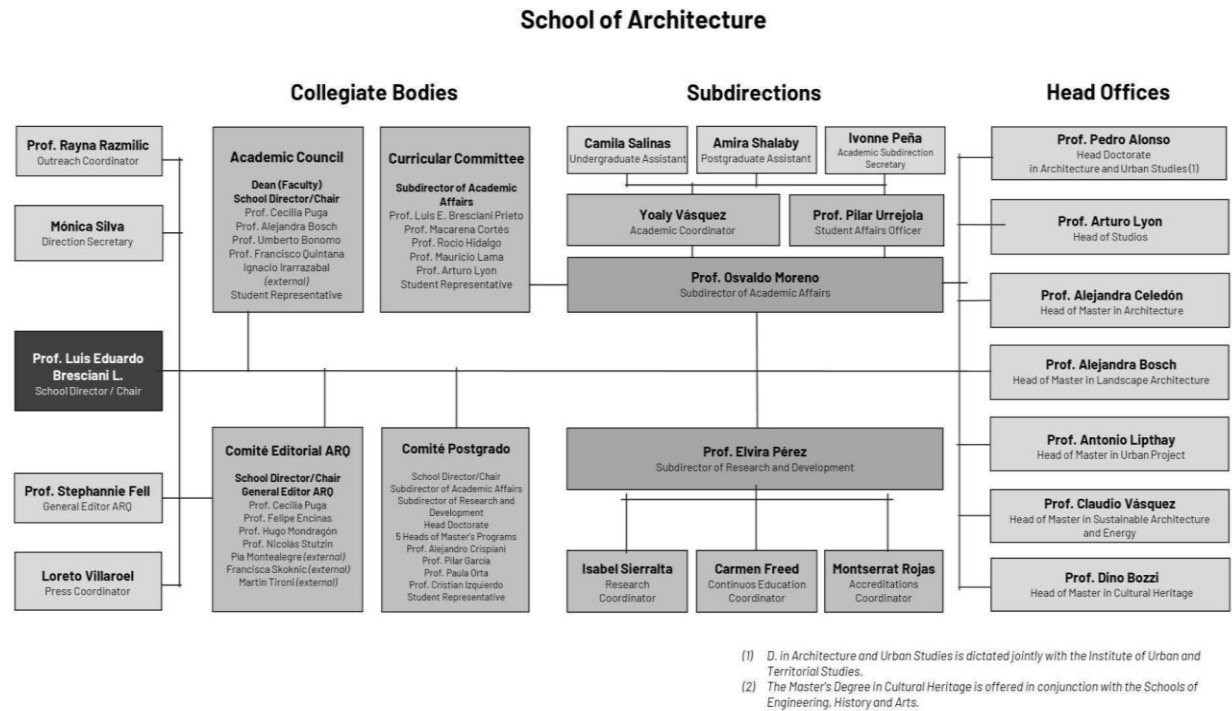


Figure 13. UC Administrative Structure.

Table 31: ARQ UC administration.

Director	Luis Eduardo Bresciani Architect UC, M.Sc. in Urban Design, Harvard University, USA
Deputy Director of Academic Affairs	Osvaldo Moreno Architect, U. Chile, PhD Architecture and Urbanism, M.Sc. in Landscape and City Environment, Universidad Nacional de La Plata.
Deputy Director of Research and Development	Elvira Perez Architect UC. M.Sc. Roma, PhD in Architecture and Urban Studies, UC.
Head of Design Studios	Arturo Lyon Architect UC, M.Sc. in Architecture by the Design Research Laboratory of AA, UK.
Head of MARQ	Alejandra Celedón Architect U. Chile, M.Sc. in Advanced Architectural Studies, Bartlett School of Architecture, UCL. PhD in Architecture, AA, UK.
Head of MPUR	Antonio Liphthay Architect UC, M.Sc. City Design and Social Science, London School of Economics and Political Science.
Head of MAPA	Alejandra Bosch Architect UC, M.Sc. in Landscape Urbanism AA, UK.
Head of MASE	Claudio Vazquez Architect UC, PhD in Architecture, U. Politécnica de Cataluña, Spain.
Head of MAPC	Dino Bozzi

	Architect UC, M.Sc. in Architecture History and Design, Università degli Studi di Roma Tre.
Head of Doctorate Program	Pedro Alonso
	Architect UC, M.Sc. in Architecture UC, PhD in Architecture AA, UK.
Head of Workshops	Francisco Chateau
	Architect UC, M.Sc. in Architecture UC, Master in Architecture and Sustainability, U. Politècnica de Catalunya.

ARQ UC Direction

The Director is the highest authority of the School and is elected every 3 years by the vote of the School's Faculty members, according to the procedure established in the FADEU Statutes.

The Deputy Academic Director and the Deputy Director of Research and Development are academics of ordinary or special academic category, appointed by the Director, with the agreement of the Dean.

They remain in their positions as long as they have the confidence of the Director. Appointments are formalized by Decree of the Rector.

Opportunities for involvement in governance

ARQ UC has an internal governance and participatory system based on collegiate bodies, direct election of the school director and representatives in the collegiate bodies, and community assembly each semester.

The Academic Council is the most important collegiate body, it is made up of elected professors and student representatives. The other collegiate bodies, such as the Postgraduate Committee, the Curriculum Committee and the ARQ Magazine Editorial Committee are made up of professors appointed by the director and approved by the Academic Council. In all these bodies, in addition to holding an assembly open to the entire community every semester, the main university and academic policy decisions are discussed and approved. This structure not only provides transparency in the decisions of the school, but also broadens the debates on teaching, research and the link with the architecture society.

In addition to all these governance spaces, each research and teaching area is organized into working groups to evaluate progress and coordinate continuous improvements in contents, research, and teaching methods.

PART 1, SECTION 3 – PROGRAM CHARACTERISTICS

I.3.1 Statistical Data and Faculty Credentials

A. Student Demographics

A.1. Enrollment

Total number of students enrolled in the program being reviewed for International Certification; Total enrollment by gender, total enrollment by race/ethnicity or national origin, full-time/part-time enrollment

The School of Architecture hosts 1,246 students, of which 910 are currently studying their Licentiate Degree and Professional Degree in Architecture and 336 are studying their Master Degrees. Of the 336 Master's students, 46 are professional external students who enter the School only for graduate studies (Masters). These students will not be considered in the demographic analysis since they do not belong to the architecture ICert program itself⁸¹. Thus, the total number of students considered in the analysis is **1200**.

Table 32. Total number of students enrolled in the program.

Unit	Total students enrolled (current)	Female Gender	Male Gender	Other Gender	Chilean Nationality	Other Nationality	Race/Ethnicity
Undergraduate	870	522	348	s/i	847	23	n/i
Master	330	189	141	s/i	304	26	n/i
Total	1200	711	489	s/i	1151	49	n/i

B. Degrees Awarded

Total number of degrees awarded in the three academic years before the visit by gender, race/ethnicity or national origin.

Table 33. Degrees awarded in 2020.

Titles awarded	N° Total Students	N° Total Female	N° Total Male Gender	N° Total Chilean Nationality	N° Total Other Nationality	Race/ethnicity
Licentiate Degree in Architecture	114	63	50	108	6	n/i
Professional Title Architect	114	63	50	108	6	n/i
Architect Master in Architecture	58	29	29	47	11	n/i
Architect Master in Landscape Architecture	14	11	3	14	0	n/i
Architect Master in Urban Design	20	12	8	15	5	n/i
Architect Master in Architecture, Sustainable Architecture and Energy	20	9	11	17	3	n/i
Architect Master in Cultural Heritage	2	1	1	1	1	n/i
Total	228	125	102	202	26	n/i

⁸¹ Professional students entering the 5 master's programs may come from other disciplines.

Table 34. Degrees awarded in 2021.

Titles awarded	N° Total Students	N° Total Female	N° Total Male Gender	N° Total Chilean Nationality	N° Total Other Nationality	Race/ethnicity
Licentiate Degree in Architecture	191	111	80	185	6	n/i
Professional Title Architect	190	110	80	184	6	n/i
Architect Master in Architecture	98	44	54	89	9	n/i
Architect Master in Landscape Architecture	19	15	4	19	0	n/i
Architect Master in Urban Design	33	18	15	31	2	n/i
Architect Master in Architecture, Sustainable Architecture and Energy	24	15	9	21	3	n/i
Architect Master in Cultural Heritage	25	21	4	22	3	n/i
Total	390	224	166	367	23	n/i

Table 35. Degrees awarded in 2022.

Titles awarded	N° Total Students	N° Total Female	N° Total Male Gender	N° Total Chilean Nationality	N° Total Other Nationality	Race/ethnicity
Licentiate Degree in Architecture	35	16	19	34	1	n/i
Professional Title Architect	35	16	19	34	1	n/i
Architect Master in Architecture	37	20	1	36	1	n/i
Architect Master in Landscape Architecture	12	6	6	11	1	n/i
Architect Master in Urban Design	17	11	6	16	1	n/i
Architect Master in Architecture, Sustainable Architecture and Energy	33	21	12	31	2	n/i
Architect Master in Cultural Heritage	5	4	1	5	0	n/i
Total	139	78	45	133	6	n/i

Time to graduation

Percentage of students who complete the degree program within the “normal time to completion” for the past three academic years.

The percentage of students who complete the ICert degree program within the normal time of completion (11 semesters) has risen **consistently** in recent years, reaching an average of 57%.

Table 36. Degrees awarded 2020-2022.

ADMISSION YEAR - GRADUATION YEAR	STUDENTS ADMITTED	STUDENTS WHO HAVE COMPLETED PROGRAM IN NORMAL COMPLETION TIME (11 semesters)	TOTAL OF STUDENTS WHO HAVE COMPLETED PROGRAM	% COMPLETION	AVERAGE TIME TO COMPLETION (in semesters)	Nº STUDENTS WHO HAVE NOT COMPLETED THE PROGRAM YET	% NOT COMPLETED	STUDENT DESERTION	% STUDENT DESERTION
2014 - 2020	150	86	109	73%	11.6	6	4.0%	35	23.33%
2015 - 2021	135	82	85	63%	11.4	15	11.1%	35	25.93%
2016 - 2022	166	94	94	57%	11.9	32	19.3%	37	22.3%
TOTAL	451	262	288			53		107	

Table 37. Average time to completion.

ADMISSION YEAR	STUDENTS ADMITTED	GRADUATED STUDENTS	AVERAGE TIME TO COMPLETION
2009	13	89	16.5
2010	137	106	15.4
2011	134	85	15.5
2012	148	104	12.4
2013	139	83	13.8
2014	150	107	13.6
2015	135	85	13.3
2016	166	97	11.8

The next table indicates the percentage of students that complete the ICert degree program within 150% (16 semesters) of the normal time to completion from Students (11 semesters) that started the program in 2012 to Students that started the program in 2014. Students enrolled after that have not yet graduated, so there is no available data yet for those generations.

Table 38: Percentage of students who complete the degree program within 150% of the normal time to completion, 2020-2021.

ADMISSION YEAR	STUDENTS ADMITTED	NORMAL COMPLETION TIME (11 SEM)	STUDENTS WHO HAVE COMPLETED PROGRAM IN NORMAL COMPLETION TIME (11 SEM)	150% OF NORMAL COMPLETION TIME (16 SEM)	STUDENTS WHO HAVE COMPLETED PROGRAM IN 150% OF NORMAL COMPLETION TIME (16 SEM)
2012	148	2018	73	2020	102
2013	139	2019	70	2021	82
2014	150	2020	86	2022	107

C. Faculty Demographics

The School of Architecture hosts 215 faculty members, 48 Tenured faculty members and 167 Non-Tenured faculty, including Adjunct and Visiting Professors.

Of a total of 215 academics, 29 are full time and 19 are part-time.

Of a total of 215 academics, 84 are women and 134 men.

They are all White, and there are no declared ethnicities

Of the teachers, 95.7% are Chilean, while the rest are Italian, Portuguese, German, Argentinean, Colombian and Brazilian. Most are "White", "Latinos" or "Mestizos", as previously explained.

- **ARQ UC Faculty**

Tenured Faculty

- 29 are Full-Time Faculty (33 to 44-hour contract)
- 19 are Part-Time Faculty (11 to 22-hour contract)

Table 39: School of Architecture Tenured faculty

RANK	QUANTITY	%
Associate	16	33%
Assistant	13	27%
Professor	6	13%
Special Professor	13	27%
Total Tenured	48	100%

Table 40: School of Architecture Tenured faculty Gender

GENDER TENURED FACULTY	QUANTITY	%
Feminine	12	25%
Masculine	36	75%
Other	0	0%

Table 41: School of Architecture Tenured faculty Nationalities

NACIONALITY TENURED FACULTY		%
Chile	44	92%
Italy	1	2%
Colombia	1	2%
Argentina	2	4%
TOTAL	48	100%

Table 42: School of Architecture Tenured faculty Studies

STUDIES TENURED FACULTY	QUANTITY	%
PhD	23	46%
Master	18	36%
Professional Degree	9	18%

Table 43: School of Architecture Tenured Faculty - Hourly Dedication per week 2022.

RANK	FACULTY FUNCTIONS	HOURS	%
ASSISTANT	Administrative	38.5	29%
13 PERSONS	Research	60.5	46%
	Teaching	33	25%
	Total ASSISTANT	132	32%
ASSOCIATE	Administrative	88	52%
16 PERSONS	Public Relations	11	6%
	Research	33	19%
	Teaching	38,5	23%
	Total ASSOCIATE	170.5	42%
PROFESSORS	Research	33	50%
6 PERSONS	Teaching	33	50%
	Total PROFESSORS	66	16%
SPECIAL PROFESSOR	Administrative	11	29%
13 PERSONS	Public Relations	11	29%
	Teaching	16,5	43%
	Total SPECIAL PROF.	38,5	9%
TOTAL HOURS		407	100%

Non – Tenured Faculty

Of 167 Non-Tenured Academics:

- 1 is Full-Time Faculty (33 to 44-hour contract)
- 8 are Part-Time faculty (11 to 22-hour contract)
- 158 are part of another faculty (5.5 to 11-hour contract)

Table 44: School of Architecture Non-Tenured Faculty, 2022.

RANK	QUANTITY	%
Adjunct	92	55%
Assistant	1	1%
Adjunct Assistant	4	2%
Associate Assistant	6	4%
Instructor Adjunct	50	30%

Invited	2	1%
Foreign Professor	1	1%
Professor Adjunct	11	7%
Total Non-Tenured	167	100%

Table 45: School of Architecture Non-Tenured Faculty Gender

GENDER NON -TENURED FACULTY	QUANTITY	%
Feminine	69	41%
Masculine	98	59%
Other	0	0%

Table 46: School of Architecture Non-Tenured Faculty Nationalities.

NON-TENURED NATIONALITY	QUANTITY	%
Chilean	161	96%
Italian	1	1%
Brazilian	1	1%
Portuguese	2	1%
German	1	1%
TOTAL	166	100%

Table 47: School of Architecture Non -Tenured Faculty Studies.

STUDIES NON-TENURED FACULTY	QUANTITY	%
PhD	23	14%
PhD candidate	2	1%
Master	92	55%
Professional Degree	50	30%

Table 48: School of Architecture Non -Tenured Faculty - Hourly Dedication per week

RANK	QUANTITY	FACULTY FUNCTIONS	HOURS	%
ASSOCIATE ASSISTANT	6 PERSONS	Teaching	55	71%
		Administration	22	29%
		Total ASSOCIATE ASS.	77	4.07%
ADJUNCT	92 PERSONS	Teaching	1023	54.07%
INVITED	2 PERSONS		22	1.16%
ASSISTANT	1 PERSON		11	0.58%
INSTRUCTOR ADJUNCT	50 PERSONS		544,5	28.78%
PROFESSOR ADJUNCT	11 PERSONS		110	71%

		Investigation	44	29%
		Total PROF. ADJUNCT	154	8.14%
FOREIGN PROFESSOR	1 PERSON	Teaching	5,5	0.29%
ADJUNCT ASSISTANT	4 PERSONS		33	60%
		Investigation	22	40%
		Total ADJUNCT ASS.	55	2.91%
Total general			1892	100%

Faculty Promoted each year since the Last Visit

Table 49: Number of faculty Promoted each year since the Last Visit

Tenured (Planta Ordinaria)

YEAR	ACADEMIC	NEW CATEGORY
2022	MONDRAGON LOPEZ, HUGO	PROFESSOR (Titular)
	LYON GOTTLIEB, ARTURO	ASSOCIATE
	SCHLACK FUHRMANN, ELKE	
	PEREZ VILLALON, BLANCA ELVIRA	
	HURTUBIA GONZALEZ, RICARDO	
	SANDOVAL MANDUJANO, CRISTIAN	
	CALVO BARENTIN, CRISTIAN JAVIER	ASSISTANT
	TOTAL	7

Special Tenured (Planta Especial)

YEAR	ACADEMIC	NEW CATEGORY
2020	GRAY AVINS, SEBASTIAN	PROFESSOR (Titular)
	HERNANDEZ SILVA, RAUL SEBASTIAN	ASSOCIATE
	PUGA LARRAIN, MARIA CECILIA	
	LAMA KUNCAR, MAURICIO ESTEBAN	
	LIPTHAY LEON, ANTONIO PABLO	
	BOZZI FEVEREISEN, DINO LUIS	ASSISTANT
	BLANC CAVIERES, PHILIPPE BERNARD	
	CARRENO ZUNINO, MARIO IGNACIO	
	IRARRAZAVAL DELPIANO, SEBASTIAN	
	IZQUIERDO LEHMANN, CRISTIAN	
	LYON NUNO, LORETO	
	NUNEZ BANCALARI, MAX RODRIGO	
	STUTZIN DONOSO, NICOLAS	
	TOTAL	13

Adjuncts (Planta Adjunta)

	ACADEMIC	NEW CATEGORY
2021	ARTHUR DE LA MAZA, JACINTA	ADJUNCT
	BERTHOLET MUNOZ, PATRICIO	
	BRUSAMOLIN FEIJO, NINNA	
	CARBONELL GUILLON, TATIANA	
	CLARO RIESCO, GONZALO	
	FROIMOVICH HES, JOCELYN HELEN	
	GAETE CRUZ, MACARENA	
	LARRAIN DE ANDRACA, ISIDORA	
	MARSAL CORNEJO, DANIELA	
	PRADO GARCIA, FRANCISCO JAVIER	
	RAZETO CACERES, VALERIA	
	ROBERTSON DE FERRARI, CRISTIAN	
	SAMANIEGO L' HUIILLIER, JUAN	
	SARTORI DEL CAMPO, PIERA	
	SCHMITT RIVERA, CRISTIAN	
	SIGNORELLI, LAURA	
	TALESNIK YUDELEVICH, DANIEL	
	URREJOLA DITTBORN, M.DEL PILAR	
	VERGARA D ALENCON, LUZ MARIA	
	VIGNOLO QUIROZ, ENZO LEONARDO	
2020	ABUAD ABUJATUM, RICARDO	
	AGUIRRE BRAUTIGAM, PAULA	
	ALARCON CARREÑO, JUAN PAULO	
	ALIAGA CASTILLO, LIA MACARENA	
	ARANCIBIA TAGLE, ALVARO ANTONIO	
	ARROYO FERNANDEZ, DIEGO JOSE	
	AVILA BURROWS, JAVIER LUIS	
	BAHAMONDES ESTEVEZ, ELOY	
	BEALS VACCARO, ALEJANDRO	
	BIANCHI GAJARDO, SEBASTIAN	
	BURDILES ARANEDA, INES MACARENA	
	CARRASCO PURULL, GONZALO	
	CORRAL PEREZ, ALEJANDRA	
	CROXATTO VIVIANI, FRANCISCO	
	DE FERRARI MONCADA, FELIPE ANDRES	
	DE LA BARRA LUEGMAYER, PEDRO	
	DE NORDENFLYCHT CONCHA, JOSE	
	DEL RIO OJEDA, JAVIER	
	DI GIROLAMO ARTEAGA, JOSE	
	DOBBS BROWNE, CYNAMON	
	ERRAZURIZ INFANTE, TOMAS PABLO	
	GARCIA PARTARRIEU, IGNACIO JAVIER	
	GOMEZ SZMULEWICZ, TOMÁS	

GONZALEZ CARRASCO, DIEGO ANDRES	
GONZALEZ SEGUEL, PEDRO PABLO	
GUAJARDO MAVROSKI, MACARENA	
HEVIA GARCIA, GUILLERMO JULIO	
HUIDOBRO TORNVAL, PATRICIO JOSE	
ILLANES BARRERA, CLAUDIA	
KATZ GAUDLITZ, CAROLINA	
LARACH KATTAN, CONSTANZA	
LARRAIN JORY, OSVALDO	
LARRAÍN MERY, CLAUDIA ANDREA	
LIN MUNOZ, TAI I	
LIRA SUTIL, OLIMPIA	
MARDONES HICHE, PATRICIO	
MARIN MENANTEAU, EMILIO ALEJANDRO	
MILLA GONZALEZ, FRANCISCO	
MINGO MARINETTI, ORLANDO	
MOLETTA RODRIGUEZ, ALBERTO	
MORIS ITURRIETA, ROBERTO CARLOS	
OJEDA VALENZUELA, JUAN EDUARDO	
ORTA CAMUS, PAULA	
ORTEGA ESQUIVEL, ASTRID ANDREA	
PALMA ROJAS, DIEGO ANTONIO	
PEREZ LEIGHTON, LORENA DEL PILAR	
ROCHETTE GARMENDIA, NICOLE	
SAINTARD MARTINEZ, ROGER ALAIN	
SARAVIA ORTIZ, GLORIA PAZ	
SAROVIC URZUA, MARCELO ANTONIO	
SCHEIDEGGER ALVARADO, ARTURO	
SCHUEFTAN H., ALEJANDRA	
SIERRA MARTINEZ, ANDRES	
SILLS GARRIDO, PABLO FRANCISCO	
SILVA RASO, ERNESTO	
SUAREZ MOLINA, LEONARDO	
TIRADO LUCHISINGER, CRISTOBAL	
URZUA SOLER, NICOLAS	
VASQUEZ DIAZ, ALEJANDRA	
VASQUEZ GIMENO, LUCAS SIMON	
VERGARA DAVILA, FRANCISCO	
VIGOUROUX JAIME, ORLANDO EMILIO	
VILLALON AGUIRRE, TOMAS	
TOTAL	82

PART TWO, SECTION 1 - EDUCATIONAL OUTCOMES AND CURRICULUM

II.1.1 Student Performance Criteria

The description of the 26 criteria in the *2019 Conditions for NAAB International Certification* specifies that the curriculum should encompass two levels of accomplishment: understanding and ability for each criterion. Listed below are the 26 criteria, including the name of each and a brief description as given by the NAAB. Under each criterion is the evidence that we present in fulfillment of the requirement of understanding or ability in each area. This evidence is presented to highlight those required courses that contain evidence of fulfillment of the criteria. Evidence is considered to be incontrovertible proof that the criterion is satisfied by the course.

Tests of understanding or ability within a criteria area are given by a course that introduces the topic and/or directly addresses the main aspects of the criterion topic. The designation of evidence varies from criterion to criterion, but is determined to be unambiguous. Many criteria are identified as being fulfilled more than once, although the intent in this presentation is to limit multiple locations of primary evidence as much as possible. Therefore, we present as primary evidence the courses that most clearly fulfill the criterion in question.

The Matrix is organized by placing the required (minimum) courses in the program curriculum and in the suggested sequence in which students take them. Thus, it can be shown that there is evidence for 25-student performance criteria contained in the required courses in the School of Architecture. The only exception is B.10 Financial Considerations, which is an elective in the last phase of the curriculum.

Each criterion falls within one of four realms (A, B, C or D) which are described below:

Realm A: Critical Thinking and Representation.

Graduates from an internationally certified degree program must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modelling. Students' learning aspirations include • Being broadly educated/ • Valuing lifelong inquisitiveness/ • Communicating graphically in a range of media / • Recognizing the assessment of evidence/ • Comprehending people, place, and context / • Recognizing the disparate needs of clients, community, and society.

Realm B: Integrated Building Practices, Technical Skills, and Knowledge.

Graduates must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations include • Creating building designs with well-integrated systems / • Comprehending constructability / • Integrating the principles of environmental stewardship / • Conveying technical information accurately.

Realm C: Integrated Architectural Solutions.

Graduates must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations include • Comprehending the importance of research pursuits to inform the design process / • Evaluating options and reconciling the implications of design decisions across systems and scales / • Synthesizing variables from diverse and complex systems into an integrated architectural solution / • Responding to environmental stewardship goals across multiple systems for an integrated solution / • Knowing societal and professional responsibilities.

Realm D: Professional Practice.

Graduates must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations include • Comprehending the business of architecture and construction / • Discerning the valuable roles and key players in related disciplines / • Understanding a professional code of ethics, as well as legal and professional responsibilities.



SPC Matrix

Student Performance Criteria

School of Architecture

Pontificia Universidad Católica de Chile

December 2022

SPC Matrix Student Performance Criteria School of Architecture Pontificia Universidad Católica de Chile December 2022			Professional Communication Skills																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
			Design Thinking Skills			Investigative Skills			Architectural Design Skills			Ordering Systems			Use of Precedents			History and Global Culture			Cultural Diversity and Social Equity			Pre-Design			Site Design			Codes and Regulations			Technical Documentation			Structural Systems			Environmental Systems			Building Envelope Systems and Assemblies			Building Materials and Assemblies			Building Service Systems			Financial Considerations			Research			Integrated Evaluations and Decision-Making			Integrative Design			Stakeholder Roles in Architecture			Project Management			Business Practices			Legal Responsibilities			Professional Conduct																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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Figure 14. Student Performance Criteria Matrix. See PDF version [here](#).

REALM A: Critical Thinking and Representation.

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

Primary evidence is to be found in the courses of the Theory, History and Criticism Area. Of vital importance in the acquisition of these skills is the Research and Project Studio, which corresponds to the main training course on this matter. Urban Project Area courses help to reinforce these skills along with Formative Studio training workshops, reinforcing mainly the ability to speak and listen effectively through presentation and critiques in final and periodic examinations. Universities promote communication skills in Spanish and English; these skills are assessed by UC special tests in both languages, which are mandatory for all students, and/or free Spanish and English courses of different levels.

*In blue: Courses declared in the Matrix

- AQR1000 Digital Production I: The course focuses on the study of contemporary forms of representation through digital media, with an emphasis on the analysis and exploration of geometric, constructive and spatial conditions.
- AQR2000 Digital Production II: Through learning the basic tools of BIM software (BIM Building Information Modelling) students obtain planimetric (parallel projection drawings) and visual information from a three-dimensional model containing information (BIM).

*In black: Other courses where evidence is also found

- AQH0000 Introduction to Architecture: Evidence can be found in the reading of eleven texts of critical theory and history of architecture, which are evaluated individually. The final exam measures the ability to express orally, architecture issues discussed in class, together with the submission of a handwritten notebook each student develops during the semester while attending the course, emphasizing the interaction between text and drawings.
- AQT006X Research and Project Studio. Students obtain real experience in research during the sixth semester of their studies with their results presented in a written essay that considers the abilities to develop an argument, use appropriate phrasing, organize information sources, read critically and discuss pertinent literature, develop a hypothesis, and present the research in a final public review.

A.2 Design 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 alternative outcomes against relevant criteria and standards.

Design studios provide the primary vehicle for testing the Design Thinking skills that students acquire primarily in History and Theory courses. Students learn and understand how other architects have constructed an architectural thought or idea, and develop the ability to distinguish between ideas that are conducive to the project and those that do not fit an architectural problem. In the Design Studio, students are asked to construct a rational argument, explore spatial alternatives, and make informed design decisions to realize a matching idea. Students develop the ability to make these informed design decisions through the practical experience of the studio, as opposed to the content provided by the Theory and History courses.

- AQT0000 Formative Studio and Representation I: The course represents the first instance of encounter of the students with the subjects of the architectural discipline and its practices. To this effect, the Design Studio and representation course merge into a single program that alternates practical exercises, transfer of technical knowledge, conceptual development, development of observation and exercise in design.
- AQT0200 Formative Studio II: This is the first Design Studio that directly addresses the construction of an argument that guides and accompanies the creative process of an architectural project. It provides the basis on which students continue to develop these abilities in future Design Studios.
- AQH0200 Ancient Architecture and the Classical Tradition: Students use drawing to formulate theoretical, historiographical and critical problems, specific to the architecture of the classical tradition.
- AQT0300 Formative Studio and Representation III: The design studio introduces a material concern into the architectural project for the first time, which is explored through 3D models in parallel with actual physical models, tested for basic structure design for volumetric compositions.

- AQH0000 [Introduction to Architecture](#): These skills are developed through the intentional approach and review of works of architecture, key themes and problems in the history of Western architecture.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

The systematic capacity to investigate corresponds to the Research and Project 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.

- AQH0300 [Architecture and the Modern Tradition](#): In this course, students are required to carry out archival work and research on primary documents to subsequently produce new documents and a final interpretative essay.
- AQT060X [Research and Project Studio](#). Students obtain real research experience in architectural topics, with an emphasis on critical readings of a given topic.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

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 the 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.

- AQT0200 [Formative Studio II](#): The second semester design studio challenges the students to deal with an architectural proposal in a specific location and with the complexities entailed by issues such as orientation, topography and pre-existing context.
- AQT0300 [Formative Studio and Representation III](#): This course emphasizes the relationship between the structure and the architectural space of the project, through the development of a *sensible* view of construction and materials, as well as an understanding of the project in detail. As a result, the student acquires basic skills of composition and distribution of architectural space.
- AQT0400 [Formative Studio IV](#): This course includes in the course description as one of its main objectives, "To understand and manage the notion of the spatial sequence on a territorial and building scale, including aspects of universal accessibility."

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems, and the capacity of each to inform two- and three-dimensional design.

The Design Studios cover formal ordering systems in detail, while courses of the Theory, History and Criticism Area and City and Landscape Area provide further opportunities for exploration and understanding from the study of foreign and national built work at all scales of architectural and urban design.

- AQT0000 [Formative Studio and Representation I](#): Students complete two projects during the semester. In both projects, they are asked to give order to a specific and simple architectural program. Considering the repetition of a given physical element in a proposed ordering system for the plan.
- FIS1032 [General Physics](#): This course aims to enable the student to know and understand the basic concepts and apply those concepts to solve problems of classical mechanics including one-dimensional kinematics, dynamics and Newton's Laws and mechanical energy; systems in equilibrium of simple rigid bodies; basic elasticity and springs, among others.
- MAT1307 [Geometry](#): The course presents the geometric fundamentals underlying various ways of representing space on a plane, and to this end it covers some of the central aspects of projective geometry. The course also includes an introduction to the topological study of surfaces. The course is the theoretical and mathematical background for students who will work with space and form their entire career.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

- [AQH0000 Introduction to Architecture](#): The course introduces students to the world of architecture through a historical and theoretical approach, allowing them to construct their own thinking in order to carry out practical work on the project and the built work.
 - [AQU0200 City and Landscape II](#): This course is the student's first Approach to Urban Planning. As the course's final work, students evaluate the opportunities and precedents of a given area of the City of Santiago, and propose a small urban intervention in Public Space.
 - [AQH0400 Contemporary Architecture Debates](#): The aim is to develop the ability to understand and analyze both projects and contemporary texts, enabling students to situate themselves in the present moment and helping them to make decisions regarding the practice of the project and the discipline in general.
- Formative Studios also introduce students to the use of programmatic and formal precedents in the development of design projects. The Elective studios and urban project area courses, reinforce the analysis and use of precedents.
- [AQT0500 Formative Studio V](#): This studio studies the program of collective housing through a complete analysis in all scales of the problem. Since this studio's main focus is on collective housing and its urban context, the study and analysis of representative examples of architectural tradition is mandatory.
 - [AQU0300 City and Landscape III](#): This course is focused on Landscape Planning history. As the course's final work, students evaluate precedents that were relevant in the development of an existing green area in the City of Santiago.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

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

- [AQH0000 Introduction to Architecture](#): This skill is developed through the intentional approach and review of works of architecture and key problems in the history of Western architecture. Class content is related to both Universal Architecture History and Chilean cases; these contents are evaluated in tests.
- [AQH0200 Ancient Architecture and the Classical Tradition](#): Within the range of the course's contents, ranging from the Renaissance to the nineteenth century, numerous historical and cultural traditions relating to architecture, the city and the countryside are reviewed. These traditions include the European and the American context.
- [AQU0200 City and Landscape I](#): This course is focused on the history of cities, and one of its main objectives is to critically understand urban projects concerning various historical, cultural, economic and political contexts since the second half of the nineteenth century to today.
- [AQH0300 Architecture and the Modern Tradition](#): The focus of the course is historical-critical. The works of architecture studied are critically located in a political, social, economic and cultural context. Part of the context of the classes is devoted to Chilean Modern Architecture and Latin America's, also cases of local architecture are taken into analytical review at the end of the semester.
- [AQU0300 City and Landscape III](#): This course is focused on Landscape Planning, and as the course's final work, students make a retrospective and historical review of an existing green area of the City of Santiago.
- [AQH0400 Contemporary Architecture Debates](#): 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. Study Cases of National architecture movements are reviewed and evaluated in a final oral exam.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

- [FIL184A Ethics in Architecture, in the City and in Landscape](#): The course aims to reflect on the moral principles that apply to the architect's professional work and to understand the meaning of human "ethos" through the main philosophical proposals that study human moral behavior. Consequently, the course focuses on developing an understanding of the ethical-anthropological role of architecture, city and landscape, especially in the case of Chile.
- [AQU0000 City and Landscape I](#): One of the main contents of the course is "City and Society": the social dimension of the city and the effects of patterns of social organization, poverty, social segregation and new cultural attitudes on design, organization and use of public space, neighborhoods and the city, all scales integrated as a whole.
- [ARQ3001 Contemporary Architecture Problems](#): The course seeks to deepen critical knowledge of different agendas associated with contemporary architectural production by studying the relationship and interdependence between the production of ideas and objects of architecture and questioning the paradigmatic changes in the relationship between theoretical elaboration of architecture and contributions from other disciplines.
- [AQH0400 Contemporary Architecture Debates](#): The course aims to cover a wide view 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 characteristic of this time. Study Cases of National architecture movements are reviewed and evaluated in a final oral exam.
- [AQS0100 Practical Service Experience](#): This practical experience is focused on working with habitability requirements of people or communities in poverty conditions. Students have the opportunity to appreciate an inescapable reality in all its depth, including its cultural dimensions and demands. The Lesson of this experience should become a permanent reference for our students' future professional life. The interest is to bring to the university, and particularly to the School of Architecture, new questions and problems by strengthening links with real society.

REALM B: Integrated Building Practices, Technical Skills, and Knowledge.

B.1 Pre-Design: Ability to prepare a comprehensive program for an architecture project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

- [AQT0500 Formative Studio V](#): Students must insert the architectural project in an existing physical and social context. The development and definition of the project's collective housing program with all the complexity this implies are the basic exercises of the Studios. This is the first studio where these skills are addressed and establishes the basis from which students continue to work in future Design Studios.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

The interrelationship of site and building are addressed throughout the studio design courses in the different phases (Formative and Elective).

- [AQT0400 Formative Studio IV](#): This is an urban design studio. This studio introduces students to the scales of the design of the city and the urban project, public space, the building complexes and the transformation of pre-existing metropolitan contexts. Work is carried out in gradual exercises to understand the dimensions, structure and social uses of the urban fabric, the logic of the built complexes using referents, the components of the public space and the mixture of uses.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of local life-safety and accessibility standards.

- [AQC0210 Seismic Resistant Form](#): The course develops the skills and knowledge necessary for architectural projects of buildings and structures in general to obtain a structure and materiality that is adequate, particularly from a seismic-resistant point of view. The course covers basic notions of structural dynamics and dynamic response, equations of motion and notions of seismology, according to the Chilean Norm Nch433.
- [AQU0404 City and Landscape IV](#): The course deals with contemporary urban phenomena in Chilean cities, situating the reflection on the urban dynamics cities of the world today are taking. Discussion is oriented towards a critical reflection on the urban environment in which the work of the architect is inscribed at present and in the future. The course deals with the scenarios of economic, political, environmental and social change that we are facing at the beginning of the 21st century and explains the role of urban regeneration in this period, the main poles in which urban development is currently situated and the challenges of sustainability.
- [ARQ3624 Design and Legislation](#): This optional course is proposed as a practical instance for the student to acquire specific normative knowledge and techniques applicable in the design process. The course takes that stance of assuming the urban and constructive regulations in force in Chile can be seen not as a restriction, but as a tool to guide criteria, define strategies, maximize resources and, ultimately, design with beauty and efficiency.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

- [AQR1000 Digital Production I](#): The course focuses on the study of contemporary forms of representation through digital media, with an emphasis on the analysis and exploration of geometric, constructive and spatial conditions. Through this study, it seeks to understand the geometrical and algorithmic principles that govern the different platforms for modelling, visualization and digital fabrication of complex geometries.
- [AQR0200 Digital Production II](#): This is a representation course to transmit to students the importance of making correct technical drawings. It focuses on drawn language as a means of communication between architects and specialists in the field. Through BIM technologies, students rebuild a 3d model and the complete set of technical plans of remarkable foreign (and distant) Architecture projects.
- [AQC0200 Building and Techniques](#): The final work requires a planimetric drawing of high-quality construction detail. In addition, mid-semester tests evaluate the ability of the students to hand draw a construction detail of a particular constructive system and describe the appropriate specification of a material.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Principles of structural systems are covered in several courses, especially in Structural Elements and Seismic Resistant Form.

- [FIS1032 General Physics](#): This course aims to enable the student to know and understand the basic concepts and apply those concepts to solve problems of classical mechanics including one-dimensional kinematics, dynamics and Newton's Laws and mechanical energy; systems in equilibrium of simple rigid bodies; basic elasticity and springs, among others.
- [AQC0110 Structural Elements](#): The course covers the basic concepts of structural analysis and design required to determine component stresses and deformations and how to control these with decisions regarding types of materials, shape, size, position, and linkages between elements.
- [AQC0100 Introduction to Building](#): The course enables students to understand the coordination of building parts and components and their role in the design and construction of an architectural work. The practical aspects seek to contrast these theoretical contents with the experience of building a small-scale architectural work.
- [AQC0210 Seismic Resistant Form](#): The purpose of the course is to have students develop the skills and knowledge necessary so that buildings and structures in general are properly structured physically from a seismic resistance point of view. Structural typologies and resistant forms are covered, and students define the types of structures suitable for dealing with static and seismic loads. The modelling concept and methodology will be presented simultaneously, including basic seismic resistant design formulas using equivalent static methods. The structural

analysis will conclude with the introduction of analysis software. The basics of structural dynamics and dynamic responses, equations of motion, and seismological concepts will be presented in the framework of Chilean Nch433 Standards.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

- [AQC0300 Building Systems and Architectural Project](#): This course objective is to make the student's first approach to the design of a house that provides suitable thermal comfort conditions to its inhabitants making efficient use of energy for its operation (cooling, lighting and ventilation) according to the specific weather conditions of the chosen location, directly addressing the Environmental Systems Criteria.
- [AQU0200 City and Landscape II](#): The course focuses on the historical genesis of urbanism as a discipline originally oriented towards the physical organization and configuration of cities, its subsequent evolution towards urban design and planning, and the new contemporary ways of transforming cities and territories through projects of different scales. To this end, it analyzes sustainability and resilience as one of its main themes.
- [AQU0300 City and Landscape III](#): The course explores how external cultural pressures have embedded themselves in the formal and spatial characteristics of landscape today and how they have consequently contributed to the transformations that the traditional discourse of urbanism and landscape architecture has undergone in postmodern culture.
- [AQU0000 City and Landscape I](#): This course incorporates the vision of Urban Ecologies, addressing the Sustainability issues through this concept.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

- [AQC0200 Building and Techniques](#): The course proposes to know and understand the so-called construction techniques and their design principles, in accordance with the different architectural elements, considering the construction detail, the construction systems with their respective applications and care, the study of materials applied in different buildings, constructed both on site and prefabricated, and finally, the terminology and the appropriate drawing of materials and construction systems.
- [AQC0202 Building Site Experiences II](#): This is an internship in which students attend a building construction site for several months, where they are part of the supervising team and are asked to research the façade isolation and envelope systems, addressing environmental systems' criterion, which is reflected in the Final Report.
- [AQC0300 Building Systems and Architectural Project](#): This course's objective is to make a first approach to the design of a house that provides suitable thermal comfort conditions to its inhabitants making efficient use of energy for its operation (cooling, lighting and ventilation) according to the specific weather conditions chosen by each group. One of its specific objectives is to manage the building's envelope.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impacts and reuse.

- [AQC0110 Structural Elements](#): The course covers the basic concepts of structural design required to determine component stresses and deformations, and how to control these with decisions regarding types of materials, shape, size, position, and linkages between elements.
- [AQC0100 Introduction to Building](#): The course's main objective is to study and understand building material technology, through scientific understanding of the materials and their practical uses in an architectural project.
- [AQC0101 Building Site Experiences I](#): This course seeks to familiarize the student with all aspects of the construction of an architectural project, including building processes (structural work and finishes), while emphasizing the architect's role in these aspects.

- **AQC0200 Building and Techniques:** This course provides the knowledge necessary to understand building techniques and design principles as they relate to different architectural elements, while also taking into account two key architectural qualities to act on: constructive finesse and the protection of the physical work.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical elements, plumbing, electrical elements, communication, vertical transportation, security, and fire protection systems.

- **AQC0300 Building Systems and Architectural Project:** The course provides students with the basic criteria and tools needed to include active and passive conditioning and building systems in an architectural project. This lecture course includes theory and case studies to help the student develop critical thinking skills regarding building design by covering strategies (active and passive) and systems (facilities, lighting, sanitation, air conditioning and ventilation) necessary for human activity (comfort, safety and health) from the outset, while making efficient use of available natural resources (efficiency) and taking into account the requirements that the environment and urban infrastructure can offer the building.
- **AQC0202 Building Site Experiences II:** The aim is for students to understand the role of the architect in this process, placing emphasis on aspects related to the operation of an architectural work. This includes the organization of the tasks and associated actors on site and the construction items that ensure the proper functioning of the building, specifically addressing finishes, structure, installations (drinking water, electricity, sanitary installations) and envelope systems.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimation, construction scheduling, operational costs, and life-cycle costs.

No primary evidence for this course is found in minimum requirement courses. There is one elective course that addresses the issue and also the Practical Office Experience, depending on the functions the student is expected to learn in his or her office.

- **ARQ3624 Design and Legislation:** The course's main objective is to recreate a real situation of professional life, assessing real execution possibilities of an architecture project. One of the course's main contents is to define the real demand and the basic concepts relative to value, cost, offer, demand and profit.

REALM C: Integrated Architectural Solutions.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

- **AQT006X Research and Project Studio:** The Studio introduces students to the field of research in architecture. Students have to formulate and develop research that involves the production of knowledge and disciplinary progress inserted in one of the specific lines of the degree course.
- **ARQ3502 Contemporary Urban Project: Theory and Critique:** The course proposes a critical review of different areas of contemporary architectural production, crossing different registers to generate a reflection on the effective conditions of speculation and conceptual elaboration of recent architecture.
- **ARQ3000 Formulation of Research Projects:** This course covers different research strategies and formats at Master's level: Formulate and argue different types of research projects/Evaluate and interpret the most appropriate research strategy for different purposes/Apply the ethical bases of research.
- **ARQ3072 TIA - Advanced Research Studio:** The main objective of the course is to demonstrate the ability to formulate a research problem and discuss it at an academic and disciplinary level.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes identifying the problem, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

- AQT007X Elective Studio I & AQT008X Elective Studio II: These are the last design studios that lead to the professional degree. They have an intentional professional bias, inserting the architectural project in an existing physical and social context. The aim is that students demonstrate integration of some of the most important variables of Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, History and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems and Structural Systems.
- ARQ3070 TES - [Specialty Studio](#), ARQ3071 TIP - [Research and Project Studio](#), ARQ3072 TIA - [Advanced Research Studio](#) and AQT100A TPT - [Degree Project Studio](#): These workshops are the final stage of training, in which students must design an architectural project that incorporates and analyzes the complexity of all the factors of a real project: social, political, regulatory, geographic, historical, etc.

C.3 Integrative Design: Ability to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

- AQT007X Elective Studio I & AQT008X Elective Studio II: These are the last design studios that lead to the professional degree. They have an intentional professional bias, inserting the architectural project in an existing physical and social context. The aim is that students demonstrate integration of some of the most important variables of Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, History and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems and Structural Systems.
- ARQ3070 TES - [Specialty Studio](#), ARQ3071 TIP - [Research and Project Studio](#), and AQT100A TPT - [Degree Project Studio](#): These workshops are the final stage of training, in which students must design an architectural project that incorporates and analyzes the complexity of all the factors of a real project: social, political, regulatory, geographic, historical, etc.

REALM D: Professional Practice.

D.1 Stakeholder Roles in Architecture: Understanding the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

- AQU0404 [City and Landscape IV](#): Discussion is oriented towards a critical reflection on the urban environment in which the architect's work is inscribed at present and in the future. The course deals with the scenarios of economic, political, environmental and social change that we are facing at the beginning of the 21st century, and explains the role of actors and urban regeneration in this period, the main poles in which urban development is currently situated and the challenges of sustainability.
- AQS0100 [Practical Service Experience](#): In these practical experiences (or internships) students work in real commissions with the guidance of other professionals. This involves the existence of a client and the client's relation with the architecture firm or institution, which the student must carefully observe to understand its dynamics.
- ARQ3502 [Contemporary Urban Project: Theory and Critique](#): The course seeks to understand the social, economic and cultural forces that shape cities and their relationship to urban projects.

D.2 Project Management: Understanding the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

- [AQO0202 Building Site Experiences I and II](#) : Building Site Experiences II seeks to familiarize the student with all aspects of an architectural project and construction, including management (permits, stakeholders) while emphasizing the architect's role in these aspects.
- [AQU0400 City and Landscape IV](#): This course addresses the issues of project management on an urban scale, through the identification of the different actors involved in the urban renewal process.

D.3 Business Practices: Understanding the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

- [AQO0100 Practical Professional Experience](#): In these practical experiences (or internship) students work in real commissions with the guidance of other professionals. This involves close observation of day-to-day practices, concerns and duties so that students understand their dynamics.

D.4 Legal Responsibilities: Understanding the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

- [AQO0100 Practical Professional Experience](#): In these practical experience (or internship) students work on real life commissions with the guidance of other professionals. This involves close observation of day-to-day practices, concerns and duties so that students understand their dynamics.
- [AQO0101 /AQO0202 Building Site Experiences I and II](#): Building Site Experiences I and II seek to familiarize the student with all aspects of the construction of an architectural project, including project management and legal responsibilities, while emphasizing the architect's role in these aspects.

D.5 Professional Conduct: Understanding not only the ethical issues involved in the exercise of professional judgment in architectural design, but also the practice and the role of local rules of conduct and ethical practice.

- [FIL184A Ethics in Architecture, City and Landscape](#): This is an introductory course that discusses ethical issues involved in architectural practice. The main objective of the course is to know the ethical fundamentals related to practical philosophy, with a special focus on the development of skills that allow students of architecture to develop an ethical-philosophical vision of the discipline.
- [AQO0100 Practical Service Experience](#): The aim is to generate a radical ethical experience in order to consider an appropriate architectural action. This Practice focuses on issues of individual or collective habitability of people living in poverty, an experience that enables the student to value and incorporate into their professional judgment the condition of service of Architecture, opening up to new fields of professional activity, allowing them to confront and challenge the elements of their university experience with those of the place where this service is demanded.
- [ARQ3000 Formulation of Research Projects](#): The course teaches students how to approach research according to professional academic standards and applying research ethics.

PART TWO, SECTION 2 - CURRICULAR FRAMEWORK**II.2.1 National Authorization and Institutional Quality Assurance****N°06/13925/**

SANTIAGO, 13 de diciembre de 2022.

CERTIFICADO

La Jefa de la Unidad de Registro Institucional (S) de la Subsecretaría de Educación Superior, quien suscribe, certifica que la Pontificia Universidad Católica de Chile, inscrita en el Registro de Universidades N° B-1 del Ministerio de Educación, está reconocida oficialmente en virtud de lo establecido en el D.F.L. N°2 de Educación, publicado en el D.O. el 2 de julio de 2010 que fija texto Refundido, Coordinado y Sistematizado de la Ley N°20.370, con las normas no derogadas del D.F.L. N°1 de 2005, manteniéndose plenamente vigente.

Se extiende el presente certificado a pedido de la Institución mediante solicitud de fecha 12 de diciembre del año en curso.



KATHERINNE SCHIAFFO PAZOCA
Jefa Unidad de Registro Institucional (S)
Subsecretaría de Educación Superior

Katherinne
 Del Carmen
 Schiaffo
 Pazuca

Firmado digitalmente
 por Katherine Del
 Carmen Schiaffo
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 Expediente N°47316

Figure 15. National Authorization from the Ministry of Education, Chile.

PART TWO, SECTION 2 - CURRICULAR FRAMEWORK

II.2.2 Professional Degrees and Curriculum

A. Professional Degree and Curriculum

The ARQ UC curriculum responds to the UC educational project (See Annex A at the end of this chapter) and to the profile of the UC Architect, both as an opportunity for development of the discipline and for the profession. It is oriented towards training professionals who are interested in and will contribute to the development of the country within the discipline of architecture and in the field of the culture applying ethical principles and Christian values.

Its primary task is to train professionals who can respond adequately to the current and future needs of society through a permanent commitment to the architecture and sustainable, urban, territorial, and heritage realities, with a special dedication to service and concern for the common good.

The formation of an Architect is based on two complementary strands in the Curriculum:

A1. Comprehensive training

A comprehensive training from the PUC *General Formation Plan* that aims to impart knowledge through a wide vocational training, promoting the development of intellectual skills related to critical thinking, communication and personal relationships. In addition, it aims to promote a critical and informed view of the contemporary world to face the needs of society. An integrated relationship with other disciplines provides a broader cultural base and establishes dialogues with people who have different cultural perspectives, promoting a more fertile environment to establish the groundwork of the discipline of architecture.

This translates into a set of elective courses (General Electives or OFF) in which students must enroll, allowing them, on the one hand, to complete their training in the sciences, arts and/or humanities and, on the other, to pursue an Academic Certificate or Minor, in any specific area of the other disciplines. Within this general training, all students must take some obligatory courses: one course in mathematics to introduce the student to a logical mathematical language, one in anthropology-ethics and another in theology, which contributes to the principles that inspire the University.

A2. Professional training

A professional training that reflects the peculiarities of the EAUC, which distinguish it and are reflected in the student's formation in the discipline of architecture, as a way of thinking and operating, rather than as a sequential accumulation of information. This identity, established through the importance assigned to creativity and design and to the *UC Architect Profile*, is implicitly given with the granting of the professional title and encompasses the knowledge and skills that enable professional practice in accordance with the country's current regulations.

This translates into knowledge of the architectural discipline, based on the relation between the design studios, minimal courses, practical experiences and optional disciplinary courses. These are organized into **4 main disciplinary areas**:

1. Design studio and representation (AQT)
2. Theory, history and criticism (AQH)
3. Building, technologies and energy (AQC)
4. City and landscape (AQU).

The different Disciplinary Areas are detailed below:

1. Design Studios and Representation (AQT)

This area brings together, in a coordinated and unitary whole, the design studio and representation courses, understanding both as the part of the same activity proper to the architect's work. From this point of view, representation is understood as a design process and not only as an illustration tool, but also as a way of architectural thinking.

In general terms, the area is based on three principles: The Design Studio as *Synthetic Practice*, The Design Studio as *Reiterative Practice*, and The Design Studio as *Reflective Practice*.

The Design studio as *Synthetic Practice*: The design studio constitutes the core around which the other areas of the Licentiate articulate. This condition is translated in the notion of design studios as the place in which all the knowledge acquired in other courses of the curriculum is applied and verified in a synthetic design practice.

The Design studio as a *Reiterative Practice*: The design studio is understood as that which contributes with an experience and an exhaustive dedication of time to architectural learning.

The Design studio as *Reflective Practice*: The design studio is the place where learning is by doing, characterized by a dedication to doing things right as an ethical stance for creativity. Throughout the curriculum, design studios become gradually more complex, which depends on the assignment and thematic program that each develops.

2. History, Theory and Criticism of Architecture (AQH)

This area brings together three fields related to architecture: architecture as a discipline, the buildings, and architecture as a form of expression. Even though they are closely related, each involves different approaches. Obviously, history implies recognition of the cultural and temporal dimensions of architecture, which in turn reflects the sociocultural projection, dimensions inseparable from our discipline. Theory links to the speculative exercise on the nature of architecture while critical vision is related to the valuation that both the practice and the objects of architecture deserve. Through history, theory and criticism, the courses of the area focus on linking the architectural project, culture and art. The courses of the area propose, on the one hand, a reflective approach to the architectural project, focusing on the critical examination of ideas and project techniques. On the other hand, they locate historically these ideas and techniques. Altogether, these courses aim to enable students to engage in reflective professional practice in the future and to acquire architectural communication skills that will allow them to speak and write competently in the discipline.

3. Building, technology and energy (AQC)

This area is intended to provide the skills that enable students to dominate the technical and technological – basic and advanced – principles for architectural design to be structurally stable, constructively consistent and careful with the environment, considering the contemporary technological scenario and its future development as it relates to the coordinating role of the architect.

The courses in this area include structure and conventional seismic form behavior, traditional and contemporary methods of construction, and topics related to energy, installations and environment. Finally, through Practical experiences, students are able to understand the networks and systems in architectural design as the basic concepts of management involved in the scope of a building construction.

4. City and Landscape (AQU)

The city and landscape course area aim to form professional skills and to provide analysis, design and operational tools, other than those required for the architectural building design. The new approaches in this field recognize the contemporary phenomena of city and landscape development as intervened by society have surpassed the typical definitions of “urban” and “urbanism” and thus require a broader comprehension of the urban phenomena.

The concept of city is understood as the multiple collective ways of living, of producing or interacting in the territory – not only the traditional limited and compact space in the urban areas – also landscape as the natural open space, urbanized or intervened, capable of integrating and connecting new forms of living, from public spaces to urban infrastructures, including the environmental recovery of degraded areas and the generation of mobility networks. The courses in this area concentrate on the theoretical and practical comprehension of the design process – economic, social and functional – that shapes contemporary cities and landscapes.

In the final stage of their training, the students are encouraged to do a master's degree studies associated with one of the disciplinary areas.

B. Organization of the curriculum

The curriculum is organized in 3 stages: Bachelor, Licentiate and Qualification: The Bachelor considers four semesters and 200 credits; The Licentiate (that includes Bachelor) considers eight semesters and a total of 400 credits, and the Professional Qualification or professional title + Master's degree includes three semesters and 150 credits. The three stages are completed with a total of 550 credits.

Each of these stages aims to fulfill one or more targets of the UC Architect Profile. The Profile is determined, among other things, by the historical strengths of the EAUC, the challenges of our current times, the duties set by the existing legal frame, and above all, the higher ethical principles that emerge from the UC Mission.

The knowledge and skills that constitute the UC Architect Profile include the learning achievements for each of these phases (Bachelor, Licentiate and Qualification). A series of characteristics necessary for a proper professional exercise and the integration of particular knowledge and skills define this profile.

The ARQ UC study program aspires to train professionals with the following [UC Architect Profile](#):

Students are committed to resolving current and future problems of the society with

1. Ethical values inspired by Christianity and a concern for human beings in all their diversity.
2. The capacity to lead and work in multidisciplinary teams.
3. Historic and cultural knowledge firmly based in the contemporary world.
4. A capacity for research within the discipline and the creative application of such research.
5. The ability to appeal to the state of the art in the discipline.
6. A mastery of the profession as an architect based on a reflective practice.
7. Ability to design the shape of the space integrally with its relationship with the inhabitants.
8. The capacity to manage architectural space with a multitude of complexities.
9. The capacity to communicate with and represent the various participants in the production and use of livable space.
10. The ability to handle the materiality aspects and structural resistance of buildings.
11. The ability to handle the environmental and energy aspects of buildings with special awareness of sustainability.
12. The ability to handle the normative aspects of the profession.
13. The capacity to understand the administrative, legal, economic and ethical aspects of professional practice.
14. Respect for historical and cultural heritage.
15. The ability to handle the diverse architectural design scales: the city, landscape and territory.

Credits System ⁸²

In order to achieve the objectives and learning achievements of the course or curricular activity, the credit is used as a quantitative expression of the academic work done by the student. The credit includes both the hours of direct teaching (theoretical or lecture classes, practical, laboratory or workshop activities, clinical or field activities, professional practice, assistantships), and the hours of autonomous work of the student (homework, personal study, preparation for and completion of exams or evaluations, among others).

Off-campus programs, General Education Electives (OFG)

Each UC student must take 50 credits of general education, which can be taken at any campus and faculty of the University. Students taking courses at other campuses spend approximately 2 modules per week or a single day in general education courses. For example, [sports](#) courses at the San Joaquín campus are chosen by many students from Lo Contador due to the great variety offered.⁸³

Undergraduate students will be able to specify the general training area in a disciplinary or thematic area through the selection of an Academic Certificate. There are Disciplinary Certificates formed by courses from one Academic

⁸² <https://registrosacademicos.uc.cl/informacion-para-estudiantes/inscripcion-y-retiro-de-cursos/creditos-de-una-actividad-curricular/>

⁸³ <https://deportes.uc.cl/Contenidos-del-Sitio/cursos-deportivos>

Unit, and Interdisciplinary Certificates, which integrate courses from different Academic Units. Architecture offers an academic certificate in Regional Urban Studies and Integral Design.

B .1 Licentiate in Architecture

The curriculum in the Licentiate phase is organized in a sequential structure of learning achievements and skills for the formation of the UC architect, in which the courses of the different disciplinary areas⁸⁴ articulate with the Design studios, as explained below.

The Licentiate phase considers two stages:

- From semester 1 to 5 it aims to introduce the student to the basic principles of the architectural discipline. This first stage is also intended to locate the discipline in the sociocultural context and, therefore, demonstrate the importance of its relationship with other disciplines. Therefore, also includes an important nucleus, the repeated practice of architectural design, which increases in complexity.

-The second stage considers the training obtained between semesters 6 and 8, which advances in the knowledge of the architectural discipline, tackling the fundamental aspects of it. It also includes the training of competencies and skills in the development of complex projects, and contributes to the formation of basic aptitudes for research and to the acquisition of skills in written language and architectural representation. The profile above is acquired by means of knowledge [K] and skills [S] and includes the both stages of learning achievements.

The curriculum considers 400 credit hours, concentrated in 8 semesters.

Within this phase, an intermediate certification called "*Bachiller*" or Bachelor's degree, is obtained having complied with 200 credits (4 semesters), which considers:

- 60 credits of Basic Formation (of the Licentiate Degree), which corresponds to the first founding year.
- 60 credits of other courses of the Licentiate Degree, which includes introductory courses in the disciplinary areas.
- 80 credits of Elective courses (OFG) in different disciplines, from those of the proper curriculum.
- Among these, 30 credits are required in the following areas:
 - 10 credits in a Mathematical compulsory course (Basic sciences)
 - 10 credits in a Theological formation course and
 - 10 credits in an Ethical course in architecture, city and landscape issues.

Upon completion of the 400 credits required for this whole phase, students obtain the Licentiate Degree.⁸⁵

The Licentiate phase is organized in a sequential structure of learning achievements and skills, in which the courses of the different disciplinary areas articulate with the Design studios, as explained below.

Minimum courses by area:

1. Design studios and representation area

The area is composed of a core sequence of eight design studios. These 8 studios are organized as five Formation Studios (20 credits each), a Research Studio (20 credits), and two Optional Design Studios (15 credits each).

The objectives of the Formation Studios are to provide the fundamental tools for representation and architectural design strategies, addressing the design practice with emphasis on different aspects in accordance with the student's level.

a. The first three Design Studios include Representation as part of their subjects, reinforcing a strong relation between observation, representation and architectural design: I, II and III respectively (AQT000, AQT0200, AQT0300).

⁸⁴ The Licentiate Degree phase considers 4 main disciplinary areas: Design studios and representation; Theory, history and criticism; Building, technologies and energy; City and landscape; and practical experiences.

⁸⁵ The UC Licentiate Degree qualifies students to pursue a Master's degree and is equivalent to the Bachelor's degree awarded by American universities.

b. The Design studios IV and V (AQT0400 & AQT0500) are associated with a parallel Digital representation course of five credits (Digital production I & II). These design studios are subdivided into sections: 2 for Design studio IV and 2 for Design studio V. In both cases, each section works on the same topic and requirement.

c. The Research Studio in Architecture, City and Landscape (AQT006X a-h-u-c-i) provides students with conceptual and critical analysis tools to develop a reflective concern for the architectural design approach.

d. Two optional Design studios – Project I and Project II (AQT007a- h-u-c-i & AQT008 a-h-u-c-i) – of 15 credits each complement the increasing complexity of the final stage of Licentiate Degree. These could be linked to elective disciplinary courses (called OPR Optional Proficiency Courses of five credits) tackled through the specific subjects of each Design Studio.

e. Two other Disciplinary design studios are optional. Students can apply depending on their specific interests and the associated disciplinary areas, promoting more autonomy with specialization through research and design in architecture, landscape architecture, urban project sustainable architecture and heritage. These optional disciplinary design studios link the curriculum in these areas with the Master's degree programs.

Design studio and Representation area

The minimum courses in this area include the first five semesters of the career and introduce the student to the architectural discipline, its fundamental tools and considerations. At the end of this cycle, the student should be able to formulate and properly present a preliminary architectural proposal of medium complexity.

-Formative Representation Studio I: THE TOOL BOX

This first design studio (together with Design Studio II) forms the initial year core tackling the comprehension of architectural fundamental issues, starting with observation through place surveys, and providing students with initial representational and architectural design tools. Surveys and architectural conceptualization associated with architectural design constitute the main methodology of the course.

The module, corresponding to Representation I, provides the necessary tools to perform different survey exercises and to subsequently develop design exercises, including the development technical drawings and physical models in different scales and materials.

- Formative Representation Studio II: CONTEXT AND FORM

This second studio complements the initial one and challenges the students to make an architectural proposal suited to a specific terrain. As students have already acquired the basic tools and concepts required for an architecture project, this studio adds the variables of orientation, topography, and pre-existing context. Alongside with that, students face composition exercises aimed to articulate a specific form with the studied context. This studio is also intended to put the student into closer contact with the city, understood as the support and context for the places being studied. The module that accompanies Representation II is coordinated with the studio. The place survey is addressed both as a technical operation and in a broader sense as an effort to gather and record the place in an organized manner. This is also the level where computer aided design is introduced.

- Formative Representation Studio III: PROJECT AND MATERIAL / HOUSING PROJECT

Up until the 1st term of 2022, the third studio addressed the ability to organize a project focused on the relationship between the compositional, material and constructive structure of the architectural space. From a detailed perspective, a sensitive point of view regarding construction and materials develops. Development of technical skills for managing small and medium scales is fostered. The module that accompanies Representation III addresses the development and representation of the project's compositional, spatial and constructive structure in a comprehensive way. It requires students to create working drawings, three-dimensional models and images that are capable of describing the project in its entirety, explicitly detailing the different scales involved in development.

As of the 2nd semester of 2022, adjustments were made to the contents and methodologies of the Design Studio III with the aim of reinforcing comprehensive architectural design strategies, capable of linking form, program and context as a frame to face, for the first time, the design of a building. Based on the previous, the Design Studio focuses on a collective housing project, progressively establishing higher levels of complexity in the design handled by students. At the same time, the contents on materiality and structure were relocated to workshop V, which was also subject to content and methodologies adjustments.

- Formative Studio IV: URBAN PROJECT

The fourth studio immerses the student in the design of urban and public space, specifically addressing the city and its urban infrastructures. The project is approached by recognizing the values and features of a particular segment of the city for its restoration and/or transformation. Starting with a particular urban reality, the focus is on discovering and positively enhancing common or public space by engaging in a dialogue at different scales: the domestic, the urban, and the landscape scale. This studio is associated with the "Digital Production I" representation course, which supports the design's objective and analytic and projective dimensions. The course develops mastery of tools used for analysis and digital 3D representation of landscape and urban space. At this stage of the program, students are expected to manage and represent a wide range of scales, integrating landscape and urban dimensions.

- Formative Studio V: HOUSING / PUBLIC BUILDINGS: MATERIAL AND STRUCTURE

The fifth studio foundation culminates the educational cycle, bringing all the knowledge and skills acquired in previous studios and courses with the design of a building with higher levels of complexity. The aim is to develop a meaningful piece of urban work. The proposal must consider and integrate the different scales of urban, public, collective and domestic space, while cogently proposing a way of life suited to a given context.

The studio is associated with the "Digital Production II" representation course, which addresses the development of an architectural project and 3D building with BIM tools. The aim is to add a higher degree of complexity to the representational problems with the use of tools that in the future will allow for integration of the various specialties that come together in an architectural project.

Until the 1st semester of 2022, this design studio developed the design of a collective housing project. In line with the changes described in Design Study III, as of the 2nd semester of 2022, this course focuses on the design of a more complex program, such as a public building. This will allow 3rd year students to implement material and structure topics in greater depth, as the closing milestone of the Formation Studio sequence.

-Elective Studio in Research and Architecture, City and Landscape Project

This first elective studio in the Licentiate program introduces the student to architectural research through an understanding of the components of academic work that is reflective of the course contents.

The aim is to provide the student with the tools for critical thinking and analysis necessary to formulate and carry out an investigation. This investigation should produce knowledge and progress for the discipline in a relevant topic area in the field of architecture and in one of the degree's areas of study: Architectural Design; Theory, History and Criticism; Buildings, Technologies, and Energy and City and Landscape. The central research focus will be on the critical analysis (historical, descriptive, critical, etc.) of the main topic and the production of an essay (3,000 words) along any of the lines mentioned above.

-Elective Design Studios I and II

These studios are associated with the disciplinary areas and address the architectural project, the urban or landscape project, and the sustainable project at a deeper level of complexity. The studios seek to provide proximity to the constructive urban, territorial, material, regulatory, budgetary and climatic realities and are intended to provide contact with real national, social and cultural dimensions. The options offered are related to the thematic areas and thus to the EAUC Master's degree lines. Each semester at the beginning of the academic year, teachers present the different workshop options.

See *Table 03: Design studio topics and Thematic areas in section C. Professional Opportunity, I.1.4 Defining Perspectives.*

2. History, Theory and Criticism Area

The overall objective of this area is to enrich the exercise of architectural design with a mindful disciplinary and cultural view. This opportunity is provided through a sequence of required courses designed to let the students form a conceptual and cultural base with which to make critical judgments about global architecture.

The learning objectives are

- Develop critical thinking skills in regard to themes related to architectural history and theory, using tools to analyze and evaluate both designs and buildings as different positions within the discipline.
- Develop effective communication skills that allow students to read, write and express themselves competently on the discipline's various issues.
- Understand ideas about how knowledge is produced in architecture, what forms it takes, and what its requirements are.
- Impart basic knowledge about past and present approaches to architectural practice and theory.

2.1 Required Courses

Introduction to Architecture <AQH0000>

Ancient Architecture and the Classical Tradition <AQH0200>

Architecture and the Modern Tradition <AQH0300>

Debates in Contemporary Architecture <AQH0400>

Elective project studio in the <AQT007h--AQT008h> line. This studio's objective is to have the student demonstrate the ability to design using theoretical, historical and cultural legacy variables, while also working with innovative architectural design tools.

3. City and Landscape Area

This area's overall objective is to allow students to develop the skills required for understanding and designing collective and altered spaces, with an emphasis on the improvement of people's living conditions and the comprehensive sustainable development of cities and territories.

The learning objectives are

- Understand the causes behind the built environment's form by studying the social, cultural, economic and environmental trends that shape cities and the landscape.
- Learn the components of the urban structure and landscape at its different geographical, natural, metropolitan, local and neighborhood scales, understanding how they function and what the possibilities for intervention, designing and planning are.
- Learn the different mechanisms available to design, plan and improve the urban and living space, with special emphasis on the role of urban and landscape design projects.
- Reflect on the historical evolution of the design of urban projects and plans.
- Develop the ability to analyze and reflect on populated places through research and case studies.
- Develop debating and interpersonal communication skills to be able to present reflections and analysis of urban and territorial space.

3.1 Required Courses:

City and Landscape I: Introduction to the Urban and Territorial Form <AQU0000>

City and Landscape II: The Urban Project <AQU0200>

City and Landscape III: Urbanism from the Landscape View <AQU0300>

City and Landscape IV: Debates in Urban Theory <AQU0400>

Area's elective project studio <AQT007u--AQT008a>. The objective is for the student to demonstrate the ability to design using the urban-territorial, economic, sociocultural and functional variables that shape contemporary cities and landscapes.

4. Building, Technology and Energy Area

This area's overall objective is to provide students with the ability to understand, model and design architectural projects that are structurally stable, constructively consistent, and mindful of the environment. The required courses in this area are organized along the lines of Structure, Building, Energy, Facilities and Environment, Management and Administration, and the area's elective project studio. In these areas and in addition to lecture classes, students have hands-on practical classes in the Prototype Laboratory. This is in addition to the guided Practical Experiences (380 hours) working in different areas of the building world with a construction company or technical inspection office, etc. and in the professional world at an architectural firm.

The course objectives in this area are

- Understand and master the different material and structural strength characteristics of buildings.
- Master the environmental and energy aspects of buildings while paying special attention to their sustainability to design architectural projects that are structurally stable, consistent in their construction, and energy efficient.
- Master the regulatory aspects of the profession.
- Understand the administrative, legal, economic and ethical aspects of professional practice.

4.1 Required Courses

FIS1032 Physics
 AQC0110 Structural elements
 AQC0100 Introduction to Building
 AQC 0200 Building and Techniques
 AQC0300 Facilities, Systems and Architectural Design
 AQC0210 Seismic-resistant shape
 AQC0101 Construction site practice I (70 hours)
 AQC0202 Construction site practice II (70 hours)
 AQO0100 Office practice (240 hours)

Area's Elective Project Studio: <AQT007c-AQRT008c> This studio's objective is for the student to demonstrate the ability to design projects that comprehensively meet sustainability criteria and/or are structural and building system focused.

5. Optional Proficiency Courses (OPR) in the Licentiate Degree Phase 2021- 2022

In the Licentiate Phase, students must choose in semester 7 and 8 an elective proficiency course. These courses may change each semester. The following were the courses available for the second semester of 2022.

Courses available 2021- 2022

ARQ3613 Construction of Sustainable Architecture: 10 credits
 AQI0001 AS CMD Lives Health: Building a Healthy Habitat: 10 credits
 AQC2010 Construction observation. Notable works in Chile: 5 credits
 AQI0303 CMD Habitability in vulnerable sectors: 10 credits
 AQI0002 CMD UC Undergraduate Research Proposes Architecture: 10 credits
 AQI0003 CMD Healthy Housing: 10 credits
 AQI0203 CMD The Furniture: 10 credits
 AQI0302 CMD Poetic of Inhabitation: 10
 AQC1306 Natural Lighting in Architecture and Design: 5 credits
 AQE6200 Model workshop: 10 credits
 AQI0106 CMD Conservation and architectural rehabilitation: 10 credits

B.2 Professional Degree in Architecture

The Professional Degree Phase is the culmination of the process (semesters IX, X and XI), and adds another 150 credit hours of study to the prior phase (Licentiate), for 550 credit hours. During this stage, the curriculum is designed to take the architectural training received to date and consolidate that base of theoretical, critical and operational knowledge and skills, using it to solve complex habitat problems through architectural design, landscape architecture, urban design and sustainable and energy efficient architecture. This is accomplished while delivering the necessary conditions for professional certification, which must ensure professional mastery in accordance with the laws regulating the architectural profession in Chile.

The Professional Degree Phase is conceived in the new curriculum, as the link between the Professional Degree and the academic Master's degrees, where the format is one of research and generation of new knowledge stemming from the project experience. The instrument designed to meet this objective is the Thesis Project. However, the professional degree programs at the UC must allow a student to choose what kind of degree path to follow, whether a professional degree alone or a professional degree plus a master's degree. In ARQ UC's case, this translates into two-degree paths:

- Architecture Professional Degree
- Architecture Professional and Master's Degree

In both cases, the study plan for the degree phase is 3 semesters and 150 additional credit hours. The ARQ UC curriculum is organized around the required courses and studios belonging to the different Master's degree program areas of specialization: Master's in Architecture; Master's in Urban Design; Master's in Landscape Architecture; Master's in Sustainable Architecture and Energy, Master's in Cultural Heritage, Optional Proficiency Courses (OPR), and elective Integrated Postgraduate Curriculum (MIP) courses.

• B.2.1 Structure of Professional ARQ UC Degree Program

The central objective of this program for students who have opted to obtain only their Professional Architect degree is for candidates to demonstrate their professional skills with the development and defense of a Degree Project in an area of disciplinary specialization. To complement their education and promote personal interests, students must complete 60 credits of optional in-depth courses, which may be courses of 5 or 10 credits. These courses may correspond to any of the master's degrees.

The degree program is organized in three consecutive semesters, totaling 150 credit hours.

Semester 1 (50 credit hours)

AQT009X Elective Studio III: 15 credit hours
 OPR3XXX Specialization: 5 credit hours
 ARQ3001 Contemporary architectural problems: 10 credit hours
 OPR3XXX Specialization: 10 credit hours
 OPR3XXX Specialization: 10 credit hours
 AQ50100 Service Experience: 160 horas

Semester 2 (50 credit hours)

AQT010T Degree project Studio I: 20 credit hours
 ARQ3502 Contemporary urban project: theory and critique: 10 credit hours
 OPR3XXX Specialization: 10 credit hours
 OPR3XXX Specialization: 10 credit hours

Semester 3 (50 credit hours)

AQT020T Degree project Studio II: 30 credit hours
 OPR3XXX Specialization: 10 credit hours
 OPR3XXX Specialization: 10 credit hours

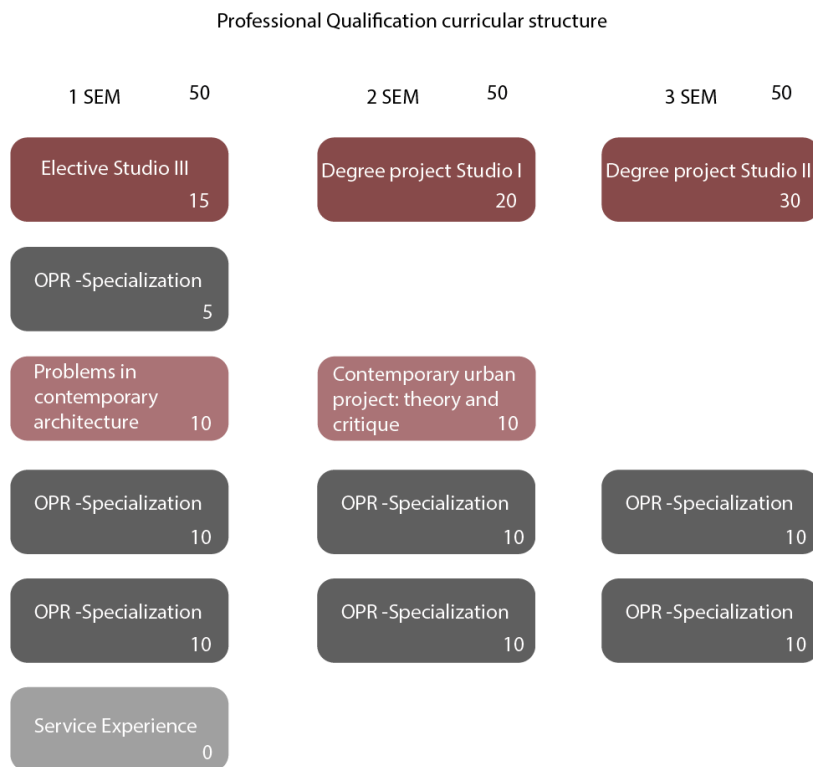


Figure 16: Professional Qualification Curricular Structure

• B.2.2. Structure of ARQ UC Professional Degree + Master's Program

The master's thesis project is carried out through the Research and Project Studio (TIP), Advanced Research Studio (TIA) and Degree Project Studio (TPT) with a thesis writing duration of 2 semesters plus a final period of 8 weeks before the final exam.

To complement their education and promote personal interests, students must complete 60 credits of elective courses, which may be 5 or 10 credit courses. In some programs these courses may correspond to any of the master's programs, and in other programs there will be mandatory in-depth electives.

The degree phase of each Master's program structures its semesters in the following way:

Semester 1 (50 credit hours)

ARQ3XX0 Specialization Studio: 15 credit hours
 OPR3XXX Specialization (associated with the Studio): 5 credit hours
 ARQ3XXX MIN Master's specialization: 10 credit hours
 ARQ3000 Formulation Course: 5 credit hours
 OPR3XXX Specialization: 10 credit hours (MIP: 15 credit hours⁸⁶)
 OPR3XXX Specialization: 5 credit hours
 AQ50100 Service Experience: 160 horas

Semester 2 (50 credit hours)

ARQ3XX1 Research and Project Studio (TIP): 15 credit hours
 OPR3XXX Specialization (associated with the Studio): 5 credit hours

⁸⁶ The elective Integrated Graduate Curriculum MIP courses may be 5-credit-hour or 10-credit-hour courses. The 5-credit-hour-MIP-OPR courses can include special guest courses, seminars, workshops or other interdisciplinary academic activities organized by FADEU's postgraduate programs.

ARQ3XXX MIN Master's specialization: 10 credit hours

OPR3XXX Specialization: 10 credit hours

OPR3XXX Specialization: 10 credit hours

Semester 3 (50 credit hours)

AQT100X Degree Project Studio (TPT): 20 credit hours

ARQ3XXX Advanced Research Studio (TIA): 20 credit hours

OPR3XXX Specialization: 10 credit hours

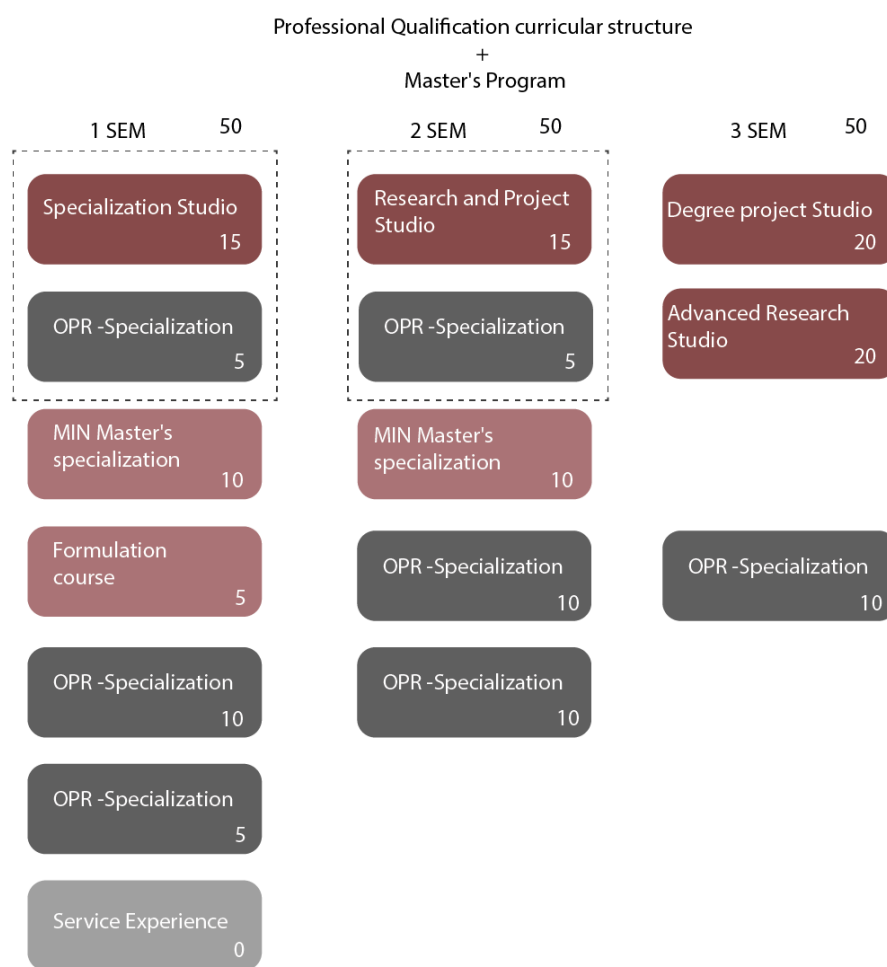


Figure 17: Typical ARQ UC Professional Degree + Master's Program

Each Master's program has a Graduation and Degree phase in which the *Thesis Project* is undertaken. This consists of applied research in a chosen disciplinary area around a theoretical, programmatic and/or functional problem or theme. The student is required to design a project in response that is in keeping with the area of interest defined by each Master's program. This Graduation and Degree phase then allows for the official certification of the student as a Professional Architect, while granting an academic Master's Degree in any of the School's areas of specialization.

The graduation phase consists of a sequence of guided Project and Research Studios culminating in a Degree Project examination before an external committee that evaluates the *Thesis Project* and the candidate's skills to practice as a professional.

To complement their training and promote personal interests, students must complete 50 credits of elective courses, which may be 5 or 10 credit courses. Each master's program has 5 to 7 elective courses from which students can choose.

Description of Required Master's Courses

- **Introduction Studio (Specialization Studio):**

The introductory studio to the different fields of architecture is the first in the degree and/or master's phase. As such, its role is to provide a transitional phase from the Licentiate to the Degree and Master's project.

This studio's objective is to bring the student into professional practice and face real world complexities. It seeks to integrate and synthesize the knowledge and skills acquired in the Licentiate phase of study mindfully. It is section-based, with each section being congruent with the architecture project and the five masters (MARQ, MPUR, MAPA, MASE or MAPC), and it is designed to foster specialization through the development of a complex project that relates each program's area of focus, while staying faithful to the architectural program in all of its approaches and scales.

- **Thesis Project Formulation:**

The course is an initial preparatory stage for the Graduation Phase. It presents scientific research strategies and methods with an emphasis on the idiosyncrasies and challenges of project research. The student is tasked with formulating a research project in the area of sustainable design and technology. This course brings together students from all the School of Architecture's Master's programs.

- **Research and Project Thesis Studio:**

This is the first stage of thesis and/or project development, depending on each Master's degree program specialization. The student must be able to articulate and propose a theoretical point of view underpinning a project that will lead to new knowledge and progress for the discipline in an area related to the program's field of study.

- **Final Research and Project Thesis Studio:**

This studio, conducted under the tutorship of a guiding professor, is the second and final development stage of a landscape architecture, urban design, complex architecture, sustainable architecture or heritage projects designed at different scales and complexity. Candidates must be able to integrate the design of complex projects (Project Thesis) with research that supports the decisions, strategies, or design methods (Research Thesis) proposed by each student within the framework of a problem and topic defined by the Thesis directors.

The Thesis Project must design, analyze, and complete a program and a project that produces knowledge and advances the discipline in a subject relevant to the program's field of study while demonstrating the skills of a professional architect.

The Advanced Thesis Research must focus on in-depth work on a case or subject area related to the work done in the Research and Project Studio of each master's area of specialization. Students are expected to demonstrate a general understanding of scientific research, through the design and development of a scientific paper, applied to the disciplines specific to their master's area of study. The ability to communicate, in both oral and written formats, about a research problem and its place in the discipline is emphasized. With this course, Master's degree students, who have already completed and received an Architecture degree, finish their thesis or project development in preparation for graduation.

For a description of the Curricular Charts of each Master's Program, please refer to Annex C.

3. Optional Proficiency Courses (OPR) 2021-2022

In the degree phase, students who obtain the degree of architect must take 5 OPRs, whereas those who obtain the degree together with a Master's degree must take 6 OPRs. These courses may change each semester. Below are the courses that were available for the second semester for 2022.

Among the OPRs, specialty electives can be distinguished, which are mandatory depending on the program. In some cases, Master's programs require that these electives can only be taken by students of the program, and in other cases they are available to all students. Similarly, there are Master's programs that do not have specialty electives, in which case students can choose which to take.

The Integrated Graduate Program (MIP) coordinates 9 Masters' degree programs in addition to the Doctoral Program in Architecture, Design and Urban Studies, offering a wide variety of courses within the Faculty and allowing students to define their graduation profile with greater freedom.⁸⁷

Master's transversal OPRs

ARQ3900 GIS - Modelling and Simulation of the Territory and Urban Landscape (MAPA Specialty Elective): 10 credits

ARQ3075 International Workshop on Architecture (MARQ): 5 credits

ARQ3252 Questions of the Future (MARQ): 10 credits

ARQ3256 Forest Ecosystems in Spatial Planning and Project Development: Tools for Sustainable Management (MAPA - MASE): 10 credits

ARQ3253 Santiago Cathedral: Reflections and Records on the Forma Urbis: 5 credits

ARQ3635 International Workshop: Fieldwork in Sustainable Architecture: 5 credits

ARQ3075 International Workshop on Architecture: 5 credits

ARQ3217 Sustainable Rehabilitation: 10 credits

ARQ3324 Public Space and Resilient Infrastructures in the Face of Climate Change: 10 credits

ARQ3237 Video, Landscape and Territory: 5 credits

ARQ3008 Directed Research in Architecture (Opening the Archive): 10 credits

AEU2000 Accessibility in Urban Spaces: 10 credits

ARQ3052 Texts and Architecture: 10 credits

ARQ3054 Photographic Theory and Practice: 10 credits

ARQ3104 Collaborative Workshop: 10 credits

OPR Master in Architecture - MARQ

ARQ3112 Past Futures: 10 credits

ARQ3100 Copies: 5 credits

ARQ3106 Graphic Arguments: 10 credits

ARQ3027 Urban Scenes: 10 credits

ARQ3053 Sense of Rules: 10 credits

ARQ3099 The Office as a Project (MARQ Specialty Elective): 5 credits

ARQ3113 Research from the Margins: 5 credits

ARQ3109 Project Arguments (Specialty Elective MARQ): 5 credits

OPR Master in Landscape Architecture - MPUR

ARQ3544 Topics in social housing: 10 credits

ARQ3549 From techno utopias to the generic city: 5 credits

ARQ3547 Global Housing: approaches to affordable housing design and management: 10 credits

ARQ3534 Sustainable Mobility and Cycle-Inclusion as a Response to Climate Emergency: 10 credits

ARQ3539 Urban Law: 10 credits

ARQ3011 Digital Spatial Analysis Technologies: 10 credits

OPR Master in Landscape Architecture - MAPA

ARQ3230 Visualization and Representation of Landscapes (MAPA Specialty Elective): 10 credits

ARQ3313 Landscape Technologies: Topographic Form and Processes: 10 credits

ARQ3231 Landscape Technologies Laboratory: Vegetation: 10 credits

⁸⁷ <http://investigacionpostgrado.fadeu.uc.cl/malla-integrada/>

ARQ3355 Urban Ecology and Green Infrastructure: 10 credits
 ARQ3233 Strategies for Management and Social Evaluation of Landscape Projects: 5 credits
 ARQ3318 Workshop LAND+SCAPE: 5 credits

OPR Master in Sustainable Architecture and Energy - MASE

ARQ3642 Solar Laboratory (Specialty Elective only MASE students): 5 credits
 ARQ3715 Parametric Design of Sustainable Strategies: 10 credits
 ARQ3639 Sustainability Laboratory: 10 credits
 ARQ3652 Data analysis tools for sustainable architecture research: 5 credits
 ARQ3617 CO2, Embodied Energy and Buildings (MASE Specialty Elective): 5 credits
 ARQ3646 Introduction to Biomaterials and Bio Fabrication (MASE Specialty Elective): 10 credits
 ARQ3638 Façades: Principles of Design: 5 credits

OPR Magister in Cultural Heritage - MAPC

ART3500 Current Problems of Heritage Conservation: 10 credits
 ARQ3215 The life of objects. Heritage under the perspective of materiality: 5 credits
 ARQ3229 Heritage management and local development: 10 credits
 ARQ3225 Indigenous Built Vernacular Heritage in Chile: 5 credits

B.3 Licentiate Degree through College UC

The School of Architecture is an integral part of UC's Educational Project. Moreover, one of the projects that UC offers is the College UC program, which is a four-year program that leads to the Licentiate degree in three areas: Arts and Humanities, Natural Sciences and Mathematics, and Social Sciences. The curriculum leading to the Licentiate degree of the UC College program includes a set of required (minimum) courses.

For this program, UC College students must select a concentration area or Major according to their interest and vocation. Additionally, they can complement and/or extend their professional profile by selecting a Minor, depending on the emphasis that best suits their interests. Once the Licentiate degree (400- 410 credits) is obtained, graduates of the College can continue studies for a Master's or Doctorate in the UC or apply to any graduate program in Chile or abroad.

The UC College program offers the option of 3 different majors linked to the architecture major. Each major is associated with a thematic line of the College (Social Sciences, Natural Sciences and Mathematics, and Arts and Humanities) and awards a bachelor's degree. In turn, these degrees may lead to the professional title of architect.

Undergraduate Structure

Each bachelor's degree lasts approximately 8 semesters (equivalent to at least 400 credits) with a flexible structure that is compatible with most programs in the world. The bachelor's degree has a minimum of 400 credits, although students generally graduate with more. Students wishing to pursue one of the architecture majors should select it in the first semester.

- 80–90 credits of Disciplinary Minims.
- 20 credits of Disciplinary Electives
- 100–160 credits corresponding to a Major
- 50 credits corresponding to a Minor
- 60 credits of General Formation (AFG)
- 10 credits of Theological Formation (AFG)
- 10 credits of Philosophical Formation (AFG)

1. Bachelor of Arts in Social Sciences, Major in Architecture, City and Landscape (400 credits)

Students will understand the qualities of urban space and the relevance of its design to the functioning of cities and landscapes. Students will be able to analyze how the architecture of urban space is altered by context and will use social and political analysis of historical projects to explore how cultural pressures have transformed it.

Social Science Minimum (90 credits)

Minimum Mathematics MAT1000 Precalculus: 10 credits
 Minimum Sociology SOL100 Sociological Paradigms: 10 credits
 Minimum Economics EAE105A Introduction to Economics: 10 credits
 Minimum Psychology PSI1101 Basic Psychological Processes: 10 credits
 Minimum History IHI02XX: 10 credits
 Minimum Political Science ICP01XX: 10 credits
 Minimum College Minimum SOL312 Anthropology of Social Coexistence: 10 credits
 Minimum Disciplinary Minimum Research: 10 credits
 GEO103 General Human Geography: 10 credits
 CLG0901 Introductory Workshop: 0 credits

Major Courses in Architecture, City and Landscape (160 credits)

AQT0200 Formation and Representation Workshop II: 20 credits
 AQT0300 Formation and Representation Workshop III: 20 credits
 AQT0400 Training Workshop IV: 20 credits
 AQT0500 Training Workshop V: 20 credits
 AQR1000 Digital Production I: 5 credits
 AQR2000 Digital Production II: 5 credits
 AQC0110 Structural Elements: 10 credits
 AQU0000 City and Landscape I: Introduction to Urban and Territorial Form: 10 credits
 AQU0200 City and Landscape II: The Urban Project: 10 credits
 AQU0300 City and Landscape III: Urbanism from the Landscape: 10 credits
 AQU0404 City and Landscape IV: Contemporary Urban Phenomena: 10 credits
 ARQ33XX or ARQ35XX In-depth elective: 10 credits
 ARQ33XX or ARQ35XX In-depth elective: 10 credits
 AQC0101 Construction Practice I
 AQC0202 Construction Practice II

Minor (50 credits)

Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits

Disciplinary electives (20 credits)

AQT0000 Formation and Representation Workshop I: 20 credits

General Training Area (80 credits)

MAT1307 Geometry: 10 credits
 Mathematical thinking: 10 credits
 Arts: 10 credits
 Theology: 10 credits
 FIL2001 Philosophy for what?: 10 credits
 Health and Wellness: 10 credits
 Integral Ecology and Sustainability: 10 credits
 Science and Technology: 10 credits

Major course requirements (20 credits)

AQH0000 Introduction to Architecture: 10 credits

FIS1503 or FIS1032 General Physics: 10 credits

2. Bachelor of Science in Natural Sciences and Mathematics, Major in Architecture, Building and Technology (410 credits)

The student will learn the concepts of structural analysis and design and how to achieve seismic resistance. They will study the characteristics of materials and will understand construction techniques and their architectural design principles. Students will develop basic criteria and tools to incorporate installations and energy efficiency strategies into the architectural project.

Minimum Natural Sciences and Mathematics (90 credits)

MAT1000 Precalculus: 10 credits

MAT1100 Calculus I: 10 credits

MAT1220 Calculus II: 10 credits

BIO141C Biology of the Cell: 10 credits

FIS1503 General Physics: 10 credits

QIM100 General Chemistry: 10 credits

Elective Biology, Physics and Chemistry: 20 credits

Elective Statistics or Probability or Computer Science: 10 credits

CLG0901 Introductory Workshop

Major Courses in Architecture, Building and Technology (170 credits)

AQT0200 Formation and Representation Workshop II: 20 credits

AQT0300 Formation and Representation Workshop III: 20 credits

AQT0400 Training Workshop IV: 20 credits

AQT0500 Training Workshop V: 20 credits

AQH0000 Introduction to Architecture: 10 credits

AQR1000 Digital Production I: 5 credits

AQR2000 Digital Production II: 5 credits

AQC0110 Structural Elements: 10 credits

AQC0100 Introduction to Construction: 10 credits

AQC0210 Earthquake Resistant Form: 10 credits

AQC0200 Techniques and Construction: 10 credits

AQC0300 Installations, Systems and Architectural Design: 10 credits

ARQ36XX or ARQ37XX Deepening Elective: 10 credits

ARQ36XX or ARQ37XX Deepening Elective: 10 credits

AQC0101 Construction Practice I

AQC0202 Construction Practice II

Minor (50 credits)

Minor Course: 10 credits

Minor Course: 10 credits

Minor Course: 10 credits

Minor Course: 10 credits

Minor Course: 10 credits

Disciplinary electives (20 credits)

AQT0000 Formation and representation workshop I: 20 credits

General Training Area (80 credits)

AFG Health and Wellness: 10 credits

AFG Integral Ecology and Sustainability: 10 credits

FIL2001 Philosophy for what? 10 credits

AFG Social Sciences, research course: 10 credits
 AFG Arts: 10 credits
 AFG Humanities: 10 credits
 Theological: 10 credits
 MAT1307 AFG Released AFG: Geometry I: 10 credits

3. Bachelor of Arts and Humanities, Major in Architecture, History, Theory and Criticism (410 credits)

The student will understand the qualities of urban space and the relevance of its design to the functioning of cities and landscapes. They will analyze the fundamentals that characterized the history of modern and contemporary architecture and production, understanding what defined the transition from one architectural system to another.

Arts and Humanities Minimum (80 credits)

LETXXXXXX Arts disciplinary minimum: 10 credits
 ACTXXXXXX/ AROXXXXXX / MUCXXXXXX Minimum Arts discipline: 10 credits
 FILOXXXXX Disciplinary minimum of Philosophy: 10 credits
 IHI02XXXX History disciplinary minimum: 10 credits
 Aesthetics minimum: 10 credits
 AQT0000 CT Formation and representation workshop I: 20 credits
 FAR Current Challenges for the Arts: 10 credits
 CLG0901 Introductory Workshop

Major Courses in Architecture, History, Theory and Criticism (160 credits)

AQT0200 Formation and Representation Workshop II: 20 credits
 AQT0300 Formation and Representation Workshop III: 20 credits
 AQT0400 Training Workshop IV: 20 credits
 AQT0500 Training Workshop V: 20 credits
 AQR1000 Digital Production I: 5 credits
 AQR2000 Digital Production II: 5 credits
 AQC0110 Structural Elements: 10 credits
 AQU0000 City and Landscape I: Introduction to Urban and Territorial Form: 10 credits
 AQH0200 Ancient Architecture and Classical Tradition: 10 credits
 AQH0300 Architecture and the modern tradition: 10 credits
 AQH0400 Contemporary Architecture Debates: 10 credits
 ARQ30XX Deepening Elective: 10 credits
 ARQ30XX In-depth elective: 10 credits
 AQC0101 Practice of Works I
 AQC0101 Construction Practice II

Minor (50 credits)

Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits
 Minor Course: 10 credits

Disciplinary electives (20 credits)

AQH0000 Introduction to architecture: 10 credits
 Elective course: 10 credits

General Training Area (80 credits)

AFG Health and Wellness: 10 credits
 AFG Integral Ecology and Sustainability: 10 credits
 FIL2001 Philosophy for what? 10 credits
 AFG Mathematical Thinking: 10 credits

AFG Science and Technology: 10 credits

AFG Social Sciences: 10 credits

Theological: 10 credits

MAT1307 Geometry: 10 credits

Major course requirements (20 credits)

MAT1000 Precalculus: 10 credits

FIS1503/ FIS1032 General Physics: 10 credits

ANNEX A: UC educational project

The undergraduate UC educational project aims to develop in students the skills needed for a professional specialization of excellence at an international level. In addition to being well-prepared professionally, our UC students receive an integral formation in UC values to develop educated people with a broad vision of the world, who possess strong values, are competent in their areas of expertise, are motivated towards continued professional development and education, are able to think critically and to address complex problems systematically, are mindful and proactive towards change, are respectful of others and service-minded, and who can work collaboratively and demonstrate positive leadership.

UC programs confer undergraduate and postgraduate degrees. The undergraduate programs provide two academic degrees: Bachelor's degrees and Licentiate degrees. In the case of professional careers, such as architecture, UC programs also confer professional titles. Some of the professional careers make possible the articulation of the professional qualification with graduate Magister programs. All the UC undergraduate programs are designed on the basis of disciplinary and professional courses, that can be required courses, electives for specialization, and/or General Formation courses, which provide an integral formation, promote interdisciplinary relationships, and develop communication skills in English and Spanish.

The UC General Formation program consists of

80 credits in other disciplinary areas

- 10 credits in a Theological course.
- 10 credits in an Anthropological-ethical course.
- 60 credits in elective courses given by different disciplines from the major selected

Students must also pass a written communication test in both English and Spanish (depending on the program, the requirement is ALTE level 2 or 3) ⁸⁸

⁸⁸ The university offers a program of English courses to support the completion of this requirement.

ANNEX B: Architect Profile

The UC architect Profile is defined by a series of characteristics necessary for a proper exercise of the profession, through knowledge and skills that should be acquired in the courses explicitly as learning achievements, which are included as fundamental to course content.

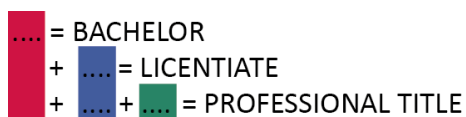
The graduate profile involves the acquisition of Knowledge [C] and skills [D].⁸⁹ The learning achievements highlighted in **red** are acquired in the bachelor phase. In **blue** are those that should be acquired during the licentiate phase; and in **green** are those that are part of the professional qualification of a UC architect.

1. UC architects are committed to resolving current and future society problems, with ethical values inspired by Christianity and concern for human beings in all their diversity, which implies the acquisition of the following:
 - a. Knowledge of the primary current and future problems of the country and the world [C].
 - b. Ethical values [C].
 - c. Awareness of human and social diversity [C – D].
 - d. Christian values [C].
2. Leadership ability and multidisciplinary teamwork, which implies the acquisition of the following:
 - a. Teamwork experience with other disciplines [C – D].
 - b. Ability to organize diverse knowledge about architectural work [C – D].
 - c. Ability to lead the process of a project and the construction of an architectural work [C– D].
3. Cultural and historical knowledge of the contemporary world, including:
 - a. World Architecture History [C].
 - b. World Urban History [C].
 - c. Knowledge of Basic sciences: Mathematics, Physics and Geometry [C – D].
 - d. Latin American architectural History [C].
 - e. Latin American urbanism History [C].
4. Ability to investigate in the discipline and creatively apply such research, which implies the acquisition of the following:
 - a. Knowledge of architecture Theory [C].
 - b. Basic ability to investigate architecture [D].
5. Capacity to appeal to the disciplinary state of the art, including the following:
 - a. Contemporary architectural knowledge [C].
 - b. Updated knowledge of building technologies [C].
 - c. Updated knowledge of human dwelling systems [C].
6. Mastery of the profession of architect based on a reflective practice with
 - a. Ability to detect, observe and define problems related to human habitation and give a solution by means of built proposals, considering both the material and spiritual aspects necessary for a livable space. [D].
 - b. Awareness of the architect's professional responsibilities for the city [C – D].
7. Ability to integrally design spaces and their relation with their inhabitants, which includes the following:
 - a. Reiterative experience in design practice [D].
 - b. Basic skills of composition and architectural space organization [D].
 - c. Capacity to clearly connect the work to its place.
 - d. Ability to integrate in the project everything that the architectural work must combine [D].
 - e. Ability to use precedents in a rational and respectful way. [D].
8. Ability to handle space uses and architectural programs of various complexities, which includes the following:
 - a. Knowledge of spatial organization of basic architectural programs [D].
 - b. Knowledge of spatial organization of complex architectural programs [D].

⁸⁹ Knowledge [C] refers to students receiving content in lecture or class (orally, visually, or in written form) and being capable of understanding the content as an important part of their intellectual formation. Skills [D] refer in addition to understanding, to also being capable of applying this knowledge to architectural, urban and landscape design propositions and/or to the processes that lead to it.

9. Capacity to communicate and represent the production and use of living space to the various participants, which includes the following:
 - a. Oral communication skills regarding architectural issues [D].
 - b. Representation and drawing skills [D].
 - c. Geometric knowledge [C].
 - d. Computed assisted design skills (Autocad) [C–D].
 - e. Use of BIM programs [C–D].
 - f. Three-dimensional modeling skills [C–D].
10. Mastery of material and structural resistance aspects of buildings with the following:
 - a. Mastery of the resistance capacity of the built form [D].
 - b. Knowledge of concrete and reinforced masonry building [C].
 - c. Knowledge of Steel building [C].
 - d. Knowledge of wood building [C].
11. Mastery of the environmental and energy aspects of buildings with special awareness of sustainability, which includes the following:
 - a. Knowledge of comfort and climate standards of habitable spaces [C–D].
 - b. Knowledge of a building's energy systems (Light, sound, fluid and mechanical) [C].
 - c. Knowledge on service systems (electricity, signs, waters, air conditioning) [C].
 - d. Knowledge of current concepts of energy and environmental sustainability [C–D]
 - e. Capacity to integrate systems in the project [D].
 - f. Knowledge of current environmental control systems [C].
12. Mastery of professional regulatory aspects, including the following:
 - a. Knowledge of safety standards related to earthquakes and fire [C–D].
 - b. Knowledge of accessibility standards, including for the disabled [C–D].
13. Understanding of legal, administrative, financial and ethical aspects in professional practice with the following:
 - a. Knowledge of professional ethics [C].
 - b. Knowledge of basic architecture office management [C].
 - c. Knowledge of the General Ordinances for Buildings and Urban Spaces [C].
 - d. Capacity to prepare financial budget [C].
 - e. Capacity to prepare Technical Documentation [C–D].
14. Respect for historical and cultural heritage including the following:
 - a. Knowledge of national architectural heritage [C].
 - b. Knowledge of the legal protection of architectural heritage [C].
 - c. Knowledge of principles and laws on the environmental impact [C].
15. Mastery of different design scales of city, landscape and territory that include the following:
 - a. Critical ability to understand the effects of the dynamic of social and cultural transformation of the built environment. [C].
 - b. Ability to integrate the architectural and urban design analysis of the urban and territorial context [D].
 - c. Ability to understand the demands and needs of individuals and their communities that have an impact on the urban design and landscape [D].
 - d. Ability to manage basic technical contents that allow interaction and teamwork with other professions related to the development of urban and territorial space [D].
 - e. Ability to methodologically tackle landscape and urban scale design [D].

In summary, the organization of knowledge and skills determines the following relations to the academic degrees:



A N N E X C: Master's Program

1. Master of Architecture (MARQ)

Students will have the ability to formulate projects that critically recognize the conditions of the contemporary world, understanding architecture as an extended cultural field with margins that touch other disciplines. The program provides research and speculation tools to deepen historical and theoretical knowledge as well as technological tools in the fields of representation, structures and construction.

1.1 Course structure

Semester 1 (50 credit hours)

ARQ3070 MARQ Inaugural Workshop
 ARQ3099 MIN The Office as a Project (specialty elective associated with the workshop)
 ARQ3001 MIN Problems of Contemporary Architecture
 ARQ3000 MIN Formulation of research projects
 OPR3XXX Optional specialization
 OPR3XXX In-depth elective
 AQS0100 Service Experience: 160 hours

Semester 2 (50 credit hours)

ARQ3071 Research and Project Studio (TIP)
 ARQ3109 MIN Project Arguments (specialty elective associated with the workshop)
 ARQ 3002 MIN Critical Readings
 OPR3XXX Specialization
 OPR3XXX Specialization

Semester 3 (50 credit hours)

ARQ3603 Advanced Research Workshop, MARQ (TIA)
 AQT100A Title Project Workshop (TPT)
 OPR3XXX Specialization

2. Master's Degree in Urban Design (MPUR)

The Master's Degree in Urban Design (MPUR) is situated in a field of action between Architecture and Urban Planning. This program conceives the urban project in the integration to be of three dimensions: the conceptual-reflexive, the urban-architectural, and the operational. While the conceptual dimension refers to the "vision of the city" that a society projects or imagines, the urban-architectural dimension is the one that translates this concept into a specific spatial structure and form. Finally, its operational dimension allows the project to materialize according to a management model appropriate to the project and the current social dynamics.

2.1 Course structure

Semester 1 (50 credit hours)

ARQ3550 MPUR Specialty Workshop
 ARQ3900 GIS - Modelling and simulation of the territory and urban landscape / ARQ3230 Landscape visualization (specialty elective associated to the workshop)
 ARQ3502 MIN Contemporary Urban Project: theory and critique
 ARQ3000 MIN Formulation of research projects
 OPR3XXX Deepening elective
 OPR3XXX Optional of deepening
 AQS0100 Service Experience: 160 hours

Semester 2 (50 credit hours)

ARQ3551 Research and Project Studio (TIP)
 OPR3XXX Specialization (associated with the Studio)
 ARQ3506 MIN Urban Project Management
 OPR3XXX Specialization
 OPR3XXX Specialization

Semester 3 (50 credit hours)

ARQ3552 Advanced Research Workshop (TIA)
 AQT100U Degree Project Workshop (TPT)
 OPR3XXX Specialization elective

3. Master in Landscape Architecture (MAPA)

This program focuses on consolidating research and project competencies in landscape architecture, through the management of concepts, methods and design tools, by addressing urban, ecological and sociocultural problems at different scales and territorial contexts. It is aimed at graduates in the areas of architecture, urban planning, territorial planning, landscape architecture, construction, engineering, environmental sciences and social sciences, promoting the approach to landscape architecture as a synthesis of diverse disciplinary approaches.

3.1 Course structure

Semester 1 (50 credit hours)

ARQ3550 MAPA Specialization Workshop
 OPR3XXX Specialization (associated with the Studio)
 ARQ3306 MIN Plant Material
 ARQ3000 MIN Formulation of Research Projects
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective
 AQS0100 Service Experience: 160 hours

Semester 2 (50 credit hours)

ARQ3351 Research and Project Studio (TIP)
 OPR3XXX Specialization (associated with the Studio)
 ARQ3353 MIN Histories of Landscape Architecture
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective

Semester 3 (50 credit hours)

ARQ3352 Advanced Research Workshop (TIA)
 AQT100P Degree Project Workshop (TPT)
 OPR3XXX Specialization elective

4. Magister in Sustainable Architecture and Energy (MASE)

The program aims to deepen in matters of design, energy, environmental performance evaluation and sustainable management, offering a solid knowledge base in the field, integrating in parallel the new lines of world knowledge, and the contingent issues to the development of the country. This implies a strong analytical capacity and a broad, informed and integrated vision of the issues that involve the good performance of buildings in the construction, operation and demolition stages.

4.1 Course structure

Semester 1 (50 credit hours)

ARQ3601 MASE Specialty Workshop

ARQ3642 Solar Laboratory / ARQ3617 CO2, Embodied Energy & Buildings (associated with the Studio)
 ARQ3605 MIN Evaluation of Design Strategies
 ARQ3XXX MIN Research Project Formulation
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective
 AQSO100 Service Experience: 160 hours

Semester 2 (50 credit hours)

ARQ3602 Research and Project Studio (TIP)
 OPR3XXX Specialization (associated with the Studio)
 ARQ3606 MIN Energy and Efficiency
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective

Semester 3 (50 credit hours)

ARQ3604 Advanced Investigation Workshop (TIA)
 AQT100E Degree Project Workshop (TPT)
 OPR3XXX Specialization elective

5. Master's Degree in Architecture and Cultural Heritage (MAPC)

The program is proposed as an interdisciplinary Master's degree program that seeks to train researchers capable of addressing problems related to territory, the city and the landscape. By addressing different disciplinary fields related to cultural heritage – thanks to the incorporation of four faculties – the program will allow the development of lines of research on heritage with an integral vision of its problems, conservation, preservation and sustainability. through the development of interdisciplinary team projects. These projects will promote permanent interaction between students and professors from the different faculties and make it the first postgraduate program in the country with these characteristics.

5.1 Course structure

Semester 1 (50 credit hours)

ARQ3204 Heritage and City Workshop
 ARQ3XXX Specialty Elective
 ARQ3202 MIN Creating heritage, activation, management and financing
 ARQ3001 MIN Tools for research projects
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective
 AQSO100 Service Experience: 160 hours

Semester 2 (50 credit hours)

ARQ3202 Heritage and Territory Workshop
 ARQ3200 MIN Critical heritage studies
 ARQ3201 MIN Methodology for the identification, diagnosis and evaluation of cultural heritage
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective

Semester 3 (50 credit hours)

ARQ3205 Graduation project
 OPR3XXX Specialization elective
 OPR3XXX Specialization elective

PART TWO SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The admission to Chilean universities is historically done on an annual basis. The institutions responsible for managing the admissions process are the Ministry of Education together with the Department of Evaluation, Measurement and Registration of Education (DEMRE). The main instrument that defines the possibilities of being selected to enter a Chilean university is a standardized test, which as of December 2022 will be known as the Higher Education Access Test, also called ([PAES](#)). Previously it was the University Selection Test (PSU) (2003-2020), and then the University Transition Test (PDT/PTU) (2020-2022).

Currently, there are 2 processes: centralized admission and direct admission. Centralized admission (also called regular admission) is the main and most popular admission mechanism and is common to 45 universities nationwide. Direct admission (also called special admission) corresponds to special processes specific to the universities.

The ARQ UC Admission Policy complies with the national two university admission systems:

- **Centralized Admission procedure** (once a year) is oriented to students who studied in the Chilean Educational system for at least the four final years of High School and have taken the PAES.
- **Special Admission** procedure is usually carried out once a semester and is intended for students who are entering at other stages of their career or have special characteristics.

1. Centralized Admission

This is for high school graduates who have taken the higher-education entrance exams (Transition Test - PDT - and Higher Education Access Test - PAES). UC is ascribed to the New System of Access to Higher Education for undergraduate careers. Under this system, the admission process does not depend directly on each university, but is carried out centrally at a national level, involving the participation of the Chilean universities which belong to the Council of Rectors and also a group of private universities affiliated with the system.

Each university establishes its own admission requirements: weighted scores and minimum PDT or PAES average to apply, as well as the special tests (which measure aptitudes, skills and abilities in an area) required by some careers.

Admission requires not only a high school diploma or its equivalent, but also a satisfactory percentage on the entrance exams. Each university and program establish the mix of scores and percentiles required for admission. Foreign applicants may enter through this route if they meet the requirements mentioned above and have their secondary education studies recognized by the Chilean Ministry of Education.

PAES is the new test that will be applied as of the 2023 admission process and introduces important changes in order to generate a more equitable system with greater opportunities to access university education. Among others, the questions are being reformulated to be closer to the students' experience, and the measurement of only knowledge will be replaced by the evaluation of competencies.⁹⁰ The new system also includes a new application period in the middle of the year.

Students must take the following tests as requested by the career and university of their choice:

- Mandatory Reading Proficiency Test
- Mandatory Test of Mathematical Competence
- Science Elective Test
- History and Social Sciences Elective Test

⁹⁰ This idea arose to consider the diversity of educational realities in our country. The great economic inequalities and the strong centralism that Chile suffers from mean that each establishment has different types and amounts of resources.

Percentages for calculating ARQ UC application score

20% NEM (High school grade point average transformed into a standard score using conversion tables)

20% Ranking

15% Reading Proficiency

35% Mathematical Competence 1

10% History or Science

Minimum average application score: 485

Last enrolled score 2022 (PDT): 713.45

It should be noted that nowadays, the admission process is closely linked to the application and allocation of student benefits provided by the State to study in Chilean Higher Education institutions.⁹¹

2. Special Admission

A. Equity Admission

An important commitment of ARQ UC is to the students of the country. The reality is that there is great inequality in secondary education, both in terms of quality and opportunities to reach a university education. Our school is interested in diversity and inclusion of different socioeconomic and cultural sectors. ARQ UC was one of the pioneering schools of the University in this regard, initially through its participation in the Talent and Inclusion UC program (since 2013). With the aim of enriching the university community by valuing diverse experiences, today equity in admission consists of five alternative admission routes which allow expanding access opportunities for students who do not take the standardized tests in conditions of equity.

1. **Applicants with disabilities:** visual, hearing or motor.
2. **Intercultural Admission:** applicants belonging to indigenous peoples recognized by CONADI⁹² or belonging to the Chilean Afro-descendant tribal people, migrant applicants with definitive permanence in Chile.
3. **Talent and inclusion:** academically outstanding students coming from municipal, private subsidized or delegated administration educational establishments.
4. **PACE UC quota:** students belonging to high schools with a high vulnerability index (IVE) who fulfill performance and responsibility requirements established by the Ministry of Education (MINEDUC).
5. **Supernumerary quotas (BEA):** students who are among the best high school students of the year's graduating class.

B. Special and Complementary Admission

This type of admission is aimed at high School graduates, students with a university degree or graduates with artistic, sports or scientific merits, among others.

Other Admission Routes

Talent and Inclusion, Intercultural Admission, Admission for People with Disabilities, Women in Science Quota, PACE Quota, BEA Supernumerary Quota, High Performance Athletes, Explora UNESCO Quota, Admission of

⁹¹ Students must register [online](#) to take the test by completing the following information:

-Geographical and contact information

-Academic background: This information refers to high school career, the educational institutions where students have taken courses and the grades obtained, as reported to DEMRE by the Ministry of Education.

-Personal and family background

-Questionnaire on academic experience: Academic Career, Digital skills and learning resources, Motivation and learning strategies.

-Consent: Indication that some personal data will be disclosed if an outstanding score is obtained.

Test Background - The test site (Community-Locality) in which the test is taken.

⁹² National Indigenous Development Corporation

Scientists to Entrepreneurship (NACE), UC - Cruzados Sports Club Quota, Secondary Education Abroad, More Diverse Access to Pedagogies Quota - PAD UC

To see the requirements for each application, enter here:

https://admission.uc.cl/tipo_admision/admision-especial-complementaria/

PART TWO, SECTION 4 - PUBLIC INFORMATION

Hyperlinks to the documents and resources requested in Part II, Section 4 of the Procedures.

II.4.1 Statement on International Certification Degrees

This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

II.4.2 Access to NAAB Conditions and Procedures

This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

- NAAB Procedures: <https://acortar.link/W3oNBS>
- NAAB Conditions: <https://acortar.link/tNJMHr>

II.4.3 Access to Career Development Information

UC has a Career Development Center where students and graduates are advised on job placement and career development. It can be accessed here:

<https://vidauniversitaria.uc.cl/desarrollo-profesional/centro-desarrollo-profesional>

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports

This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

II.4.5 Admissions and Advising

This information is available on:

<https://admision.uc.cl/>

II.4.6 Student Financial Information

This information is available on:

<https://admision.uc.cl/>,

<https://admision.uc.cl/financiamiento-y-matricula/financiamiento-y-matricula-futuros-estudiantes/becas-y-beneficios/>

PART THREE – RESPONSES TO THE FINDINGS FROM LAST VISIT.

III.1 Responses to Conditions Not Met/Not Yet Met

The Visiting Team found sufficient evidence that UC School of Architecture was achieving the requirements to meet the NAAB Conditions, explaining also some areas of high level of Substantial Equivalency; however, it found 3 criteria not met. The VTR reported the following:

Conditions Not Met

1. II.2.2 Professional Degrees and Curriculum
2. B.2 Accessibility
3. B.11 Building Service Systems Integration

1. II.2.2 Professional Degrees and Curriculum: For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.

[X] Not Met

Visit Three Team Assessment (2016): *The program is implementing a new curriculum, which was designed with a sound rationale and will be completed in about a year as students from the prior curriculum graduate out and the first cohort of students of the new curriculum work their way through the program. Although the changes will primarily affect the final 2 years of the curriculum (where studies are all of a professional nature), they may have posed a challenge to the program to meet this condition. In fact, when counting Physics (10 PUC credits) and language courses (Spanish and English, 5 PUC credits each), General Studies account for 18% of the professional architecture degree. Evidence of this was found in the APR (on pp. 124-139, in particular Annex A, p. 136, and in Appendix 4.18, p. 250) and in conversations that the team held with the school administration. The team recognizes that this is a minor deficiency that the program can easily address, precisely.*

- **Program response (2022):**

Curricular Update UC / General Formation (2020-2026)

General education at UC has undergone important modifications throughout its history. During 2001, a comprehensive reform was carried out that established a total of 80 credits dedicated to this objective in all undergraduate curricula. During the years 2010-2011, changes were made, such as the creation of ad hoc courses for general education. Considering the need for a review and a process of continuous improvement of a program that will be 20 years old, the 2015-2020 Development Plan considered updating and strengthening it as one of its priorities. Thus, based on an institutional diagnosis, a proposal for modification and updating emerged, which will be implemented gradually from 2020 until its full implementation in 2026.⁹³

ARQ UC is currently in a reform study process to be able to implement the changes requested by the University, within the years 2023-24. This curricular update will ensure that the credits for general education courses (non-architectural topics) reach the 20% required by the NAAB.

⁹³ <https://formaciongeneral.uc.cl/como-funciona-la-formacion-general/>

UC New General Formation Plan

UC Graduate Profile

- 1) To constantly search for truth through dialogue between reason and faith, based on our Catholic identity.
- 2) Safeguard and promote the dignity of all persons, actively contributing to the construction of a society that defends mutual respect and equity.
- 3) Discern the ethical implications of their decisions and act with integrity;
- 4) Promote integral ecology and sustainability in all aspects of their work;
- 5) Approach reality in an interdisciplinary manner, with a broad view and contributing to the solution of society's problems with critical thinking, creativity, collaboration and the ability to communicate;
- 6) Develop their social and public commitment, together with a civic responsibility to contribute to the common good;
- 7) Be experts in their specific areas of knowledge and be inserted in a globalized world.

UC General Formation Objectives

- 1) Reflect on the meaning of life and existence from the perspective of the big questions, contributing to the construction of a society that promotes mutual respect and equity;
- 2) Understand the changing and diverse environment, through an interdisciplinary approach and exploration of different ways of knowing oneself and the world around us;
- 3) Analyze the current societal and environmental problems and propose answers that demonstrate a commitment to society, considering an integral ecological and sustainable approach; and
- 4) Develop superior skills (cognitive and social), which favor critical reflection and communication of knowledge.

Curricular Structure

- **Philosophical Training (10 credits):** To add to the curricular structure, compulsory philosophical training for all undergraduate degrees that includes a course with the acronym "FIL2001: Philosophy for what?" taught by the Faculty of Philosophy.
- **Theological Education (10 credits):** To add in the curricular sequence compulsory theological training for all undergraduate courses, which includes various courses with the acronym TTF, taught by the Faculty of Theology.
- **Elective General Formation (60 credits):** The General Formation considers various areas that cover different approaches to knowing and experiencing reality. It is a requirement for the fulfillment of General Formation that students take courses in each of these areas as part of their formative process, with the aim of understanding the changing and diverse environment through the exploration of different ways of knowing themselves and the world around them.

Students must pass 10 credits in each of the following areas: Arts, Humanities, Social Sciences, Science and Technology, Health and Wellbeing, Mathematical Thinking, Integral Ecology and Sustainability.

It should be noted that the curricula will have a single subject and, if applicable, may define an area in which they will be qualified to offer courses.

Area of belonging

The area of specialization must be based on the following disciplinary criteria:

1. Select only **one** area of belonging among the general training areas.
2. Belonging to an area of knowledge according to a validated international classification (OECD, UNESCO or other).
3. The organization of the syllabus shows the area to which a course belongs and predominates in the training (at least 25% of the minimum courses of the Bachelor's syllabus). For example, MAT refers to the area of Mathematics.

- **Plus, the current Minimum General Training Courses of the architecture degree (40 credits):**

1. FIS1032 | General Physics
2. MAT 1000 o 1920 | Mathematics
3. MAT1307 | Geometry
4. FIL184A | Ethics in Architecture, in the City and in Landscape

After implementing this new General Formation, the architecture course will have a total of 120 credits dedicated to general training courses, which is equivalent to 21.8% of the total credits (550). As this is not possible, one of the 4 current minimum courses will have to be eliminated, leaving 110 credits, equivalent to 20% of the total.

As this process is under development, the program is committed to inform the NAAB board as soon as we have a clear route to follow, prior to the implementation of such changes as requested.

2. B.2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Met

Visit Three Team Assessment (2016): B.2 Accessibility

The school teaches the concepts of accessibility, and evidence of accessible site design was found. Some evidence of building accessibility was found in studio work; however, the team did not find that this evidence was consistent across studios or with respect to all elements of accessible design. As such, the team believes that this condition is Not Met at the time of this visit.

- **Program response (2022):**

As of 2019, the Student Performance Criteria proposed by the NAAB changed. The previous criterion, *B. 2. Accessibility* no longer exists as such, but may be found specifically among the following two new criteria:

- **C3. Integrative Design:** Ability to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, *accessibility*, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
- **B3. Codes and Regulations:** Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of local life-safety and *accessibility standards*.

From the above, we understand the concept of accessibility as something integrated in the total architectural project, and not as something isolated to be observed.

First, we would like to report on a regulatory update at the national level. In 2016, Decree 50 was enacted, which introduced new universal accessibility standards in the General Ordinance of Urbanism and Construction OGUC, concretizing the update of this norm to Law 20.422 (2010). The correct application of these standards should generate an important and positive impact on the lives of people with disabilities in terms of their degree of participation in society, spaces and infrastructure.⁹⁴

Since 2021, our students have access to the document "Universal Accessibility Regulations - Synthesis drawn and commented", an interpretative work on the norm to facilitate its understanding and application, prepared by "Corporación Ciudad Accesible" (Accessible City Corporation), an institution that collaborates in the formulation of public policies in this area.

⁹⁴ <https://www.bcn.cl/leychile/navegar?idNorma=1088117>

The document **Universal Accessibility Regulations - OGUC - Accessible City** can be downloaded [here](#).

In the students' formation, there are 3 courses in which the subject of Universal Accessibility is covered:

- **AQT0200 Formative Studio and Representation II:** Design of an accessible urban promenade. Conceptual design and special formal management incorporating the ideas of accessible walkways and inclined planes and working with topography.
- **AQT0400 Formative Studio IV:** This course includes, as one of its main objectives, "To understand and manage the notion of the spatial sequence on a territorial and building scale, including aspects of universal accessibility." By working on programs of a public nature, such as the design of metro stations, students exercise accessibility notions of circulation and movement. This is the first studio where this is exercised and establishes the basis over which students continue to work on this criterion in future Design Studios.
- **AQT0500 Formative Studio V:** This course involves designing a complete public equipment project incorporating an accessible route. This means that the following workshops in the line will incorporate these criteria.

The following courses also include accessibility topics (According to SPC Matrix):

- **AQT007X Elective Studio I & AQT008X Elective Studio II:** These are the last design studios that lead to the professional degree. They have an intentional professional bias, inserting the architectural project in an existing physical and social context. Through this studio students should integrate the most important variables, which include environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies, among others.
- **ARQ3070 TES - Specialty Studio, ARQ3071 TIP - Research and Project Studio, and AQT100A TPT - Degree Project Studio:** These workshops are the final stage of training, in which students must design an architectural project that incorporates and analyzes the complexity of all the factors of a real project: social, political, regulatory, geographic, structural, historical, etc.

An optional interdisciplinary theoretical-practical course was created in recent years, in conjunction with the Institute of Urban Studies, called **AEU2000 "Accessibility in the Spaces of the City"**, in which students analyze and evaluate public spaces, neighborhoods and cities from the perspective of accessibility, a key concept in city planning. Through team-based learning, case studies and field trips, students study people's access to city spaces, their needs and the implications for the development of planning proposals. The evaluations consider real exercises and reports through which students must demonstrate their capacity to analyze and plan the urban space, in its different scales and in an interdisciplinary way. Students develop campus accessibility assessments, field trips, and mobility surveys in the Providencia district. Among the organization of outreach events, some of the following activities were included in 2022:

- **Seminar "Accessible cities, cities for people"** (May 2022): Organized by the professors of the career to address issues related to inclusion, mobility and accessibility in today's cities. See a description [here](#).
- **Visit to the Roberto del Río Hospital** (October 2022): Within the framework of an agreement established by the Roberto del Río Hospital and the interdisciplinary course of FADEU, which aimed at collaboration with a focus on the detection of needs, barriers and accessibility opportunities present in the city, and faced by a child who has been discharged and must resume daily activities in the environment. See news [here](#).
- **Presentation to the Ministry of Housing and Urbanism of O'Higgins Region.** See presentation [here](#).

Finally, the School's Diploma in **Architecture and Universal Accessibility** offers a course that is open to undergraduate students and professionals. The professors of the diploma are part of the staff of the Design Studios: <https://educacioncontinua.uc.cl/programas/diplomado-en-arquitectura-y-accesibilidad-universal/>

3. B.11. Building Service Systems Integration: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

[X] Not Met

Visit Three Team Assessment (2016): Evidence of student achievement at the prescribed level was only found for plumbing and electrical systems in student work prepared for ARQ3XXX Final Project I and II. Vertical transportation, security, and fire protection systems were partially addressed in studio work in AQT0500 Formative Studio V, and AQT007X and AQT008X Elective Studio I and II, respectively. However, they were not clearly addressed as subject matter in the lecture course.

- **Program response (2022):**

As part of the minimum courses is **AQC0300 Building Systems and Architectural Project**. The course develops the basic criteria and tools to incorporate installations and passive and active conditioning systems into the architectural project. From lectures, the course integrates theory and case studies, to trigger critical ideas regarding the design of buildings, integrating from the beginning the strategies (active and passive) and systems (installations, lighting, sanitation, air conditioning and ventilation) necessary for human activities and considering comfort, safety and sanitation in the interior space, making efficient use of available natural resources (efficiency) and considering the demands of the environment and the urban infrastructure on the building.

Objectives:

General: Develop the basic criteria to incorporate the installations, passive and active conditioning systems and energy efficiency strategies that the architectural project currently demands.

Specific:

1. To know and evaluate active and passive design strategies for the use and incorporation of systems, as well as the proper management and design of electricity, water, gas, air conditioning, lighting and acoustic installations.
2. To problematize the management of the envelope and the energetic exchange of the building with its environment as a fundamental variable of the architectural design.
3. To manifest a critical attitude towards the installations and their relation with the energetic performance of the building, since it is through them that the building consumes a great part of the resources and energy throughout its useful life.
4. To know and to analyze the climate and its implication in the performance of the architectural form with emphasis in the situation of Chile.
5. To know and analyze the comfort requirements of people and their relationship with the architectural design and the active and passive installations of buildings.
6. To know the set of active and passive systems used in buildings for air conditioning, lighting, sanitation and sanitary water supply.
7. To understand the role of the architect as a coordinator of a series of specialties, which will present different requirements and needs to the architectural project.

This is a topic that is seen in parallel in the Design Studios and that students are aware of throughout their studies, applying it especially in the last semesters.

III.2 Responses to Items to Address (formerly "Causes of Concern")

VTR states that there is no cause for concern.

PART FOUR – SUPPLEMENTAL MATERIAL

All Appendixes are available here: <https://acortar.link/D6ClnG>

- 1 Faculty Résumé**
- 2 Faculty credentials matrices/ Faculty vitae**
- 3 Plans or images of physical resources assigned to the program**
- 4 Course Notebook ⁹⁵**
- 5 Learning Culture Policy**
- 6 Self-Assessment Policies and Objectives**
 - 6.1 UC 2022-2025 Development Plan
 - 6.2 FADEU Diagnostic Report, 2018
 - 6.3 FADEU 2019-2023 Strategic Plan Agreement
 - 6.4 ARQ UC Regulations, 2022
 - 6.5 ARQ UC Common School of Architecture, 2014-2024
- 7 Policies on academic integrity for students (e.g., cheating and plagiarism)**
 - 7.1 Undergraduate Student Regulations, 2020
 - 7.2 Master Student Regulations
 - 7.3 Regulations of the Academic VRA, 2021
 - 7.4 Regulations on Academic and Disciplinary Responsibility, 2021
- 8 The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements**
 - 8.1 UC Intellectual Property Regulation
 - 8.2 Regulation on Transfer of Research Results, 2016
 - 8.3 Regulations of Sabbatical Sessions and other Temporary Absences of Academics, 2013
- 9 The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure**
 - 9.1 Protocol for submission of and to support academic processes Category Tenured (Titular) Teacher Category, 2020
 - 9.2 Protocol for submission of appointments to support the academic promotion processes to the category of associate professor, 2021
 - 9.3 Extension Assistant for 1-year, 2020
 - 9.4 Extension Category Assistant for Paternal License, 2016
 - 9.5 UC Guidelines for the promotion of women, 2019
 - 9.6 Regulation commission tenured professors 2020
 - 9.7 Regulations for the Award of Honorary Academic Degrees
 - 9.8 Regulations of the Dean's Advisory Committees, 2021
- 10 Response to the Branch Campus Questionnaire**
- 11 The previous VTR (applies only to visit three and visits to renew ICert)**

ADDITIONAL

- 12 Career Brochure
- 13 ARQ UC 2022 New Students Welcome Brochure
- 14 ARQ UC 2022 Oath and Degree Commitment
- 15 DIRIP Funds to ARQ UC Academics 2021-2022
- 16 ARQ UC Academics Research Projects 2016-2022

⁹⁵ To be delivered 45 days before the visit (April 5, 2023) as requested by the NAAB.

- 17 ARQ UC Academics participation in International Research Networks and events
- 18 National and International Outreach Activities 2016 - 2022
- 19 Academic Exchange Programs 2016 - 2022
- 20 International Internships 2016 - 2022
- 21 Student Financial Aid 2016 - 2022
- 22 ARQ UC 2021 Alumni Survey
- 23 ARQ UC Faculty as Doctoral thesis Advisors and thesis commissions 2016-2022
- 24 Safety Manual UC Manufacturing Laboratories Network + FABHAUS Regulations.
- 25 Licentiate and Professional Degree curriculum charts
- 26 Curricular Charts for Master's Programs
- 27 A&C Chile Accreditation Agency Report (EAUC National Accreditation)
- 28 RIBA Report and Validation Certificate
- 29 ARQ UC 2021 Alumni Survey