

**DEVELOPMENT
PLAN**
2020 • 2025



PONTIFICIA
UNIVERSIDAD
CATÓLICA
DE CHILE

PRESENTATION



Ignacio Sánchez D.
President
Pontificia Universidad
Católica de Chile

This document aims to define the major areas that will guide the development of the university during the next five years, outlining future courses of action that should lead us in the next twenty years.

This plan has been developed with the participation of the university community, a task that has been led in a remarkable way by the Provost Guillermo Marshall, whom I thank for his time and dedication, coordinating a great team within the university. Together with this active participation of the community – which has included the contribution to the UC Dialoga initiative and the submittal of comments and suggestions from the faculties – the report of the Search Committee for University President has been a vital guide, being a very broad and participatory process that allowed us to get to know the feelings of the community in different areas of university life.

We have insisted that the identity of the university is a permanent challenge that must be installed as a priority in the formulation of a new development plan. We constitute a university community with a Catholic identity, inclusive and welcoming, open to believers and non-believers, deeply rooted and committed to society. The community is made up of professors, students, professionals, and administrative staff, together with the alumni of the university, who make a renewed and significant contribution. The challenge is, from our principles and values, to provide a substantive and original

contribution to the country in the scientific, social, cultural, economic, and artistic fields, among others.

In this sense, the care of the university community must be at the center of our interest. Universities are made up of people who study, teach and work in them, so that their hallmark and individual and collective contribution give them their character and imprint. Thus, we must be concerned with fostering dialogue, respect, appreciation for each person, communication, and transparency in internal relations.

The sustainability of the university and its proposals to the country are transversally at the center of this development plan. We have implemented various measures aimed at driving this process in the aspects of teaching, research, and concrete and real implementation within the UC. Our goal of achieving carbon neutrality by the year 2038, when we will celebrate one hundred and fifty years of institutional life, is guiding our tasks and processes.

Being aware of the centrality and priority role of teaching at the university, all efforts should focus on the integral development of students, considering providing the best tools for their growth, in a close relationship with their professors. In this plan there are new challenges that include academic integrity and advancing in teaching innovation through

online methodology. We will work on establishing an internal quality assurance system on gender equity policies and on promoting academic careers.

In the field of research, the UC has a special commitment within the country, since it is responsible for one of the main contributions in science, technology, arts and humanities. We must continue on the path of deepening research in the basic sciences; strengthening research in the areas of social sciences and humanities, and in the cultivation and innovation in art and beauty. We have made a great effort to professionalize our doctoral training, in the application and transfer of research areas geared to the reality of the country, and in the application to new public policies, innovation and entrepreneurship. Mention must be made of the Network of Regional Centers and Stations, which will allow a greater linkage with the territory, enhancing interdisciplinarity and internationalization.

The new Office of the Vice President for International Affairs is tasked with consolidating the internationalization of the UC. The student exchange, the presence of a growing number of foreign professors, collaborative research projects, competitive projects and international funds, and the international networks are all worthy of mention, and represent opportunities to be further developed. On the other hand, the implementation of a true internationalization process at home is a challenge to be met in the coming years.

In terms of inclusion, the UC has implemented measures aimed at eliminating barriers to

admission, academic progression, and development of university life with the objective of having a more inclusive and diverse institution. We are still far from what we want to achieve, however, we are advancing steadily and with a clear objective.

We will continue to implement measures to increase the presence of students from all educational sectors, with special educational needs, stimulating all avenues of inclusive access. The invitation, along with access to university, is graduating and obtaining a diploma in a timely manner, that is, a great challenge to meet.

We have also pointed out that the path towards the digitalization of the university is an urgency, which is manifested by a present need and a future challenge. Undergraduate and graduate teaching and its online development, together with continuing education, has been developing in a very noticeable way. We have a clear leadership with projection in Latin America in alliance with important universities in the region. On the other hand, the current distance work has stimulated us to organize ourselves in a different way, which implies that with the support of technological systems and a new internal management we will be able to improve the administrative, financial, and management aspects, with the objective of having a more interconnected and integrated university. It is clear that access to reliable and timely information is crucial for the development of our university.

In the public sphere, the recent social crisis demands a profound reflection and self-criticism within the universities. The reflection must include

a new policy and a way to organize ourselves within society, having as a central objective the dignity and integral development of the persons. Thus, the constituent process that will take place in the coming months will be a great opportunity to contribute to the issues that are a priority to achieve the objectives described. On the other hand, the current pandemic has made it possible to express the broad and generous contribution of the universities through their dedication to the country in the different areas that are a priority for the care and development of the national community.

Our university has been able to respond to the needs of the country and will continue to do so, since it is its responsibility and duty as an institution of public commitment.

The sustainability and projection of the university is based on making the necessary efforts to provide it with the necessary resources to fulfill its tasks. In this sense, together with the generation of our own resources, state contributions and national and foreign competitive funds, we have strengthened measures to create an endowment fund, which allows us to look at the development of the university in the long term. This is a present and future project, which is vital for the institutional development. One of the strengths of the UC, which distinguishes it in a unique way in the Higher Education system of the country, is undoubtedly its contribution to different areas of life and national culture. This work is done in conjunction with affiliated institutions, which have emerged from the UC and are currently developing in the fields of education, health, sports, science, technology, art,

among others. Our will is to strengthen this joint work to enhance the contribution of the university in areas that are of great benefit to society.

The areas of work presented represent a project for the next five years, with a view to the development of the UC in the next twenty years. In this sense, strengthening each of these courses of action will open up new challenges to be achieved in the quality of academic work, in the inclusion of students, and in the development of the University.

These axes of development are the ones that should be strengthened and updated with the progress of the current plan. The challenge is that this institutional plan is incorporated into the strategic project of each of the faculties, areas, and units of the UC.

We project a university that in the next twenty years will strengthen its work from our identity, with a high quality contribution in the comprehensive training of its students, in the creation of new knowledge and its transfer to society. We prioritize progress in the inclusion and diversity of our community; we seek a sustainable UC in a comprehensive way, with the responsibility of being a cultural heritage of Chile at the service of society. The above, within the framework of an international projection, which will position it as a reference at regional level and with areas of global leadership. These are great challenges to achieve with the contribution of the university community.

Santiago, December 9, 2020.

This new UC Development Plan for 2020–2025 is partly a work of continuity of the 2010–2015 and 2015–2020 plans aimed at consolidating issues that have been developing, and partly a bet on new areas that the university has decided to address.

This plan, like the two previous ones, was built on the basis of the community’s feelings and opinions. The work of the Search Committee for University President, which actively listened to the opinions of students, academics, professionals, and administrators on the current state and development of the UC, was fundamental in its preparation. This Committee held 125 meetings with members of the community, in which more than 1,600 people participated and submitted their proposals, dreams, and desires for the future of our university.

In his inaugural speech for a new term, the President/University President outlined the issues he considered a priority to be addressed in the next five years, most of them taken from the document he received from the Search Committee, from his permanent contact with the community and the current situation we are facing. These concerns are summarized in 10 axes that constitute this new plan for the 2020–2025 period.

In order to deepen the discussion of these issues, 10 commissions were formed with the participation of 80 people from our community. As a result of this reflection, these commissions drew up proposals for each of the axes if the plan.

The proposals were presented and discussed in plenary sessions, in an extended session of the University Superior Council. Subsequently, Office of the Vice President for Communications organized days of reflection and discussion of some of the themes of the plan in the UC Dialoga format, bringing together 500 members of our community. Finally, a working document was discussed within the councils of the 18 faculties, the College, and the Villarrica campus.

Thus, the 2020–2025 Development Plan is a proposal that brings together different views regarding the future of the UC and its challenges, in order to persevere in our purpose of serving the Church and the country with quality.

The issues that have been prioritized for the period are those that require special attention in the next five years. This prioritization does not imply, however, that those axes that were part of the 2010–2015 and 2015–2020 plans do not still constitute relevant matters for our university. They continue to be because they are issues of permanent concern for the university and its actors. In this sense, the current proposal perseveres in certain fundamental concepts of our mission, while insisting on aspects that have reached a certain degree of maturity and must follow their natural evolution. We cannot forget that, particularly in the university-related work, what was important yesterday continues to be significant today.

The 2020–2025 Development Plan innovates with respect to the two previous plans by explicitly

including objectives and actions in each of its axes. In addition, this plan continues to be a guide for the formulation of the strategic plans of the academic units and for decision making and the definition of the action plans of the Superior Direction. From this perspective, it is an invitation to each of the academic and administrative units to feel responsible for its development and to formulate proposals that will allow the realization of these objectives, these actions, and the aspirations that inspire them.

The 2020–2025 Development Plan is structured around three axes that cut across our work. First, there is the identity of the university and the sense of community. The plan concludes with the institutional management axis, which is the one that supports the academic work, growth, and our projection.

On a more specific level, seven priority areas have been identified for the period: university governance; academic challenges and innovations; research and creation; deepening internationalization; expanding opportunities; digital transformation; and public role and engagement with society.

This plan is neither constructed nor formulated in isolation from the current university context, nor from the reality that we are living in as a country, nor from the problems facing humanity today. The university is inserted in a society where its identity is continually threatened, in times where the Church is experiencing one of its most deepest crises, in a fragmented country with wounds that became

evident during the social unrest, in a university system with a new higher education law that, among other things, has funding difficulties, and in a world with a severe environmental crisis and a health crisis resulting from the worst pandemic in a century.

This adverse panorama cannot paralyze us, we must continue to move forward precisely to face and solve these problems, but we must also be realistic about what can be done.

We cannot forget who we are. Pope Francis, addressing the community during his visit to the university in January 2018, reminds us:

“The history of this University is intertwined, in a certain way, with the history of Chile. There are thousands of men and women who, having been educated here, have fulfilled relevant tasks for the development of the country. I would especially like to recall the figure of St. Alberto Hurtado, in this year that marks 100 years since he began his studies here. His life becomes a clear testimony of how intelligence, academic excellence and professionalism, harmonized with faith, justice and charity, far from diminishing, reach a force that is a prophecy capable of opening horizons and illuminating the path, especially for those discarded from society, especially today in which this culture of discarding prevails”.

Guillermo Marshall R.
Provost
Pontificia Universidad Católica de Chile

UC CHALLENGES 2020-2025

CATHOLIC IDENTITY

- Inspired by the Ex Corde Ecclesiae
- The UC as a substantive and original contribution to the country
- The integration of knowledge and the dialogue between reason and faith
- The UC open to welcome everyone
- The deepening of the UC imprint



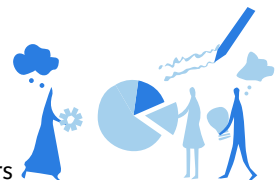
UC COMMUNITY

- An inclusive, welcoming, and fraternal community
- University coexistence
- A diverse community with a sense of belonging
- Communication and transparency
- Towards a culture of sustainability



INSTITUTIONAL MANAGEMENT

- UC's economic sustainability and future development
- Linkage and related entities
- Carbon Neutrality
- Internalization of services provided by external collaborators and professional development of the plant staff



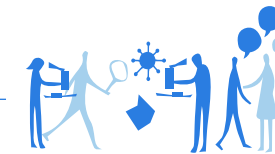
UNIVERSITY GOVERNANCE

- UC's Academic Structure
- Structure of academic programs
- Bylaws and regulations



ACADEMIC CHALLENGES AND INNOVATIONS

- Educational project
- Digital challenges and academic management
- Academic development and gender equity
- Academic integrity
- Quality assurance
- Student development and university life



RESEARCH AND CREATION

- Creation and transfer of frontier knowledge
- Network of Regional Centers and Stations
- Graduate School



DEEPENING INTERNATIONALIZATION

- Institutionalization of global affairs
- Global, cross-cutting, and inclusive training
- Accompanying the community within and beyond the borders and linkage with foreign alumni
- International collaboration in research and creation
- Strategic engagement



EXPANDING OPPORTUNITIES

- Inclusion with a focus on students
- A more diverse and inclusive community
- Inclusion research and transfer



DIGITAL TRANSFORMATION

- Digital culture and institutional governance
- Information management and security
- Digital teaching and student experience



PUBLIC ROLE AND ENGAGEMENT WITH SOCIETY

- Training people to serve the common good
- Public commitment in academic activities
- Public role of the university
- Dissemination of artistic culture



The integration of knowledge and dialogue between reason and faith inspired by *Ex Corde Ecclesiae*
The UC as a substantive and original contribution to the country
The UC open to welcome everyone The deepening of the UC imprint

CATHOLIC IDENTITY

REVIEWING AND CREATING DOCUMENTS IN THE LIGHT OF EX CORDE ECCLESIAE

OBJECTIVE / 1 Catholic identity: objectives and actions

- / Reviewing and adjusting the Declaration of Principles of the Pontificia Universidad Católica de Chile in light of *Ex Corde Ecclesiae*.
- / Creating an introductory document to our university that emphasizes that our training goes beyond just the professional field, ensuring that the language used is up-to-date and accessible to all.
- / Providing both documents to academics, students, and administrative and professional staff, especially to those who are entering the university for the first time.

CATHOLIC IDENTITY

Inspired by the *Ex Corde Ecclesiae*

Born from the heart of the Church, the Universidad Católica is an academic community that seeks, in a profound sense, the truth in all areas of knowledge. Through its teaching, research, and outreach activities, the university makes a significant contribution to society based on its own identity. Its condition as a Catholic university is manifested and expressed in the nature and modality in which it approaches knowledge and its contribution to the country, inspired by the *Ex Corde Ecclesiae* Apostolic Constitution.¹

According to this Apostolic Constitution, the believer can know that truth has its source in God, but he can never renounce the communitarian work of seeking it. “Our age, in fact, is in urgent need of that form of disinterested service which is to proclaim the meaning of truth, a fundamental value without which freedom, justice and the dignity of man disappear. In response to a kind of universal humanism, the Universidad Católica dedicates itself entirely to the search for all aspects of truth in its essential relationship with the supreme Truth, which is God”². This implies a deepening of the integration of knowledge through dialogue and

“A Catholic university is able to empathize with social challenges and with the people who need it most.”.

UC Dialogue / 2020

interdisciplinarity, where philosophy and theology play a key role. Both disciplines, fundamental in every good university and particularly important in a Catholic institution, on the one hand, allow us to transcend the partiality of each science and, on the other, to shed light on the Revelation of Jesus Christ, manifested in Scripture and Tradition, together with the Magisterium of the Church and the People of God as a whole.

The UC as a substantive and original contribution to the country

Since its foundation in 1888, the Universidad Católica has been committed to its identity with the truth and the light of faith, always promoting freedom of teaching and guaranteeing freedom of

1. *Ex Corde Ecclesiae* Apostolic Constitution of the Supreme Pontiff John Paul II on Catholic Universities (1990).

2. *Ex Corde Ecclesiae* No. 4.



MOVING TOWARDS A GREATER INTEGRATION OF KNOWLEDGE AND STRENGTHENING THE DIALOGUE BETWEEN REASON AND FAITH

OBJECTIVE / 2 Catholic identity: objectives and actions

- / Consolidating an interdisciplinary Institute for Sustainable Development with explicit reference to *Laudato si'*.
- / Developing an academic line that addresses the Social Doctrine of the Church, either independently or as part of an Institute of Applied Ethics.
- / Creating new interdisciplinary courses on sustainability and integral ecology and on the Social Doctrine of the Church as a contribution to general training.

conscience. Thanks to its distinctive educational project, our university has trained professionals, artists, scientists and humanists of excellence and has contributed to the development of all areas of knowledge. In addition, the university has sought to contribute through the comprehensive training of people, based on Christian principles and with the vision provided by the different areas of knowledge.

The Universidad Católica works with the conviction that the dignity of the person in the image and likeness of God, the promotion of the family, the search for justice in all areas and the recognition of the importance of nature make up an authentic “human ecology”³ that promotes the common good, social peace and, ultimately, the salvation of people. As a challenge, the relationship of the person with nature, society, culture, and transcendence demands a renewed integral service to the country.

Pope Francis calls us to become aware that we are all in the same boat, in the same university, in the same country, in the same humanity and that no one can be saved alone, inviting us to “a new dream of fraternity and social friendship that is not just words”⁴. In the UC we feel called in a special way to face a fraternal dialogue in view of the yearning for the common good that motivates us. Thus, we cannot be afraid to show who we are, since it is from our identity that we seek to build a more human and fraternal society.

3. Encyclical Letter of H.H. Francis on the *Laudato si'* care for the common home (2015), No. 155.
4. Encyclical Letter of H.H. Francis on the *Fratelli Tutti* fraternity and social friendship (2020), n.6.

“The dialogue of faith and reason must enlighten our institution in the sense of breadth, welcome, and identity, incorporating both aspects as two wings of the best understanding of knowledge”.

University Superior Council Day

The integration of knowledge and the dialogue between reason and faith

The creation and transfer of knowledge is currently affected by the fragmentation of increasingly specialized disciplines and by the loss of the sense of truth, which is greater today by the misuse of social networks. The Universidad Católica, because of its adherence to the truth that is the person of Jesus Christ, and because of its vocation to universality as a Catholic university, is called to contribute decisively to the task of deepening a renewed integration of knowledge. This requires more collaborative work among the different disciplines and academic units, since the complex nature of truth requires work among all.

The integration of knowledge is confirmed and strengthened through dialogue between reason and faith, in the confidence that there can be no contradiction between them, because “profane realities and those of faith have their origin in the same God”⁵, although they manifest themselves in different ways. To this interdisciplinary dialogue is added the invitation to encourage a culture of encounter based on diverse knowledge and among people who think differently, but who converge on the different paths that lead to recognizing, valuing, and respecting the sense of human transcendence and the essential dignity of every person.

From these actions an authentic sense of identity emerges, since it is the sphere of identification around experiences and values that constitute the ethos, the common dwelling place, the physical and spiritual space that is shared with others. It is important, in turn, in the context of a profound change of era, that the Catholic identity of the university is also nourished by a theological reflection which is rooted in and in dialogue with the present history. A permanent challenge for the university is to create these spaces and the conditions to cultivate these dialogues and encounters.

5. Pastoral Constitution of the Second Vatican Council *Gaudium et spes* (1963), No. 36.





The UC open to welcome everyone

The Universidad Católica is a human community that provides a fraternal welcome for all who work and study in it, whether they are believers or non-believers. As part of its identity, the university welcomes people who, while not professing the Catholic faith, help in the search for truth. According to its Declaration of Principles, the Universidad Católica de Chile recognizes as its own the mission of “proclaiming the Gospel to all people and in all environments”⁶.

“The UC, as a Catholic university, must be welcoming to all people”.

UC Dialogue / 2020

ENHANCING THE WORK OF CAMPUS MINISTRY AND ITS SERVICE TO THE CHURCH

- / Deepening pastoral lines of welcome and accompaniment, with special emphasis on the most vulnerable people of our community and members of other religious groups.
- / Offering support to the campus ministry of the diocese and of the country with concrete projects.
- / Collaborating reflectively and proactively in response to the needs of the Church (for example, in pastoral, ethical and anthropological formation, as well as in the promotion and recognition of the culture and the cultural and artistic heritage of the Church).

OBJECTIVE / 3
Catholic identity:
objectives and actions

REINFORCING THE UC IMPRINT IN THE UNIVERSITY

OBJECTIVE / 4
Catholic identity:
objectives and actions

- / Deepening the knowledge of the meaning of a Catholic university in the entire UC community.
- / Forming a commission to analyze the presence of the UC imprint, especially in the academic field and linked to the General Education Plan.
- / Developing seminars for professors that allow them to understand the meaning of the presence of theology in the university.

“We must work for our society from the identity of the UC”.

UC Dialogue / 2020

The deepening of the UC imprint

Through its imprint, the university seeks to provide the members of its community with a hallmark that reflects the characteristics of its identity. Although this has been present in the institutional ideology for many years, in order to reinforce it, it is necessary to work on it, make it explicit, evaluate the current state of its implementation, and project it into the future.

From this statement, it is evident that the university is an institution open to welcome all persons who respect our Catholic identity. From its university character, the Universidad Católica collaborates institutionally in society with a Christian presence in the world through the cultivation of pluralism and the valuing of the other in its own bosom.

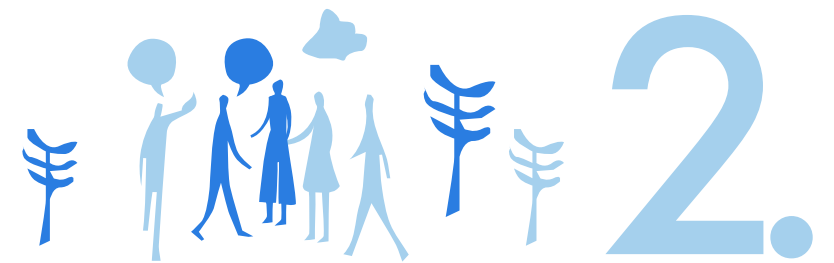
The training of students is one of the fundamental missions of the university, which recognizes in general education a favorable space to advance in its achievement. In this effort, academics are very relevant and, therefore, the search for authentic teachers is essential. The criteria for the selection and promotion of professors, in addition to demanding high academic standards, must consider this dimension.

Our university “derives its source of unity from its common consecration to the search for, discovery, and communication of truth, as well as from a shared vision of the dignity and transcendence of the human being. To this end, it takes special account of the example of the person and message of Christ which serves as inspiration for its witnessing mission in the world”⁷. The catholicity of the Church is an expression of the universality of salvation in Christ and, therefore, the Universidad Católica, as a portion of the Church, must witness to it and realize it in its own work.

The imprint of the university, having permanent values that transcend in time, understands the era in which it lives and radiates towards it. Our challenge is that this imprint includes a critical spirit and the ability to dialogue with openness and foundation from the perspective of our faith, so that the members of our community and our graduates transfer these characteristics to the professional or scientific environment where they develop their careers.

6. Declaration of Principles of the Pontificia Universidad Católica de Chile (1979), No. 1.1.

7. The Catholic Identity of the UC, 25 years after the *Ex Corde Ecclesiae* Apostolic Constitution (2017), page 10.



A diverse community with a sense of belonging
Communication and transparency
Towards a culture of sustainability
University coexistence
An inclusive, welcoming and fraternal community
UC COMMUNITY

MOVING TOWARDS A MORE INCLUSIVE, WELCOMING, AND FRATERNAL UNIVERSITY

OBJECTIVE / 1 UC Community: objectives and actions

- / Promoting a university community that cares for, respects, and promotes the well-being of all its members, and welcomes and integrates all members of our extended community, with special emphasis on those who are joining UC for the first time.
- / Promoting, through the use of our physical and virtual spaces, experiences of social contact and dialogue among the different members that make up our community.
- / Strengthening the Alumni UC project, with the purpose of fostering the sense of belonging, identification, and commitment of graduates with the university.

UC COMMUNITY

An inclusive, welcoming, and fraternal community

Our university community is made up of students, professors, professionals, and administrative staff. In addition, our alumni, who are called to become active agents of the educational project, contributing with their own experiences to the development of the university and enriching the various aspects of university life.

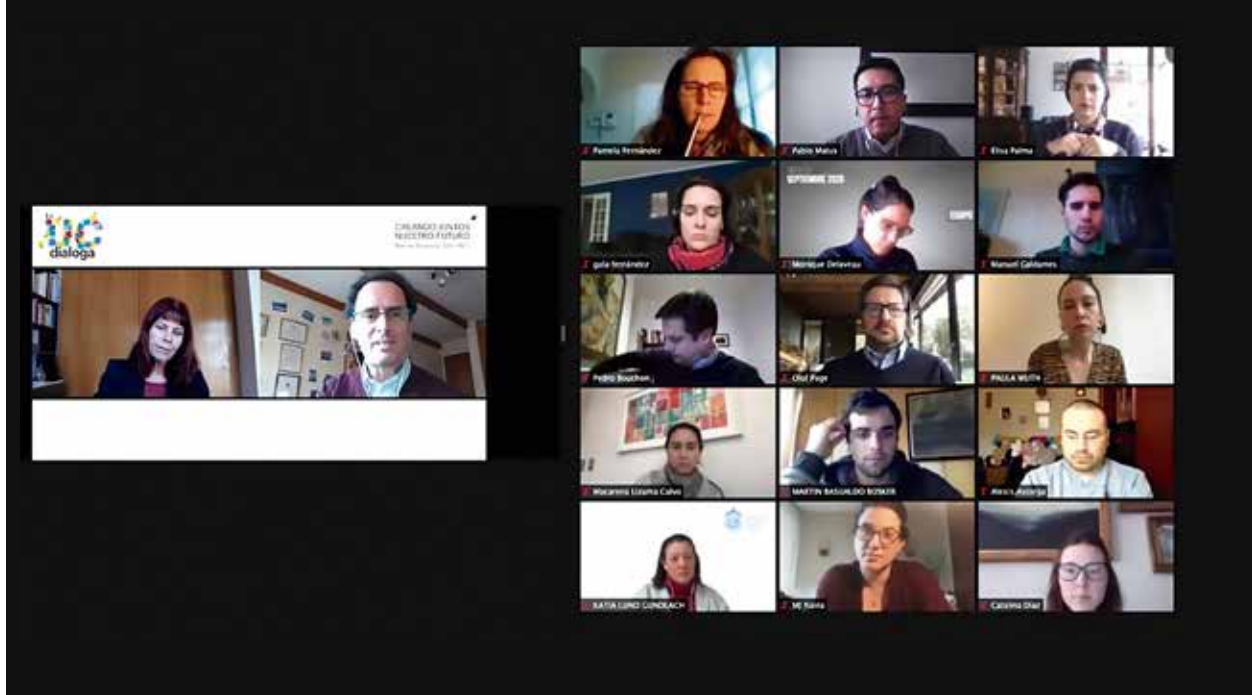
In addition to the above, the university must extend its vision to an even broader UC community, which also includes our campus neighbors, professional teams from the Research Centers, and members of the companies that live in our university spaces.

The care of the university community and of the Common Home, to which Pope Francis invites us in *Laudato Si'*, is at the center of our interest. As a university, we must take care of all its members and of the space we inhabit. A university community that promotes a culture of well-being, physically, mentally and socially, offers fertile ground for the excellent personal and professional development of all its members.

“We are all different and we all have something to contribute, only in that way will we build a community”.

UC Dialogue / 2020

With this as a permanent concern, the university has created new instances to meet, participate, and reflect. In this area, the creation of UC Dialoga in 2014 and the University Forum in 2017 stand out, initiatives in which representatives of all groups that make up the university community participate. The Department of People, for example, has opened new instances of cross-cutting participation for the community. We understand that the efforts made must be strengthened and that we must create new spaces and formats for meeting and dialoguing, so that all members of the university community feel welcomed and especially recognized.



University coexistence

Maintaining a good and healthy internal coexistence, based on permanent respect for others, has become a growing concern and priority for the entire university community, as established in the report of the Search Committee for University President. The figure of the Ombuds, in charge of ensuring an adequate coexistence of all members of the community, is of great relevance to achieve this purpose.

Mention must be made of the work chaired by the Ombuds that, between 2018 and 2019, conducted a survey of the needs and critical situations in which we must intervene in a timely and decisive manner to promote a university climate where healthy coexistence, respect, good treatment and care for all people prevail. Along with valuing the progress in this area, we must recognize that coexistence has

“University coexistence is dialogue, respect, focusing on the dignity of the person, promoting coexistence for the good of the other, for the good of the community, for one’s own good”.

University Superior Council Day

CARING FOR, RESPECTING, AND PROMOTING A HEALTHY COEXISTENCE AMONG ALL MEMBERS OF THE UC COMMUNITY

OBJECTIVE / 2
UC Community:
objectives and actions

- / Renewing and strengthening our university project around the promotion of healthy coexistence on campus and in the use of social networks, in accordance with a community that respects each other in all areas.
- / Making visible and promoting the duties and rights of each member of the UC community in order to build healthy and fraternal human relationships.
- / Designing and implementing policies and initiatives that comprehensively seek the well-being of all members of the community.

expanded and affected in a very relevant way in the field of social networks, where it is urgent to train and intervene so that the new platforms are perceived as tools at the service of healthy relationships.

Other initiatives of special relevance implemented in recent years are the Honor Code and the Academic Integrity Policy, which seek to establish common bases of respect and coexistence.

Our concern is to build a community that, as a whole, ensures the well-being of each and every one of its members. This well-being must cover all areas of university life and the health and quality of life of people, providing integral and mental health, healthy food and infrastructure and spaces for sports and recreation.

A diverse community with a sense of belonging

We are a diverse and ever-changing community, significantly influenced by the challenges facing the world and our country. This demands concrete responses from us, especially at the level of our coexistence, where dialogue and empathy must be key elements to be considered in order to understand the diverse points of view and act with respect and tolerance. As Pope Francis pointed out during his visit to the UC, “it is urgent to generate spaces where fragmentation is not the dominant scheme, even of thought; for this it is necessary to teach to think what one feels and does; to feel what one thinks and does; to do what one thinks and feels. A dynamism of capacities at the service of the person and of society”.⁸

Responding to this call, we promote coexistence in diversity. A community that values and respects the participation of all actors, in which all immigrants, representatives of native peoples, and people with disabilities, among others, are encouraged and welcomed as active participants. Without this desired inclusion it would not be possible to think of a healthy coexistence and good treatment among all members of our community.

8. Speech of H.H. Francis during his visit to the Pontificia Universidad Católica de Chile (January 17, 2018).

The next five years should be open to new meeting spaces that refresh our internal culture and promote a sense of belonging and identification with the UC. These should take place in different instances, considering the stages of the life cycle of students, professors, professionals, administrators, and alumni. These rites should actively involve our immediate community, campus neighbors, and the extended families of those who are part of our community.

“Dignity and respect for the individual is fundamental to building community and country”.

UC Dialogue / 2020



OBJECTIVE / 3
UC Community:
objectives and actions

PROMOTING COMMUNICATION AND TRANSPARENCY

- / Strengthening our communication strategy leading to a more informed community and strengthening the role of the UC as a reference in the discussion of national issues.
- / Promoting that the institutional management, at all levels, has the necessary tools that allow its leaders to communicate effectively and transparently with the members of the community.
- / Developing a policy and plan to promote greater transparency within the UC. This will enhance the sense of community, showing why, how and who is affected by the decisions made at the central and local levels of the university.

Communication and transparency

To promote a sense of community and belonging to it, communication and transparency are essential. A community that communicates, that informs and is informed, that is transparent to its members and to society, in a bidirectional manner, can build common bridges of growth and integral development.

Transparency must be guaranteed in a serious, orderly and committed manner, through a policy that establishes principles, guidelines, objectives, and standards and helps to improve management. So far, important efforts have been made in the UC, but it is necessary to advance to the next level.

“A community is built on dialogue and this dialogue must be of all its parts, not just some of them”.

UC Dialogue / 2020



Towards a culture of sustainability

In all these efforts, we will continue to build a culture of sustainability, strengthening the work already done through the Sustainability Department and the Sustainability Chair. This challenge requires a university community that is informed, educated and sensitized about the different sides of the socio-environmental crisis and the ways in which it is possible to contribute to its solution. This implies safeguarding good living within the university, ensuring inclusion, equity, gender equity, safety, health and quality of work and student life, and the adoption of environmentally benign habits, also considering an intercultural context. To do so, it will seek to have spaces for training, participation, involvement and dialogue for students, faculty, staff and employees, which strongly promote a culture of sustainability that becomes an essential and distinctive aspect of the UC imprint.

Pope Francis points out that “there are not two separate crises, one environmental and the other social, but a single, complex socio-environmental crisis. The courses of action require an integral approach to combat poverty, restore dignity to the excluded, and care for nature”⁹.

Thus, in this new road map, the call of St. John Paul II in *Ex Corde Ecclesiae* becomes evident: “The university community is animated by a spirit of freedom and charity, and is characterized by mutual respect, sincere dialogue and the protection of the rights of each individual. It helps all its members to reach their fullness as human persons. Each member of the community, in turn, helps to promote unity and contributes, according to his own responsibility and capacity, to the decisions that concern the community itself, as well as to maintain and to reinforce the Catholic character of the institution”¹⁰.

9. Encyclical Letter of H.H. Francis on care for the common home *Laudato si'* (2015).
10. *Ex Corde Ecclesiae* No. 21.



DEVELOPING A CULTURE OF SUSTAINABILITY

- / Creating spaces for training, participation and dialogue so that the entire UC community promotes a culture of sustainability as part of the graduate profile.
- / Transforming sustainability into a priority area and transversal to all disciplines cultivated in the UC, conceiving research as an essential way to generate solutions to the socio-environmental crisis and contribute to the development of public policies together with other institutions.
- / Promoting the sustainable management of campuses, increasing sustainability standards in infrastructure, energy management and transportation, among other daily habits.

OBJECTIVE / 4
UC Community:
objectives and actions



3.

UC's Academic Structure
Bylaws and regulations

Structure of academic programs
**UNIVERSITY
GOVERNANCE**

“We want to integrate, break down barriers and structures that don’t allow us to work well”.

University Superior Council Day

UNIVERSITY GOVERNANCE

The Universidad Católica is a higher education institution that stands out for its academic quality, its contribution to the country, its leadership in innovation and its management. This is endorsed in the institutional accreditation report of the Chilean Accreditation Commission CNA¹¹, in its 7 years of accreditation and in the position it occupies in international rankings. The quality and prestige of the UC is the result of the efforts of talented students, first class professors and a group of professionals and administrators who for years have worked with excellence, as well as a university structure and governance that has favored, until now, the development and quality of our institution.

The great changes that society has undergone and the new challenges facing the university require us to review our structure and governance in depth. We need an academic and management structure that fosters collaboration and flexibility, in keeping with the new times. In this line, the integration initiatives that have been recently proposed are the beginning of a networked and more integrated work towards which we are moving.

UC’s Academic Structure

The academic structure we have today is the result of the university reform of the late sixties, where we moved from a teaching university to a research university. In these five decades, the world and our country have changed drastically. Today there is full consensus that the great challenges facing humanity must be addressed in a collaborative and multidisciplinary way, which imposes on us the need to review how we carry out our training programs, the form and focus of our research, and our public role.

The academic structure has a strong impact on our educational project, on the programs we offer, and on the way we train future scientists, artists, humanists and professionals. At present, this structure makes it difficult to make timely changes to our educational offerings. Every day it becomes more evident that today’s challenges, in the areas of teaching, research and public engagement, cannot be fully assumed with a structure and operation designed to face a reality that is already past.

11. Institutional Accreditation Resolution No. 473 of the National Accreditation Commission, January 2019.



REVIEWING THE STRUCTURE AND GOVERNANCE OF THE UNIVERSITY IN ORDER TO MOVE TOWARDS GREATER INTEGRATION, MORE INTERDISCIPLINARY WORK, GREATER COLLABORATION AND GREATER SYNERGY

OBJECTIVE / 1

University governance: objectives and actions

- / Designing an academic management model that allows for the alleviation of the internal structures of the faculties.
- / Implementing intra and inter-faculty integration initiatives that promote collaboration and coordination of academic management based on major areas of knowledge.
- / Ensuring that the standards, academic requirements, management modalities and distribution of resources are similar among the different academic units.

“We must establish collaborative learning networks among teachers”.

UC Dialogue / 2020

On the other hand, the university has voluntarily submitted itself to reviews by international peers who have evaluated the operation and development of different areas of its work. This exercise, which has been carried out at the level of the Superior Direction, faculties, schools and institutes and even in some programs, has allowed us to improve in many academic and management

processes and has identified weaknesses precisely in our academic structure. In this line, one of the recurring recommendations that have emerged from these visits is related to the atomization of our academic activity, a diagnosis that is shared within the university. Our compartmentalized structure has hindered, in many cases, the operation, consolidation and development of important interdisciplinary initiatives created in recent years.

To avoid the atomization that has occurred globally in higher education as a result of the scientific advances of the 20th century and the trend towards hyper-specialization, the university has carried out important initiatives in the last 20 years.



These include the introduction of the General Education Plan, the establishment of interdisciplinary centers and programs, and the creation of the College program – which promotes multidisciplinary training, as well as the creation of shared positions and appointments among faculties. More recently, interdisciplinary academic units have been created to respond to current needs and build bridges between disciplines. Our challenge for the coming years will be to move towards a higher stage of collaboration between academic units that seeks, on the one hand, greater integration of knowledge and, on the other, better academic management.

A commission of the University Superior Council proposed that a revision of the academic structure should start from the disciplinary base of the university, which is in the institutes, schools, and monodisciplinary faculties. In recent years, four new disciplinary and five interdisciplinary schools and institutes have been added to these academic units. Both the recently created Institute for Sustainable Development and the future Institute of Applied Ethics, which is in the process of being created, are cross-cutting initiatives that involve all the academic units of the university and respond to the current needs of our institutional identity.

“We need an organizational change, where in our goals we share best practices to other faculties”.

UC Dialogue / 2020

The structural changes that the university will undertake in the coming years should be aimed at fostering collaboration among academics, facilitating interdisciplinary and collective creation. International evidence shows that these processes of revision and restructuring are complex and must be gradual and participatory, so instances such as UC Dialoga and the University Forum are especially important for the community to participate and reflect on how to carry them out.

Some of the proposals put forward in this axis are processes that require important cultural changes within the university, so they have a projection beyond the period of this plan. The Science 2030 project, which strengthens the collaborative academic work of five faculties, is a model that should be followed and replicated by other faculties. Along these lines, the university will support, as resources permit, initiatives that promote collaboration and reduce the atomization of academic work.

On this path towards greater collaboration within the university, it is important to highlight the integration initiatives that have recently been proposed. The objective of these initiatives is to join efforts and integrate activities that are carried out in the various areas of the Superior Direction together with the academic units. The first measures have already been defined and we must work to achieve their correct implementation in order to advance towards a more integrated and streamlined functioning of the university's work.

OBJECTIVE / 2

University governance: objectives and actions

Structure of academic programs

A structure that promotes collaboration among academics will generate more and better conditions for the creation of new programs with a multidisciplinary outlook. The new General Education Plan approved in 2019 is an important step in this direction. The next step will be the review of all our undergraduate programs, identifying parts of the curricula that can be constituted into majors and minors, so as to move towards a College-type structure. With this we will be able to promote greater curricular flexibility in the different degree programs, allowing students to take minors from other programs as part of their curriculum and not as part of their general education.

This academic architecture should also have an impact on graduate programs, optimizing the use of installed capacities. In the master's degree programs, this should lead to growth based on the diversification of an innovative and attractive interdisciplinary offer. A change in the academic structure is expected to improve and strengthen coordination and collaboration, establishing policies for the expeditious transfer of credits, courses and students. The recently created Graduate School should complete an in-depth analysis of UC doctoral training, reviewing the adequacy of the number, structure and governance of current PhD programs, where atomization is high and knowledge integration is low. A reorganization at this level should lay the groundwork for the establishment of spaces that allow a better training of our doctoral students, preparing them for work in academia and also in the non-academic world.

MOVING TOWARDS GREATER FLEXIBILITY OF ACADEMIC PROGRAMS THROUGH CHANGES IN THEIR STRUCTURE

- / Making decisive progress so that undergraduate programs are structured in the College modality, with majors and minors, which allow and encourage greater curricular flexibility in the different programs.
- / Setting up an academic governance structure for the master's degree programs in order to achieve better coordination and greater collaboration to promote their growth based on the diversification of the interdisciplinary offer, making better use of existing capacities and establishing policies for the transfer of credits, courses, and students.
- / Reviewing the current governance of the PhD programs with the purpose of reorganizing and establishing spaces for greater collaboration between students and academics from different faculties.

“The atomization of knowledge slows down research”.

University Superior Council Day

UPDATING REGULATIONS AND STATUTES IN LIGHT OF THE CHANGES AND NEW CHALLENGES FACING THE UNIVERSITY

OBJECTIVE / 3

University governance: objectives and actions

- / Reviewing the university's fundamental regulations and norms and make changes in internal regulations that allow for the implementation of changes in the structure, governance, and management of the university.
- / Modifying the composition of the University Superior Council to incorporate representatives of the institutes and schools, alumni, and the administrative and professional staff.
- / Strengthening the autonomy of the University General Secretariat and provide it with the necessary resources and means to carry out its task diligently and efficiently.

In turn, this should enhance and diversify the opportunities for collaboration of our academics with a view to the contributions made to the country. It is expected that the changes will produce not only an increase in the number of doctoral students, but also that thesis work will address areas of disciplinary frontiers and emerging topics.

Statutes and regulations

The university's statutes and general norms, together with the various regulations in force, are fundamental elements of university governance. Our work is governed by a set of 214 general and specific regulations, 18 faculty statutes and 25 academic unit regulations, several of which require revision and updating.

As a goal for the next five years, we will review those regulations that were promulgated 40 years ago and have not been modified, such as the Declaration of Principles of 1979 and the General Statutes of 1982. We will work to update these documents to adapt them to today's university. In addition, we will make adjustments to internal regulations as necessary to implement future changes in structure and governance as they are implemented.



In the short term, we will propose a modification of the General Statutes to change the composition of the University Superior Council, in order to incorporate representatives of the interdisciplinary institutes and schools, alumni, administrative and professional bodies.



4.

Digital challenges and academic management
Academic development and gender equity
Educational project
Academic integrity
Student development and university life
Quality assurance
**ACADEMIC
CHALLENGES AND
INNOVATIONS**

OBJECTIVE / 1
Academic challenges:
objectives and actions

STRENGTHENING OUR EDUCATIONAL PROJECT

- / Updating and improving the educational project and implementing the new General Education Plan.
- / Defining innovative curricular frameworks, promoting pedagogies that favor deep learning, through flexible curricular designs, articulation between programs, intermediate exits and internationalization at home.
- / Developing a communication plan to sensitize the administrative and professional staff about their role in the educational project.

ACADEMIC CHALLENGES AND INNOVATIONS

In the last decade, the university has significantly broadened the spectrum of concerns and areas of action related to its educational project. Safeguarding its coherence and balance, while maintaining fidelity to our institutional identity and setting as a horizon to serve society and the country imposes new challenges of a cross-cutting nature. In the coming years we will continue to promote inclusion, internationalization, interdisciplinary and sustainability projects, but giving special priority to digital development, academic integrity and gender equity. In all these projects and challenges, students are and will continue to be the center of our actions and concerns.

Educational project

In this line, our main purpose will be to update, improve, and communicate the educational project, strengthening our commitment to the training of people capable of assuming the new challenges that we are facing as a society and global community. The educational project must start from the mission, principles and values of the Universidad Católica, promoting, based on them, a vision of building a society where virtues such as solidarity, justice, peace, and respect for diversity, gender equity, and care for the common home prevail.

In relation to the curricular framework, we will seek to move towards creative designs and redesigns that allow greater levels of flexibility and autonomy for students, greater possibilities of articulation between programs and between different academic levels, enhancing interdisciplinary crossings, and training that promotes the achievement of lifelong learning and skills. As mentioned in the axis of University Governance, we will work with academic units to promote a curricular model with majors and minors that are equivalent among different programs, which will facilitate the development of more flexible academic programs and a cross-cutting curricular design for the entire university.

“To have a solid and transversal ethical training, which goes beyond a single course...which is embodied in each of the formative stages”.

La UC Dialoga / 2020

During the next five-year period, the new General Education Plan will be implemented and high-impact teaching practices will be strengthened, including the Service Learning program (A+S), and the undergraduate research initiatives and collaborative work, all with the aim of advancing our purpose of educating free, complete, and educated people, who are committed, aware and upright citizens, so that they become true agents of change in the service of others. The new General Education Plan, approved in 2019, has distinctive characteristics, such as the structured curricular flexibility, the integration in the curriculum, the development of superior academic skills in students and enhancement of their communication skills, a strong interdisciplinary emphasis, own courses, evaluation and monitoring mechanisms and the establishment of an academic and management leadership that allows the development of the committed purposes.

On the other hand, both interculturality and the new internationalization policies will be used to enrich

“Train and educate now, to see changes in the future”.

La UC Dialoga / 2020

academic trajectories through education in values and diversity for citizenship training. In addition, procedures for the recognition of learning will be promoted, such as validation, prior knowledge exams, and the use of internationalization at home.

All the aforementioned challenges, and those that will be presented later, imply the joint work of the different actors of the community as agents and participants of the common objective of our educational project: the comprehensive training of people. In order for administrative and professional staff to be committed to this objective, it will be necessary to provide them with training and education opportunities, so that they share a common vision that contributes to the learning of the entire university community.



“Teaching that incorporates new virtual methodologies and Learning and Service”.

La UC Dialoga / 2020

Digital challenges and academic management

The updating and improvement of the educational project requires that the innovation associated with the new digital challenges has a meaning and is linked to the learning, values, and student experiences that it seeks to promote. In this line, we will seek to enhance the interaction between academics and students, enriching face-to-face spaces and taking advantage of the enormous potential of digital tools and methodologies. This requires a teacher training and improvement plan, as well as the creation of a new digital environment that includes the design and progressive adaptation of new educational spaces in classrooms, workshops, laboratories and libraries, combining physical and digital infrastructure, as well as the necessary management support for the updating and improvement of the educational project.

Taking on the new digital challenges in terms of the progressive reconfiguration of educational spaces invites us to reflect on complementary aspects such as the duration of class modules and academic periods, in order to adapt them to this new scenario.

With the support of its professional teams and a new digital environment, Office of the Vice President for Academic Affairs will work to improve management in all areas of its competence and its coordination with the academic units. In particular, we expect to advance in the coordination of master's degree programs, in order to strengthen them as a whole and in areas that go beyond processes associated with self-evaluation, accreditation, monitoring of improvement plans and curricular development.

OBJECTIVE / 2

Academic challenges: objectives and actions

PROMOTING STUDENT LEARNING AND EXPERIENCES THROUGH NEW DIGITAL TOOLS AND METHODOLOGIES

- / Designing a digital environment that includes curricular information systems, learning management and evaluation, to facilitate student learning and curricular progression. Providing training support to teachers and students in the use of digital tools for teaching.
- / Studying the length of class modules and the possible redefinition of the length of academic periods.
- / Optimizing administrative and academic management processes, adapting work platforms and ensuring efficient access to information for better academic management.



OBJECTIVE / 3
Academic challenges:
objectives and actions

INTEGRAL DEVELOPMENT OF THE ACADEMIC STAFF AND GENDER EQUITY

- / Developing policies and strategies to ensure gender-balanced hiring in the academic staff and promoting the retention of professors, especially female and foreign academics.
- / Developing a policy for the development of the special academic staff and mechanisms to encourage and recognize academics from the different departments for their teaching performance.
- / Updating the teaching evaluation so that it considers the guiding principles of the educational project and academic integrity with a formative focus, together with promoting complementary norms that give due recognition to academic management and social outreach activities.



Academic development and gender equity

In order to strengthen its educational project, the university must promote the integral development of its academic staff. The implementation of the new special staff and, particularly, the reduction of the gender gap between male and female academics are part of our challenges. Regarding the special academic staff, it is necessary to complete their installation process in all units in order to promote their academic careers.

Another important milestone in the development of the academic career has been the creation of the Office of Gender Equality. The purpose of this new unit is to promote the academic development of women and generate the conditions to incorporate gender equity in the integral project of the university. This new department will promote the design and implementation of policies that address historical biases, quality of life and the updating of policies for the reconciliation of work, personal and family life, in order to ensure an adequate insertion, well-being, and subsequent trajectory of our academics. On the other hand, we will promote the renewal of complementary norms that give space and value to academic management and activities related to the society.

“Gender equity cannot remain as an isolated headline; it must be present on a permanent basis. The impact on the quality of life, dignity, recognition and development of thousands of women depends on the strength we put on this issue”.

University Superior Council Day

Given that the updating of the educational project involves a series of new challenges, it will be necessary to communicate them effectively to the entire academic body, providing the necessary support for their full implementation through workshops and different types of resources.

Academic integrity

As part of an educational project based on the principles and values of the Universidad Católica, the academic work and learning of our students must be carried out within a framework of academic and ethical integrity. These aspects are a fundamental part of the comprehensive training of persons and, in their promotion, professors and assistants play an essential role. We must generate and promote actions aimed at creating a culture of integrity within the university.

Academic integrity is understood as acting with the values of honesty, truthfulness, trust, justice, respect and responsibility in all areas that involve

university training. It is expected that all members of the UC Community act in accordance with these values, being role models for their environment.

To strengthen academic integrity, collaborative work among peers should be encouraged rather than being guided by a competitive and individualistic logic. A great challenge in this line is to promote more instances of joint work for research, publication and teaching. For example, encouraging professors in the same department or in the same field to have time and incentives to teach together and to have more coordination spaces.

OBJECTIVE / 4
Academic challenges:
objectives and actions

STRENGTHENING AND PROMOTING THE CULTURE OF ACADEMIC INTEGRITY AND QUALITY ASSURANCE WITHIN THE UNIVERSITY

- / Developing and implementing policies and guidelines aimed at promoting academic integrity within the University.
- / Creating more instances of joint work among academics for research, publication and teaching, in order to foster collaboration among peers and thus strengthening academic integrity.
- / Establishing an institutional policy and model for continuous quality improvement and innovation in all dimensions of university activities and involving the entire community in this purpose.



STRENGTHENING THE ACCOMPANIMENT AND SUPPORT OF STUDENTS

OBJECTIVE / 5 Academic challenges: objectives and actions

- / Reviewing and modify academic placement systems to improve timely graduation and student retention.
- / Developing systems of accompaniment, tutoring and counseling for students.
- / Promoting student wellness policies, with particular emphasis on physical and mental health.

Quality assurance

The Universidad Católica has a strong commitment to excellence, which is reflected in its various policies, processes and quality assurance mechanisms in each of its areas of action. This effort, which has been built over the years by all members of the community, has allowed our university to be widely recognized for its academic results. In the coming years we must implement an internal quality assurance system and foster a culture of continuous improvement within the university, in line with the country's higher education policies. This system should consider processes, results, and indicators associated with teaching, research, management, and links with society, academic integrity, inclusion and internationalization, among other fundamental aspects for the development of the university, and should be linked to the UC Development Plan and the strategic plans of the academic units.

“Enhancing the university experience is a fundamental pillar in the comprehensive training of students. Volunteering, student centers, university policy, among others, are an essential part of university life and allow us to generate meeting points between the various careers and disciplines”.

University Superior Council Day

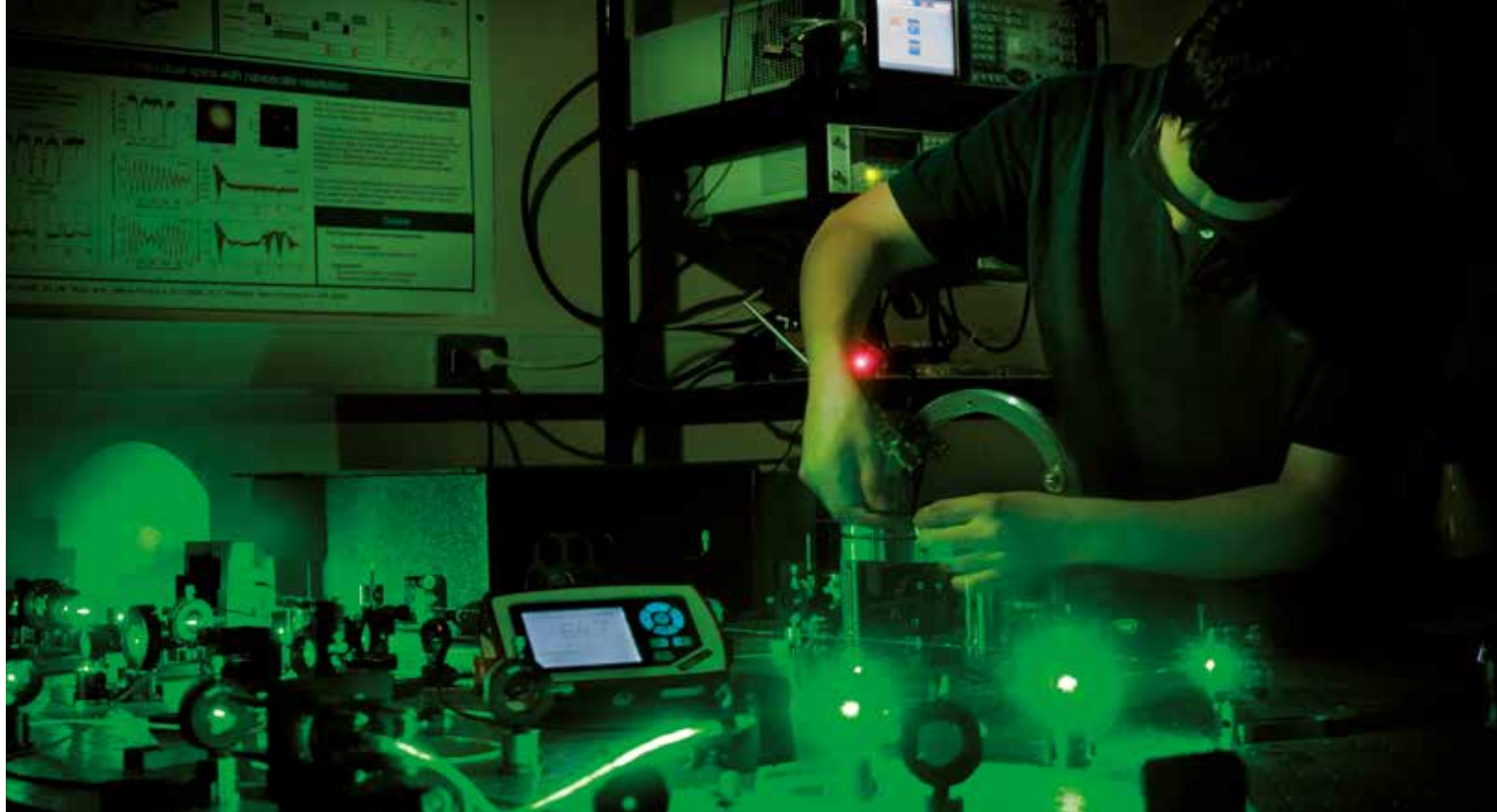
Student development and university life

Along with adjusting the graduate profile to the new needs, the future update of the educational project will invite us to take a close look at the admission profile and the changes that have been generated by the equity and inclusion initiatives. In the next five years, we will study and work on new types of admission, leveling and student support for an effective graduation, expanding and strengthening the accompaniment of students who enter through the different equity channels provided by the university. These initiatives and projects are addressed in the Expanding Opportunities axis of this plan.

In addition to the above, there is the need to understand that the university experience must be an integral part of the educational project and contribute to coexistence based on respect for the dignity and identity of each person, an aspect that has been addressed in the UC Community axis as a priority for the coming years. In turn, it is necessary to value and recognize the co-curricular work and promote the good development of university life. This should be characterized by an inclusive hallmark, which values diversity, and should develop in a framework that promotes the general welfare of students with particular emphasis on their physical and mental health.



Creation and transfer of frontier knowledge
Network of Regional Centers and Stations
Graduate School **RESEARCH
AND CREATION**



RESEARCH AND CREATION

Research and creation in all its forms and its transfer to society is an essential part of our university work. It is through this task that the university contributes to culture and to the resolution of urgent and complex problems of society. Doctoral training contributes to multiplying the university's contribution through other institutions and the productive capacity of the country.

Research should be part of the identity of our university training, which should be nurtured through close contact with society, including the private and public sectors, the articulation of global networks and throughout the territory, and should be reflected in an effective transfer of knowledge generated both in the country and from Chile to the world.

While it is true that much progress has been made in recent years in collaborative and interdisciplinary research and innovation, basic disciplinary research is and will continue to be a solid foundation underpinning these recent advances.

“A big challenge is to conduct research that makes public sense”.

University Superior Council Day

Creation and transfer of frontier knowledge

As part of its mission, the Universidad Católica seeks to be a relevant actor in the creation and transfer of frontier knowledge, which allows it to contribute to the solution of large and complex problems of society. The university's important advances in this field have been sustained, in recent years, by a much more diversified research and creative activity in the different fields of the sciences, humanities and the arts. This is reflected in its participation in a wide range of national funds, especially FONDECYT and FONDEF projects.

In addition, it should be noted that the UC participates in 22 Centers of Excellence and has secured private and international resources to finance projects, which has allowed it, among other things, to develop a Network of Regional Centers and Stations.

For the next five years, the challenge is to seek new forms of financing, either through donations and private funds or by increasing access to international funds and networks, given the stagnation of public financing. Substantial progress must also be made in the development of the postdoctoral profession, together with a regulatory and management system that will allow its growth and expansion.

In transfer and innovation, the university is the leader in patent applications in Chile and has been awarded for its progress in technology transfer, innovation and entrepreneurship. To continue

“It is essential to promote science outreach, to disseminate and educate in science”.

University Superior Council Day

“Today's problems are increasingly complex and require interdisciplinarity”.

La UC Dialoga / 2020

advancing, greater integration from research to transfer is required, optimizing management and facilitating the work with academic units, in a more efficient and agile way.

In addition, we aspire to be a national reference in the dissemination and valuation of science, humanities and arts, and knowledge in all its fields. To accomplish this, the creation of a unit for scientific dissemination and education within the Office of the Vice President for Research will bring the university's research work closer to society. This new structure should also support and nurture the study plans and strengthen the capacities for dissemination and communication of science of master's and doctoral students, as well as the academic staff.

DEEPENING THE UNIVERSITY'S RESEARCH WORK

OBJECTIVE / 1
Research and creation: objectives and actions

- / Promoting interdisciplinarity and sustainability for the great challenges in research and creation, fostering the development of centers of excellence and being active in contributions to public policies.
- / Implementing strategies for financing research and creation through an active search for international and private funds and donations, which will allow us to promote their growth, as well as their linkage and impact on society.
- / Creating a structure within the Office of the Vice President for Research for the dissemination and education of science to reach all citizens, bringing closer the work developed by the university in its public commitment.

STRENGTHENING THE NETWORK OF REGIONAL CENTERS AND STATIONS (RCER) AS A GATEWAY TO THE TERRITORY AND TO INTERNATIONAL RESEARCH LINKED TO OUR UNIVERSITY

OBJECTIVE / 2
Research and creation:
objectives and actions

- / Installing, making visible and strengthening the RCER within the UC, increasing the participation of the faculties and incorporating artistic creation and humanities, in order to highlight the potential that this network offers as an integrated platform.
- / Defining a management model based on different sources of financing, in order to provide economic sustainability over time.
- / Developing a broad strategic linkage, through the definition and implementation of a plan to incorporate national and international strategic partners.

Network of Regional Centers and Stations

In the coming years, we expect that the Network of Regional Centers and Stations (RCER-UC) to have a sustainable management model that allows effective linkages with national and foreign partners. This platform, together with the timely and systematic identification of international funds and the strengthening of strategic networks, should facilitate the development of international projects.

In addition, we expect to form a network of Networks of Territorial Centers and Stations along the Pacific, which will allow frontier research to be carried out at all latitudes.

“The presence of research in the territory opens us to the communities, allows us to deliver direct knowledge to the regions and is a pole of international attraction”.

University Superior Council Day





OBJECTIVE / 4
Research and creation:
objectives and actions

PROMOTING THE TRAINING OF PHD GRADUATES CAPABLE OF ENTERING THE PUBLIC AND PRIVATE SECTORS, THROUGH AN INNOVATIVE PHD PROGRAMS MODEL WITH INDUSTRY AND THE PUBLIC SECTOR

- / Promoting the vocation of public service, care for others and ethical conduct as the cornerstones of UC doctoral training, strengthening training in public policy and the dissemination and education of science, the humanities and the arts.
- / Implementing an expanded doctoral model with the industry and the public sector in the technological, scientific, health, and social fields.
- / Strengthening the transversal skills program in the different areas of knowledge, enhancing insertion in the private and public sector.

“It is essential to link research to society, to industry”

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Graduate School

As a result of the greater complexity of the research carried out at the university and its doctoral training, in recent years important changes have been implemented in its institutional framework and in the support and management structures in this area. The university promoted the creation of the College of Doctoral Programs, which gave rise to the Graduate School, whose purpose is to strengthen and develop doctoral training at the UC. The aim is to establish the basis for strengthening interdisciplinarity and cooperation between different academic units.

There is no doubt that the university has made substantial progress in the area of its PhD programs, focusing, among other things, on the students' experience and enriching their training and labor insertion. The creation of the Graduate School is an important milestone in this effort and we hope that in the coming years it will be fully established and will allow us, together with the academic units, to take important steps in the development of this activity.

OBJECTIVE / 3
Research and creation:
objectives and actions

CONSOLIDATING THE ESTABLISHMENT OF THE GRADUATE SCHOOL FOR THE STRATEGIC DEVELOPMENT OF ADVANCED TRAINING OF RESEARCHERS IN THE SERVICE OF A BETTER SOCIETY

- / Completing the installation of the Graduate School and implementing a doctoral management model based on broad areas of knowledge, strengthening the role of the Advisory Council.
- / Enhancing the training experience of UC doctoral students, strengthening access to interdisciplinary research infrastructure of territorial scope.
- / Reducing the barriers for attracting international talent to the UC PhD programs, emphasizing positioning actions in the Asia-Pacific region and Africa.



On the other hand, one of the main objectives of the Graduate School is to position the UC as a leading institution in Latin America in the advanced training of researchers, capable of addressing global challenges from an interdisciplinary and innovative perspective, committed to knowledge and the development of an equitable, inclusive and sustainable society. To do so, it is essential that the UC becomes a pole of attraction for talent throughout the region and that it attracts the resources for its development.

It is important to recognize that the training of advanced human capital in Chile faces great new challenges. On the one hand, the increase in the supply of programs and the limited state funding is compounded by the difficulties to develop an academic career in the country. This goes hand in hand with the recent awareness and need to incorporate more PhDs into the public and private sector in Chile. To face these challenges in a comprehensive manner, it is necessary for the programs to have institutional support and focus. This effort should take advantage of the strengths that the UC has in terms of enhancing existing links with the public and private sector, which allow strengthening these programs and attract talent and resources for doctoral training.



Accompanying the intra- and extra-border
community and linkage with foreign students

Strategic engagement

Global, cross-cutting, and inclusive training

International collaboration in research and creation

Institutionalization of global affairs

DEEPENING INTERNATIONALIZATION



DEEPENING INTERNATIONALIZATION

The internationalization of a university is crucial for its development and reflects the quality of the institution, particularly in a global and multicultural world. Because of its nature and relevance, it has a significant impact on its activities of training people, creating scientific, humanistic, artistic and social knowledge, and transferring that knowledge to the national and international community. Thus, a university is expected to actively participate in the resolution of global challenges, together with its international partners.

At Universidad Católica we understand internationalization as a complex and long-term process that encompasses all our work. For this reason, and to install a culture of internationalization within the UC, the Office of the Vice President for International Affairs was created in 2020. This new unit is responsible for leading and executing the university's international relations policies and is a very important step on the road to greater internationalization.

“Internationalization allows us to embrace our mission and enables us to grow as individuals and as an institution”.

University Superior Council Day

The Universidad Católica projects itself to the world as an institution with a public vocation, empathetic, and attentive to the concerns and needs of society. One of our main concerns in this area is to project ourselves as a Latin American pole of academic attraction, with a vast potential for cultural exchange and a great innovative capacity to transfer knowledge. All this hand in hand with our essence, a Catholic and Chilean university. Through internationalization, we seek to attract talent and knowledge and transfer our own to areas where it is needed.

Internationalization nurtures and boosts our creativity, brings us closer to other cultures

ESTABLISHING OFFICE OF THE VICE PRESIDENT FOR INTERNATIONAL AFFAIRS

- / Establishing the Office of the Vice President for International Affairs, articulating internationalization efforts previously isolated and located in multiple areas.
- / Networking within the UC, with international affairs officers for each faculty, and developing an information management system.
- / Defining and updating mobility, scholarship allocation and strategic linkage processes, and substantially streamlining the development and management of agreements with foreign universities and entities.

OBJECTIVE / 1
Deepening internationalization: objectives and actions

and develops our self-knowledge. It requires our students, academics, professionals and administrators to venture out of their comfort zone, to expose themselves to international peers; to dare to go beyond, and set goals and projects that otherwise would not happen.

For the next five years, our internationalization plan aims to create the conditions to expand the areas where it is not present today and to strengthen those where there is a long tradition of collaboration. The plan aims to provide a value proposition that responds to the needs and expectations of all members of the university community – undergraduate and graduate students, national and foreign academics, postdocs, managers, international relations teams of academic units, professionals and administrative staff – and other stakeholder groups, including resident directors and international affairs offices of foreign universities in Chile, government institutions and national and foreign donors.

Institutionalization of global affairs

With the creation of the Office of the Vice President for International Affairs in 2020, the university ratifies this axis, already included in the previous plan, and its deep commitment to install a culture of internationalization in its community. This vice president's office will articulate the internationalization efforts previously managed in

“The Office of the Vice President for International Affairs will allow us to be a more inclusive university, to be much more open-minded and to generate a cultural change”.

University Superior Council Day

different parts of the university. This articulation, based on a high standard of management, will be fundamental for the promotion of an internal cultural change towards strategic positioning in the international context. The aim is to implement an effective management of information, processes and continuous improvement, an internal and external communication strategy, and a sustainable international collaboration development model.

At the same time, in order to promote a greater appreciation and recognition of internationalization, networking will be implemented with those in charge of international affairs from different units of the university. This will allow further progress on what has been built and improve the management of mobility processes, scholarship allocation, management of information on international activity, processing of agreements and evaluation of results.

Global, cross-cutting, and inclusive training

Global training includes the development of a set of competencies that allow us to face very different intercultural, international and global realities, and that are available to all members of the community. This is part of our educational project that has been mentioned in other axes and is a fundamental and transversal aspect of our plan. The contribution of this axis begins with internationalization at home and, in particular, with curricular internationalization. Through active learning and the use of technologies, the university expects to develop instances of meaningful interaction between national and foreign students, teaching courses developed in conjunction with international institutions that contribute to the UC graduate profile. To do so, we expect to offer a diverse set of pre-validated courses with our strategic partners.

To maximize the impact of internationalization at home, facilitating the possibilities of interacting, communicating and getting to know other cultures in depth, it is important to increase the level of English in the entire university community. On the other hand, the Instituto Confucio plays a very important role in strengthening our relationship with China and is a channel to promote and diversify the internationalization of university life, through

“Internationalization at home is very important to enhance inclusion and the possibility of leveraging digital tools makes it vastly more feasible to explore new collaborations and diversify geographic approaches”.

University Superior Council Day

its work of disseminating Chinese language and culture in our country. During the next five years we will expand and systematize initiatives aimed at keeping international life active within the campuses, making our identity and our links with the rest of the world more visible.

Through internationalization at home, and with a focus on global training, the university expects to attract international talent, promote curricular internationalization in undergraduate, master’s and doctoral programs, foster international mobility and its appreciation in the community, and increase intercultural exchange on all campuses.

OBJECTIVE / 2
Deepening internationalization: objectives and actions

DEVELOPING INTERNATIONALIZATION AT HOME

- / Creating new instances of meaningful interaction between domestic and foreign students and promoting permanent international activities on campus.
- / Promoting opportunities to enhance the UC graduate profile with the development of intercultural skills and languages.
- / Moving forward with the creation of more courses and PhD programs taught entirely or partially in English.

DEVELOPING ACCOMPANIMENT PROGRAMS FOR FOREIGNERS AND SUPPORT PROGRAMS FOR MEMBERS OF THE UC COMMUNITY

OBJECTIVE / 3
Deepening internationalization: objectives and actions

- / Developing an accompaniment program that considers foreigners of all levels together with their families, and centralizing the processes related to the welcoming of international people.
- / Supporting members of the university community who are seeking international opportunities or pursuing programs abroad.
- / Developing protocols to prevent and deal with risk situations, oriented to the foreign community.

Accompanying the intra- and extra-border community and linkage with foreign alumni

During the last three years, the hiring of foreign academics has grown significantly, representing close to 40% of the new professors joining the university. Likewise, the number of international students entering all levels of education has increased. In both cases, it is necessary to develop a program for welcoming, accompanying and monitoring people, in order to ensure that our university is a safe and welcoming space for all.

The main tasks of the accompaniment program are the centralization of the welcoming and integration processes of foreigners, as well as the support to people from the UC community who are seeking international placement opportunities or who are abroad. This effort must include protocols and initiatives to prevent and face risk situations typical of academic mobility.

On the other hand, it is paramount to strengthen the link with undergraduate and graduate alumni from other countries who have studied at UC.



EXPANDING RESEARCH PROJECTS AND INTERNATIONAL COLLABORATION

OBJECTIVE / 4
Deepening internationalization: objectives and actions

- / Supporting applications for large projects with foreign funding and promoting the Network of Regional Centers and Stations internationally.
- / Mapping the work with international research and teaching partners by discipline and academic unit, to take advantage of advances and develop new opportunities.
- / Establishing new meeting spaces between foreign and national academics, providing support and taking advantage of visiting professors' stays.

International collaboration in research and creation

The strengthening of international research collaboration is a challenge that has become increasingly important for the UC. This collaboration makes it possible to scale the university's existing creative capacities in scientific, technological, artistic, humanistic and social fields. A key aspect in this effort is the centralization of information and the definition of collaboration focuses and networks.

Through international collaboration, the university can solve local concerns and be part of the solution to global problems.

To achieve this purpose, we must promote the participation of our academics in international collaborative projects, as was once the case with the promotion of national collaborative projects. For this, it is essential to know and promote existing collaborative initiatives in the different academic units and take advantage of the networks that each professor has built in his or her academic career. Through international collaborative work, we will increase the opportunities to access new funds to develop cutting-edge research.

Finally, and as stated in the research and creation axis, a primary objective for the coming years is to position the Network of Regional Research Centers and Stations (RCER-UC) as a pole of attraction for worldwide academic talent.

Strategic engagement

In recent years, the university has made significant progress in the international arena. Greater participation in networks and the development of strategic links with international partners have expanded academic opportunities in training, creation and impact. Today we need to define criteria that will allow us to identify and prioritize the partner institutions and networks with which we wish to collaborate, in order to focus our efforts and resources on consolidating these relationships and thereby strengthen our international academic base.

We intend to achieve a solid link with each of these partners, in one or more areas, exercising an active leadership in all international instances. Along with this, we will promote the international accreditation of degree programs in order to promote the external validation of the quality of all our programs. At the regional level, we must take advantage of existing networks to contribute to public policies and the development of society.

“International development in all areas is a real cultural change”.

University Superior Council Day

The international recognition achieved, especially in Latin America, imposes on us a commitment to the sustainable development of the region. The university can do much more than it does today in terms of professional education, especially in this new scenario in which distance education has acquired such a relevant role and has broken down geographical barriers between countries. In this aspect, the possibility of offering programs of interest to Latin American and Asian partners is a clear way to expand the reach and social impact of the UC in the world, along with contributing to its sustainability. To achieve this important objective, the Office of the Vice President for International Affairs will work closely with UC Online and the Office of Continuing Education in the creation of an offer of professional education programs, of a modular nature, oriented to the international world.



OBJECTIVE / 5
Deepening internationalization: objectives and actions

STRENGTHENING OUR RELATIONSHIP WITH STRATEGIC PARTNERS

- / Collaborating in a more focused way and establishing intentional and solid links with strategic partners.
- / Offering programs of interest to Latin American and Asian countries, in order to broaden the reach and social impact of the UC.
- / Expanding the links of the Office of the Vice president for International Affairs, and through it of the faculties, with national and transnational organizations that generate new opportunities and open new work horizons for our students.



7.

A more diverse and inclusive community
Inclusion with a focus on students

Inclusion research and transfer

**EXPANDING
OPPORTUNITIES**

OBJECTIVE / 1
Expanding opportunities:
objectives and actions

EXPANDING AND CONSOLIDATING INCLUSION PROGRAMS

- / Building and improving inclusion actions in a joint and collaborative manner between central units and academic units, with a view to institutionalizing and strengthening inclusion processes and programs.
- / Making decisive progress in increasing the number of students with special needs, and migrant and indigenous students who enter and graduate from the university.
- / Systematizing and enriching the programs of accompaniment and insertion to university life, in order to improve the synergy between them, make them cross-cutting to the whole UC, and offer them to all those students who require them.

EXPANDING OPPORTUNITIES

A university of excellence, and especially of Catholic identity, is one that is built on the basis of a diverse and inclusive community. Inclusion has been a priority issue for the UC in the last ten years and great progress has been made, but undoubtedly there are still important challenges that we hope to promote through this axis. At the same time, we believe that progress in inclusion, and therefore in diversity and equity, allows us to contribute to greater justice and social cohesion, so necessary for the country. Therefore, respect for diversity, through the generation of environments free of discrimination and violence in any form, is one of our main purposes.

We understand diversity as the existence of differences that complement each other and that must be strengthened to enrich the joint experience. Equity, on the other hand, implies building the conditions, supports and interventions so that, when barriers to participation or development occur, they are lifted. By enhancing diversity, together with recognizing and addressing inequity, we can advance inclusion. Given the relevance of these values in our educational project, the new graduate profile contains the attribute of “safeguarding and promoting the dignity of all people, actively contributing to the construction of a society that defends mutual respect and equity”¹². The protection of the dignity of the person encompasses the inclusion of all members of society who, due to socioeconomic indices, gender and ethnicity, have been historically excluded and displaced from the Chilean social agenda.

12. UC Graduate Profile.

“Diversity is part of the richness of a university”.

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Inclusion with a focus on students

In recent years, inclusion efforts have focused mainly on students. The creation of the Office of Inclusion in the Office of the Vice President for Academic Affairs, the increase in equity admission channels (Talent and Inclusion, special needs, PACE quotas, Academic Excellence Scholarship quotas and intercultural admission for native peoples and migrants), as well as initiatives linked to the environment such as the Program of Accompaniment and Effective Access to Higher Education (PACE), the Future School Library and the mathematical reasoning workshop, and outreach programs are outstanding examples of this work. In addition to this, there is a robust program of socioeconomic benefits, including free tuition, which currently benefits 25% of the students, and other support from the State and the university. Thanks to these efforts, during the last five years, equity admission has tripled and the number of students from municipal and subsidized schools and those who are the first generation of their families to access university education has increased.

On the other hand, various support and insertion programs have been strengthened and created in order to generate a good university experience and promote graduation. These include the Program for the Inclusion of Students with Special Needs (PIANE) and PACE, academic diagnostic tests linked to leveling and tutoring actions and socioemotional support programs and insertion into university life. To this is added the new permanence policy and academic alerts.

In this area, the challenge for the next few years is to deepen and institutionalize the joint work between the Superior Direction and the academic units, focused on developing and improving the various programs and on having better impact indicators to guide continuous improvement. Specifically, we intend to strengthen and create new equity and special admission channels, along with consolidating and strengthening the student support and accompaniment programs, always safeguarding the quality and excellence of the educational project. In addition, we hope to strengthen the information systems and carry out a systematic evaluation of different institutional indicators of inclusion.

“The university should be a place of dialogue and meeting of people who think differently and are different, so it is necessary to encourage interaction between diverse groups and a sense of belonging”.

University Superior Council Day

OBJECTIVE / 2
Expanding opportunities:
objectives and actions

STRENGTHENING AND ADVANCING IN NEW TRANSPARENT, CLEAR AND ACCESSIBLE ADMISSION CHANNELS AND CONSOLIDATE THE INSTALLATION OF STUDENT ACCOMPANIMENT AND SUPPORT PROGRAMS THROUGHOUT THE UC

- / In the case of students who enter through inclusion routes and others who require it, evaluating the feasibility of an academic leveling period before they enter the selected degree programs and promoting the use of online methodologies and resources for the leveling and academic support processes.
- / Establishing selection mechanisms based on skills that go beyond merely cognitive elements and developing innovative mechanisms for detecting and developing these diverse skills. As examples, the admission of scientists and entrepreneurs (NACE), the *explora* admission quotas and of outstanding artists and scientists.
- / Establishing summer schools that offer UC courses and consider early openings that are open to students from private subsidized or municipal schools. Evaluating the use of these courses as a new selection and admission instrument.



A more diverse and inclusive community

In relation to the community, we have seen progress in building an inclusive culture within the university. Progress in gender equity, the promotion of the use of more inclusive language and the possibility of using the social name go in that direction. In addition, mention must be made of the modifications to the infrastructure that have been carried out in recent years, including the installation of new elevators and universal signage to facilitate access and circulation of members of the community with disabilities. The openness in hiring administrative and professional staff with disabilities and the possibility for the community to participate in workshops and seminars to learn how to make curricular and labor adjustments that allow students and staff with disabilities to feel included is also worthy of mention. Despite these achievements, we still have a long way to go.

An objective for the coming years is to generate equity and diversity-promoting actions aimed at academics, professionals and administrators, with a stronger impact on the cultural change

“Inclusion and diversity issues should not only be focused on students, but also on academics and professional and administrative staff”.

University Superior Council Day

of the entire community. We will seek to deepen the transformation and enrichment of the institutional culture and practices, in order to engage all stakeholders as actively responsible for equity and promote appreciation and respect for diversity. In addition, we will continue to make progress in the adaptation of building access for people with disabilities and in the improvement of sanitary facilities.

DEVELOPING RESEARCH IN INCLUSIVE EDUCATION, IN ORDER TO CONTRIBUTE TO THE HIGHER EDUCATION SYSTEM AND PUBLIC POLICIES IN CHILE

OBJECTIVE / 4
Expanding opportunities:
objectives and actions

- / Identifying and analyzing variables that allow improving the processes of inclusion, equity and diversity in the UC.
- / Creating new interdisciplinary academic positions to hire experts in these areas of knowledge.
- / Establishing interdisciplinary research competitions on these topics.

Inclusion research and transfer

Contributing to public policies related to inclusion and multiplying the impact of our work in the higher education system is another important challenge for the coming years. To this end, we propose to develop high-impact research on inclusion that not only contributes to improving our own actions, but also contributes to the development of inclusive higher education in the country.

The university should take advantage of its installed research capacity in these topics and strengthen it. The results of such research should aim to evaluate and improve our own programs, as well as to provide scientific bases to improve existing public policies and contribute with new approaches.

“We are all valuable people”.

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“A more diverse university is a better university”.

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OBJECTIVE / 3
Expanding opportunities:
objectives and actions

ADVANCING THE BUILDING OF AN INCLUSIVE, EQUITABLE, AND DIVERSE COMMUNITY

- / Establishing policies and actions in favor of a culture of diversity, inclusion and equity, which also incorporates graduate students, professors, professionals and administrative staff, and disseminate them within the UC.
- / Developing the hallmark of inclusion and diversity established in the graduate profile of our students, implementing and diversifying training actions at all levels: curriculum, evaluation, methodology, university life, coexistence and regular internships. For this purpose, a line of Fondedoc and Innovadoc funds should be promoted in these areas.
- / Promoting meaningful contacts between diverse people, offering effective opportunities for interaction between people who come from different backgrounds or manifest differences in beliefs, opinions and lifestyles.





Digital culture and institutional governance

Information management and security

Digital teaching and student experience

8.

**DIGITAL
TRANSFORMATION**

DIGITAL TRANSFORMATION

Digital transformation is a continuous process of innovation initiatives in which data, technology and people interact, adopting a culture and a new way of doing things. In this context, data is the key to identifying opportunities, prioritizing them and measuring results. Technology, on the other hand, makes it possible to redesign interactions and the user experience. People, on the other hand, are fundamental as organizational and cultural enablers of digital transformation.

For the university, this transformation process is the result of progress in its digital maturity and a response to the need to generate an institutional organization for a series of isolated initiatives that have already begun. In the first phase, the objective is to generate a profound cultural change that will enable the modernization of the institution through digitization. This involves the use of technology to carry out existing processes more efficiently, reducing time and improving results. In a higher stage of this process, the challenge is to concretize the integration of digital technologies in teaching, learning, research, transfer and organizational practices.

BUILDING A DIGITAL CULTURE AT THE UC AND MOVING TOWARDS INSTITUTIONAL DIGITAL TRANSFORMATION

OBJECTIVE / 1 Digital transformation: objectives and actions

- / Generating a government structure that promotes digital transformation with an institutional and comprehensive approach and that promotes a portfolio of technological projects framed within this objective.
- / Implementing a digital competency plan for the entire university community, with special emphasis on its leaders to drive the transformation.
- / Implementing protocols and actions for an ethical use of digital information, as well as for a responsible and self-care based use of social networks and digital technologies in general, in order to develop a culture of healthy digital coexistence or “digital citizenship”.

“Digital development requires a human approach to these processes; technology is not enough. This implies a transformation of our university work that allows us to enrich it and make it more efficient”.

University Superior Council Day



Digital culture and institutional governance

To create a digital culture within the university, we must approach this transformation from an institutional and comprehensive perspective. This implies generating a governance structure that articulates, transversally, the various initiatives in technology and information systems that are carried out in our institution. At the same time, we need to include a new approach in the institutional vision and leadership, enabling all members in digital competencies, improving internal capabilities, and attracting new talent with these skills.

Based on the progress made in this area and the future challenges to be faced, we want to internalize the vision of the university as a laboratory of the future, recognizing itself as a space for experimentation, trial, error and innovation in its management and processes.

“We must use digital tools as a complement to face-to-face activity”.

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“Digital transformation requires a cultural change, it is not enough to have the technologies, but we must change our mentality to integrate them into our work”.

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Information management and security

To move towards a digital university, several actions have been carried out in recent years in the areas of management and information technologies. Recently, the process of implementing a new financial information system began, focusing on change management and coordinated work with academic and administrative units. On the other hand, the Technological Nucleus initiative has improved the alignment of the IT projects of central units with the university's development plan. Our main challenge for the coming years is to improve the security of information, including that related to clinical research that contains patient data.

Another important development in this area is the creation of the Office of Data and Information Governance in 2018, which emerged in response to the growing importance of institutional information as a strategic asset to be protected and enhanced.

“For all the professional work that supports the university, it is also essential to have high-level digital tools”.

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This unit, under the Office of the Provost, has the mission of carrying out UC data governance processes, through coordination between people, processes and technology involved. Among its first achievements are a platform for access to information panels, the design of a data governance methodology and an institutional data map and model. In the coming years, the role of this unit will be essential in the digital transformation process of the university.

The library system, due to its relevance in academic work, is also called to be a key player in this process. In the UC Libraries a large amount of information that is increasingly digital is concentrated, which has led to implement a major transformation in them for several years. Along with continuing to strengthen this work, one of the main challenges of the library system is to be a major partner in the effort to digitally transform the UC.

OBJECTIVE / 2
Digital transformation:
objectives and actions

IMPROVING INFORMATION MANAGEMENT AND SECURITY

- / Fostering greater synergy between the areas that teach and those that generate or administer information, in order to promote better academic and research management.
- / Focusing efforts on improving information security, through the creation and implementation of protocols, policies, compliance with standards, and implementing proper identity management in the IT systems.
- / Developing and implementing a new financial information system (ERP), pioneer in the adoption of technologies focused on change management.



POSITIONING TECHNOLOGY AS A TOOL TO IMPROVE THE QUALITY OF TEACHING AND INCREASING THE SCOPE OF THE EDUCATIONAL PROJECT

- / Updating the UC educational project in the context of digital transformation, and promoting tools and new solutions such as Canvas, Zoom, virtual laboratories, blended classes and technological innovations.
- / Generating a wide variety of teaching methodologies from the traditional to the more technological, studying student preferences and their impact on learning, and supporting the role of the teacher in these new ways of teaching.
- / Incorporating the digital dimension in the formulation of new degree programs and courses, in the programs, in the research areas and in all academic work, together with the development of 100% online undergraduate courses and master's degree programs, with a special focus on international students.

OBJECTIVE / 3
Digital transformation:
objectives and actions

“Digital education has other characteristics and requires new teaching skills”.

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Digital teaching and student experience

Undergraduate and graduate teaching at UC has undergone strong changes in recent times, but particularly during the last year. Until the beginning of 2019, teaching was mainly through face-to-face classes and a Canvas project had been installed, an initiative that in the middle of that year was in full development. From the social unrest of October 2019 and, in particular, due to the covid-19 pandemic of 2020, teaching at the university had to be transformed into a system with 100% remote classes through Canvas and Zoom, a platform that was incorporated to support these efforts. In this new scenario, new and important challenges arose related to academic integrity, digital competencies of professors and staff, internet connectivity and access to computers, among others. However, the first teaching evaluations obtained from this process are very positive, evidencing the quality and commitment of the academics and students that make up the university.

Along with using technology as an important tool to promote higher quality teaching, we must make use of it to improve the experience of students with the different processes and services of the university. The main challenge for the coming years is to rethink our educational project in the context of this digital transformation, and based on these definitions, enhance existing tools and new solutions.

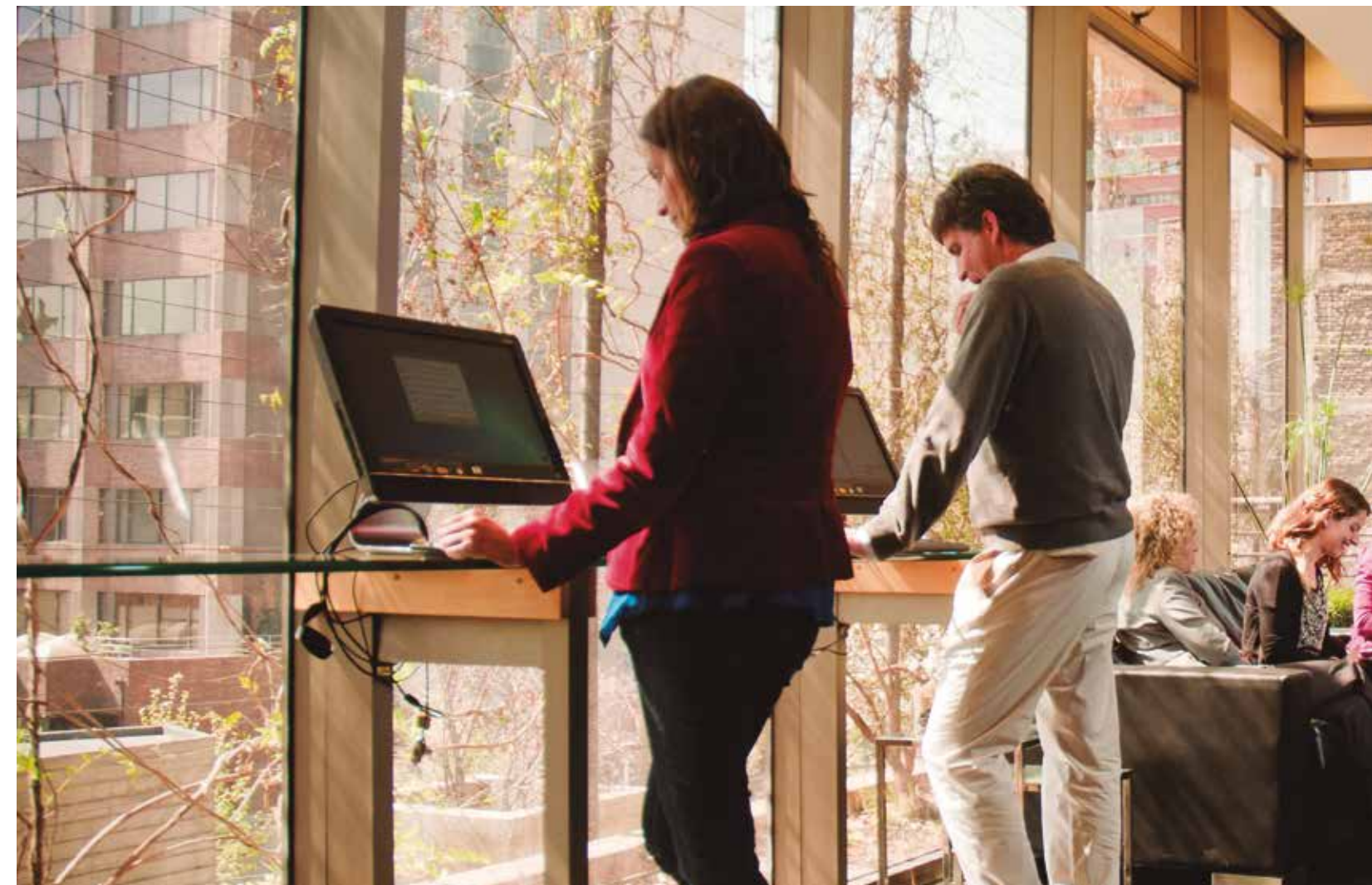
Continuing education has made important advances in processes and technologies that seek to improve the student experience and promote the expansion of this activity. Initiatives such as the modernization of the learning management system platform, the development of massive open online courses, improvements in the pedagogical and course production model, the renovation of physical and digital infrastructure, interactive webinars and online classes through various devices, among others, stand out.

However, there is still great room for further growth, particularly in the area of distance professional education geared to the international world. In this task, the Office of the Vice President for International Affairs plays a fundamental role.

In terms of teaching, and in line with the university's commitment to contribute to the digital transformation of the country, the recent creation of a bachelor's degree in data science engineering is worth mentioning. This new program, which will begin to be taught at the UC in 2021, is the first degree to be housed in an interdisciplinary academic unit -the Institute of Mathematical and Computational Engineering- developed jointly by the School of Engineering and the Faculty of Mathematics.

“The pandemic has driven the digital transformation of teaching. We need to reflect on the role of the teacher and face-to-face teaching”.

University Superior Council Day





Public commitment in academic activities

Dissemination of artistic culture

Training people to serve the common good

Public role of the university

PUBLIC ROLE AND ENGAGEMENT WITH SOCIETY



PUBLIC ROLE AND ENGAGEMENT WITH SOCIETY

Since its creation, the Universidad Católica has maintained and exercised a strong public vocation and function. Its commitment to the country is reflected transversally in all its activities, from the training of professionals for Chile and the world, and the creation and transfer of knowledge that directly benefits society, to its numerous initiatives that contribute to public policy, education, health, arts and culture, and, in general, to improving the quality of life of people.

In recent years, special emphasis has been placed on further enhancing the public role of our university and making known both internally and externally the contributions that UC makes to the country. However, the current times impose new challenges due to the strong changes that Chile and the world have experienced. Today, society is experiencing a deterioration of the sense of community, and this requires us to redirect our efforts and move towards a greater bidirectionality in our relationship with it. The university goes out to meet society, to the public, and it is precisely the social and the public

“The social duty of the student, and of the UC community in general, must be in the DNA of our university”.

La UC Dialoga / 2020

that broadens the view of our community, teaches us and formulates new challenges for us.

In this regard, there is no doubt that in the coming years we will face important and urgent challenges as a country. The current coronavirus pandemic has not only caused unfortunate loss of human lives, but has also posed important health, social and economic challenges. The looming economic crisis will involve high unemployment and will set back many of the social advances that Chile has achieved. In addition to this, we must not forget the challenges already on the agenda of our country and the world, such as sustainability, the effects of climate change, the new demographic profile of the population and the problems associated with inequality, which highlight the shortcomings in terms of social

cohesion and the urgent need to consolidate a better coexistence in a scenario of diversity.

The service of the common good is an essential Christian principle and must remain at the heart of our work. To carry out this task, the commitment must be resolutely to the Truth, to the Logos, especially when the conviction regarding these principles has weakened in all environments. Our contribution to this common good and to the solution of public problems is a challenge that we must address in an institutional manner, through our different spheres of action.

Training people to serve the common good

The university aspires to provide its students and graduates with an training of excellence, which not only stands out for its academic and professional aspects, but also for its service to society and the country. Our educational project aims to form people of integrity, who include in their education the interest and appreciation for the common good and the cultivation of public virtues. As part of our hallmark, we expect our students and alumni to take a binding role with public problems and contribute to the resolution of society’s needs.

In this purpose, the School of Government and the Public Policy Center play a fundamental role. This school, created in 2016, seeks to contribute to an interdisciplinary training of professionals who are capable of creating innovative solutions, promoting

“Commitment to the public is not just about performing a social action, but implies a broader view of contributing to the common good and that is what we have to instill in our students”.

University Superior Council Day

dialogue and collaboration between the State, the private sector, and social and citizen organizations. The Public Policy Center, meanwhile, contributes significantly to linking teaching with the national reality and the real and urgent problems of the country, through programs such as Puentes UC and UC Propone.

To advance in this formative process with a public and social sense, and as mentioned in the Academic Challenges and Innovations axis, we propose to reorient some programs and curricula and expand the offer of courses and extracurricular activities that promote our students’ commitment to the common good.

PROMOTING SERVICE TO THE COMMON GOOD AS A FUNDAMENTAL ASPECT IN THE TRAINING OF INDIVIDUALS

OBJECTIVE / 1 Public role: objectives and actions

- / Reviewing and reorienting programs and curricula in order to foster a sense of public and social awareness in the training of our students and incorporating content such as citizenship training, care for the environment and community appreciation, among other topics.
- / Promoting in the formative process the skills of listening, dialogue and respect for others, as well as inspiring the development of public virtues.
- / Stimulating the participation of students and academics in the work of the Pastoral UC, specifically in its initiatives oriented to solidarity, community work, missions, training and culture.

HIGHLIGHTING THE IMPORTANCE OF PUBLIC COMMITMENT IN ACADEMIC ACTIVITIES

OBJECTIVE / 2 Public role: objectives and actions

- / Defining mechanisms and instruments that encourage scientific research in the public interest, which can be permanently installed in the academic career, and incorporating public commitment in the academic evaluation instruments.
- / Defining minimum thresholds of public engagement activities in the different academic categories. For this purpose, a classification of activities that are publicly relevant for each area should be made.
- / Creating a systematic record and report of participation in committees, commissions, initiatives and relevant public engagement activities.

Public commitment in academic activities

The university is a space for knowledge and reflection that must be linked to the health, social, institutional and economic challenges of today's Chile. As part of its public role, the university must investigate, generate evidence and reflect on the country's challenges, as well as contribute to the public policy debate.

The challenges we face as a result of the new social needs must become evident in our teaching and research work, always safeguarding our identity. We must emphasize the relevance of academic work for the common good, advancing in the integration of knowledge at the service of society. In the coming years, we intend to broaden our vision in order to understand the deep reality, but also the daily reality, of the national community and to make efforts to learn about the diversity of the Chile we live in. Our challenge will be to promote initiatives aimed at strengthening ties and reaching all corners of the country and the territories surrounding each campus, without neglecting the connection and reference that the international reality provides.

“We must train academics to go to the encounter with the public and, thus, be able to take charge of the country's problems”.

University Superior Council Day

As already mentioned, the work of the School of Government and the Public Policy Center is of vital importance to link UC's academic work with the main challenges of society, with innovative and interdisciplinary approaches. The work of both units must continue to advance, deepening their respective tasks and articulating their work in a synergic manner.

“The University can make a great contribution from the academy to find ways to overcome the social and economic crisis”.

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Public role of the university

Along with promoting public commitment in the training of people and academic work, the university must strengthen its contribution and presence, as an institution, in the major problems facing the country. This public role is part of the ethos of our university and, therefore, has a transversal, fundamental and institutional character. An important challenge is to ensure that the vocation of service to the common good is present in the actions of all members of the university community.

The university must continue to strengthen the transfer of applied knowledge to the public, similar to what other foreign universities do (Knowledge Exchange). To do so, we must promote concrete initiatives of linkage with parliament, government, and the business and civil society, so that the knowledge generated by the university can be appropriated by these instances.

It is also important to develop and articulate university social responsibility programs with environments close to the campus and with target groups related to the different disciplines, with special emphasis on communities and people with social disadvantages.



STRENGTHENING THE PRESENCE OF THE UNIVERSITY IN THE PUBLIC SPHERE AND ITS CONTRIBUTION TO THE COUNTRY

OBJECTIVE / 3 Public role: objectives and actions

- / Building a shared definition of the concepts of “public commitment” and “public role” among all the university's stakeholders.
- / Actively promoting the voice and public presence of various authorities of the university in relevant issues of the country.
- / Structuring an active link between UC research centers and the legislative agenda, which allows us, as a university, to contribute to these projects and, in turn, that this agenda nurtures the work and reflection within our institution.

CONSOLIDATING OUR PUBLIC ROLE AND COMMITMENT TO THE DISSEMINATION OF THE UNIVERSITY'S ARTISTIC CULTURE IN ALL AREAS OF ITS ACADEMIC WORK AND IN ITS LINKS WITH SOCIETY

OBJECTIVE / 4
Public role:
objectives and actions

- / Increasing and effectively positioning creation, research, dissemination and innovation in, from and about the arts.
- / Opening new routes for the internationalization of the UC, leading the integration of the arts in international networks and develop courses derived from the Artifica la UC model - in an online format to incorporate into the curriculum of other universities outside the country.
- / Increasing the links of the UC with society as a whole, through the strengthening, development and encouragement of festivals, cycles and seasons, art exhibitions, theater productions, promotion of the activities and collections of the Extension Center, the UC Heritage Archives, and Artifica projects with the participation of UC academics, staff, students, and alumni.

Dissemination of artistic culture

The promotion, extension and education of the community around artistic creation and research, both inside and outside our university, has reached important achievements. Ten years after its installation, the Office of Arts and Culture (DAC) is now fully consolidated, while the UC Extension Center has achieved an important national positioning as well as the activities of our Faculty of Arts, associated with spaces such as the UC Theater, the Macchina Gallery or the concert seasons of the Institute of Music (IMUC). In addition, the acquisition of Beethoven Radio will allow an even stronger link between our artistic and cultural creation and society. At the international level, the UC has actively joined the Alliance for the Arts in Research Universities (a2ru) network. With its "Artifica la UC" program, the DAC has multiplied the permeating potential of the arts, creativity, aesthetic experience and culture in all areas of the university. Our challenge is to scale up what

"Opening the doors of the university to society".

La UC Dialoga / 2020

has been achieved, consolidating our leadership in artistic creation, the cultural link with society, and the internationalization of the arts.

It is important to position ourselves as a leading institution in our public role as agents of culture and the arts in Santiago, Chile and abroad. For this, we must have new physical and symbolic spaces for the development of the arts inside and outside the university, which will allow us to achieve a strong presence in the national and international art scene. We will achieve this through the participation of our artists in biennials, fairs and festivals, high-impact publications on culture and the arts, and by adopting a more active role in public policies on arts and culture in the country.





UC's economic sustainability and future development
Linkage and related entities Carbon Neutrality Internalization of services provided by external collaborators and professional development of the plant personnel

**INSTITUTIONAL
MANAGEMENT**



INSTITUTIONAL MANAGEMENT

An orderly and efficient institutional management, which also considers aspects of its future development, is fundamental to achieve the objectives that the university proposes, since it is the basis not only for financing but also for all its activities. In order to move forward, it is essential to seek adequate organization and governance, with serious and systematic planning processes, with proper management of resources and people, and with the necessary funding to carry out our various activities.

In the coming years, the main challenge in this area will be to ensure our economic sustainability. To address this, it will be essential to generate new income and seek greater efficiency and synergies within the university.

“Much joint and coordinated effort is required between the academic units and the Superior Direction to achieve greater efficiency and synergy”.

University Superior Council Day

In addition, we intend to strengthen our ties with alumni, the public and private sectors, and related entities. Also, our commitment is to implement actions that will allow us to advance towards the goal of carbon neutrality and to complete the process of internalization of the services provided by external collaborators.

UC’s economic sustainability and future development

The university faces a significant challenge of future economic sustainability. Undergraduate tuition revenues are limited by the conditions of free tuition, while research funds are stagnant and subject to increasing competition. Resources from graduate and continuing education, which represent less than 15% of the university’s total income, have also stagnated for various reasons and the same has happened with income from services. To this we must add the effect of the pandemic and the possible impacts of social conflict.

To safeguard the development and economic sustainability of the university in the long term, the “Financial Reserve Fund of the Pontificia Universidad Católica de Chile” or UC Endowment was created in 2017. This consists of an endowment fund that, through the use of the financial interest of the resources, allows financing academic development projects, research and innovation work, and scholarships for vulnerable students. Although an important effort has been made to build this endowment, which by 2019 had achieved the goal of raising the equivalent of US\$30 million, donations have remained relatively constant over the last few years. Our challenge is to continue with the work of attracting new resources and increasing our reserve fund, a task that is crucial to project and expand the work of the UC and provide economic sustainability in the long term.

“Our economic sustainability will be the framework for what we can do in the future. We will need to look for resources to strengthen and protect the educational project”.

University Superior Council Day

ADVANCING IN THE IMPLEMENTATION OF INITIATIVES THAT COLLABORATE WITH THE ECONOMIC SUSTAINABILITY AND FUTURE DEVELOPMENT OF THE UC

OBJECTIVE / 1 Institutional management: objectives and actions

- / Conceiving and implementing a strategy and organization to achieve relevant growth in enrollment and revenue from postgraduate and continuing education, particularly in online, remote and blended formats, eventually extending to professional master’s degree programs.
- / Reviewing the areas and services provided by the university to external parties and define the best way to organize and strengthen them, considering the necessary mechanisms for this purpose.
- / Supporting the development of innovation projects that allow licensing or participation in start -ups, and help generate income for the university.

OBJECTIVE / 2
Institutional management:
objectives and actions

STRENGTHENING TIES WITH ALUMNI AND RELATED ENTITIES

- / Formulating and implementing a more aggressive strategy of search, linkage, and relationship with alumni, also considering the joint work of Alumni UC and the Fund Raising and Philanthropy area, as well as with the areas of liaison with graduates and search for resources of the academic units.
- / Strengthening mutual knowledge and links with related institutions, generating mechanisms for greater interaction with these entities and the possibility of strengthening the commitment and joint public contribution, and developing a portfolio of possible joint projects of mutual interest.

Linkage and related entities

Another important challenge is to deepen ties with graduates and with the public and business sectors in general. In this area, it is worth mentioning the work done by Alumni UC in recent years, promoting the relationship with alumni and working jointly with the academic units. However, it is necessary to continue advancing in this connection.

A greater linkage with alumni, with the public and private sector and with civil society organizations is of special relevance, and from the perspective of our role and public commitment, should strengthen our contribution capacity and recognition in society. This capacity could also be strengthened by a greater linkage with related entities that represent complementary proposals and make a great contribution.

“The relationship with our affiliated institutions is of great importance. We must have the concept of a great institution”.

University Superior Council Day

Although there is a relevant joint work with organizations such as Duoc UC, Copec UC, the Sports Club, the Red de Salud UC Christus or Dictuc S.A., there is an opportunity to deepen mutual knowledge and to develop new proposals that benefit society, strengthening both the university and the entities themselves.

“We need a cleaner city and the UC community has a major environmental impact by mobilizing more than 30,000 people”.

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Carbon Neutrality

The university has made a commitment to be carbon neutral by 2038. To this end, during the next five years we intend to implement various actions to advance the goal of reducing emissions and increasing the capture of greenhouse gases. The specific actions will respond to the strategy structured around ten dimensions that are currently being worked on. Among the actions to be taken are the adoption of new standards for buildings, compensation for travel emissions, and a forestation plan in Pirque and San Carlos de Apoquindo. In this same area, and as mentioned in the Digital Transformation axis, we have proposed to move towards a “paperless” university.



DECISIVELY MOVING TOWARDS THE GOAL OF BEING CARBON NEUTRAL BY 2038

OBJECTIVE / 3
Institutional management:
objectives and actions

- / Implementing a strategy to reduce (mitigate) current emissions through investments that generate greater efficiency in the use of resources in our facilities, and that produce behavioral changes in our community, defining new minimum standards for the infrastructure to be built in the university and gradual improvements in existing buildings.
- / Generating and implementing a mechanism that requires justifying intercity and international trips financed with funds administered by the UC, progressively offsetting their emissions by 2026, and implementing a charging scheme for the emissions generated.
- / Developing a broad campaign that includes projects and initiatives that promote a culture of sustainability and carbon neutrality at the UC.



IMPLEMENTING THE PROCESS OF INTERNALIZATION OF SERVICES PROVIDED BY EXTERNAL COLLABORATORS AND PROMOTING THE PROFESSIONAL DEVELOPMENT OF THE STAFF

OBJECTIVE / 4

Institutional management: objectives and actions

- / Having an organizational structure and adequate plans to progressively initiate the incorporation of external collaborators to the university's staff, and achieving their adequate insertion in the UC community, also documenting the knowledge generated from the experience.
- / Deepening the specific diagnosis of the professional development requirements of the university's collaborators (professional and administrative), and preparing a program to cover the needs that arise from this analysis, such as the new requirements posed by the development of society, technology or forms of management.

Internalization of services provided by external collaborators and professional development of the plant staff

The university has made an important commitment to incorporate external collaborators to its administrative staff, in order to strengthen the sense of community and belonging. In the coming years, this internalization process should be carried out gradually, responsibly and with special care for the well-being of individuals and the community. It is important to emphasize that this is a process in which milestones will be reached that will mark progress in this area.

In addition, in relation to the professional and administrative staff, our purpose is to implement a professional development plan that addresses current needs and the requirements foreseen for the future. We expect to have a professional development program that responds both to the weaknesses and opportunities detected, as well as to the new demands that arise from changes in society, technology or management methods.





INDICATORS

INDICATORS

The following is a selection of indicators and milestones associated with the different axes of the Development Plan, which will be monitored annually at the institutional level as well as by academic unit, program, or the corresponding level of disaggregation.

Along with these priority indicators, each axis has a set of additional metrics that are highly relevant for monitoring the specific objectives and actions of each area. These specific indicators are part of the extended chapters of each axis, documents that are in charge of the coordinators of the different commissions.

AXIS	INDICATOR OR MILESTONE	DESCRIPTION
/ CATHOLIC IDENTITY	Interdisciplinary courses on sustainability and integral ecology and the Social Doctrine of the Church and enrolled students.	Number of courses-section taught and students-courses enrolled each year.
	Participants in Pastoral Ministry activities.	Number of students, academics, officials, and alumni who participate in UC Pastoral Ministry activities per year.
	Milestone: Preparation of an introductory document to the university in light of <i>Ex Corde Ecclesiae</i> .	Milestone: Document published.
/ UC COMMUNITY	Sense of belonging of UC students.	Percentage of regular undergraduate students who state that they feel part of the UC based on the annual satisfaction survey.
	Sense of belonging of UC graduates.	Percentage of graduates of the last 5 years who state that they feel identified with the UC based on the annual survey.
	Sense of belonging of academics and UC employees.	Percentage of academics, professionals and administrative staff who feel proud to belong to the UC according to the organizational climate survey.
	Participants of La UC Dialoga.	Number of annual participants in La UC Dialoga activities by level.
	Offices under the Green Office program.	Accumulated number of offices assigned to the Green Office program.
/ GOVERNMENT	Integration initiatives between and within faculties.	Number of intra-faculty and inter-faculty integration initiatives implemented each year.
	Undergraduate programs structured in College modality.	Number of undergraduate programs structured in College modality, with majors and minors.
	New interdisciplinary graduate programs.	Number of interdisciplinary master's and PhD programs created each year.
	Milestone: Modifying the composition of the HCS through a reform of the bylaws.	Milestone: Modification made.

AXIS	INDICATOR OR MILESTONE	DESCRIPTION
/ CHALLENGES AND ACADEMIC INNOVATIONS	Undergraduate programs with the new general education implemented.	Percentage of undergraduate academic programs that have implemented the new curricular guidelines of the General Education Plan.
	Service Learning program (A+S) courses and students.	Number of courses using the Service-Learning (A+S) methodology offered each year and students enrolled in them.
	Students in undergraduate research initiatives.	Number of students participating in undergraduate research competitions, UC Proponer and other initiatives to promote undergraduate research.
	Teachers trained in digital tools for teaching.	Number of teachers trained in digital tools for teaching per year.
	Participation of women in new academic hires.	Percentage of new academic positions that are women.
	Retention rate of female academics in the 3rd and 7th year after entry.	Percentage of women academics that still have a current contract, among those who were hired in regular staff 3 years and seven years 7 ago.
	Retention rate of foreign professors in the 3rd and 7th year after entry.	Percentage of foreign professors with current contracts in relation to those who were hired in regular staff 3 years and seven years 7 ago.
Milestones: Preparation of annual academic integrity misconduct reports.	Milestone: Annual reports completed.	
/ RESEARCH AND CREATION	WoS and Scopus publications.	Number of publications indexed in Web of Science and number of Scopus publications for each year.
	Economic resources obtained from international sources and from the private sector to develop research.	Amounts obtained each year for research from international and private sources.
	Economic resources obtained for the economic sustainability of RCER.	Amounts obtained each year for the Network of Regional Centers and Stations by type of source.
	PhD program graduates with research internships in foreign universities of excellence.	Number of PhD program graduates with research internships of three months or more in foreign universities of excellence.
	Applicants and students enrolled in PhD programs related to industry and the public sector.	Number of applicants and enrolled students in PhD programs related to industry and the public sector, by funding source (industrial counterpart, state funds, foreign funds or UC funds).
	UC PhDs inserted outside the academy.	Percentage of PhD program graduates (within the last 5 years) working outside academia (public and private sector), based on survey of PhD graduates.
	Milestone: Creation of the new science education and outreach unit.	Milestone: Unit created.

AXIS	INDICATOR OR MILESTONE	DESCRIPTION
/ DEEPENING INTERNATIONALIZATION	UC students who carry out an academic activity abroad	Number of UC students who carry out an academic activity abroad during their studies (undergraduate and graduate).
	English proficiency level of students, academics, and staff.	Metrics to be defined.
	International accreditations.	Number of academic units or programs with international accreditation.
	PhD programs taught in English	Number of PhD programs taught, wholly or partially, in English.
	Undergraduate courses in English.	Number of undergraduate section-courses taught in English each year.
	Satisfaction of foreigners with regard to reception, accompaniment, and follow-up programs.	Satisfaction of foreign students, academics and professionals with respect to the welcome, accompaniment, and follow-up programs, based on a survey to be developed.
	Presence of Latin American students in graduate and continuing education programs.	Number of Latin American students pursuing graduate and continuing education programs at the UC each year.
	Publications with international collaboration.	Percentage of Web of Science and Scopus publications with international collaboration.
/ EXPANDING OPPORTUNITIES	Students admitted through equity channels.	Includes students admitted to UC degree programs through the following channels: talent and inclusion (T+), BEA supernumerary quotas, PACE, intercultural (migrants and native peoples) and special needs.
	Graduation rate of students entering through equity channels.	Graduation rate of students entering on equity channels by entry cohort.
	Students who are the first generation of their families to enter a university.	Percentage of students admitted each year that are the first generation of their families to enter a university.
	Students who come from municipal or subsidized private schools.	Percentage of students entering each year who come from municipal or subsidized private schools.
	FONDEDOC and INNOVADOC projects on inclusion, equity and diversity.	Number of FONDEDOC and INNOVADOC projects on inclusion, equity and diversity.
	Research projects on inclusion, equity and diversity issues.	Number of interdisciplinary research projects and public policy recommendations on inclusion, equity and diversity.
/ DIGITAL TRANSFORMATION	Training of leaders in digital transformation matters.	Number of leaders benefiting from a digital transformation training plan.
	Indicators available on the decisiones.uc.cl website	Number of indicators available for decision making on the decisiones.uc.cl website
	Implementation of the new ERP management system.	Percentage of adoption of new digital financial processes with the new management system (ERP).
	Courses with technological innovations.	Number of courses with technological innovations within the framework of the UC educational project and incorporating new technological infrastructure.
	Online undergraduate courses.	Number of online undergraduate courses offered each year and students enrolled in them.
	100% online master's degree programs.	Number of 100% online master's degree programs offered each year and students enrolled.

AXIS	INDICATOR OR MILESTONE	DESCRIPTION
/ PUBLIC ROLE AND ENGAGEMENT WITH SOCIETY	Alumni in the public sector or in NGOs, foundations, or other non-profit institutions.	Percentage of graduates from the last 5 years working in the public sector or in NGOs, foundations, or other non-profit institutions, based on the annual survey of UC graduates.
	Interest of UC graduates to work in the public sector.	Percentage of graduates of the last 5 years who declare to be interested in working in the public sector, based on the annual survey of UC graduates.
	Contribution of the UC to the promotion of public interest and the common good during the educational process.	Percentage of graduates who state that the UC contributed to: (1) their interest in public issues, (2) their commitment to the country, (3) their citizenship training, and (4) their social conscience, based on the annual survey of UC graduates (survey of graduates of the last 5 years of all degree programs).
	Index of public presence in complementary standards.	Index to be built, based on the complementary standards currently in use for the evaluation of academic work, considering the different academic profiles and categories.
/ INSTITUTIONAL MANAGEMENT	Presence of Latin American students in graduate and continuing education programs.	Annual amounts associated with income from graduate and continuing education.
	UC Endowment Fund.	Amounts (in millions of dollars) of the Endowment Fund.
	Income from services and participation in start-ups.	Annual amounts associated with income from services and participation in start-ups.
	High-impact projects with related institutions.	Number of large-scale, high-impact projects generated with the main related institutions.
	CO2 emissions.	Greenhouse gas emissions (carbon dioxide, CO2) generated by the UC each year.
	Internalized housekeeping and gardening.	Percentage of contracts for the provision of cleaning and garden maintenance services with external companies terminated due to the internalization of the work.



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Magdalena Cobo, General Producer of La UC Dialoga.

Participantes:

500 participants in 4 days

8 motivators

45 moderators

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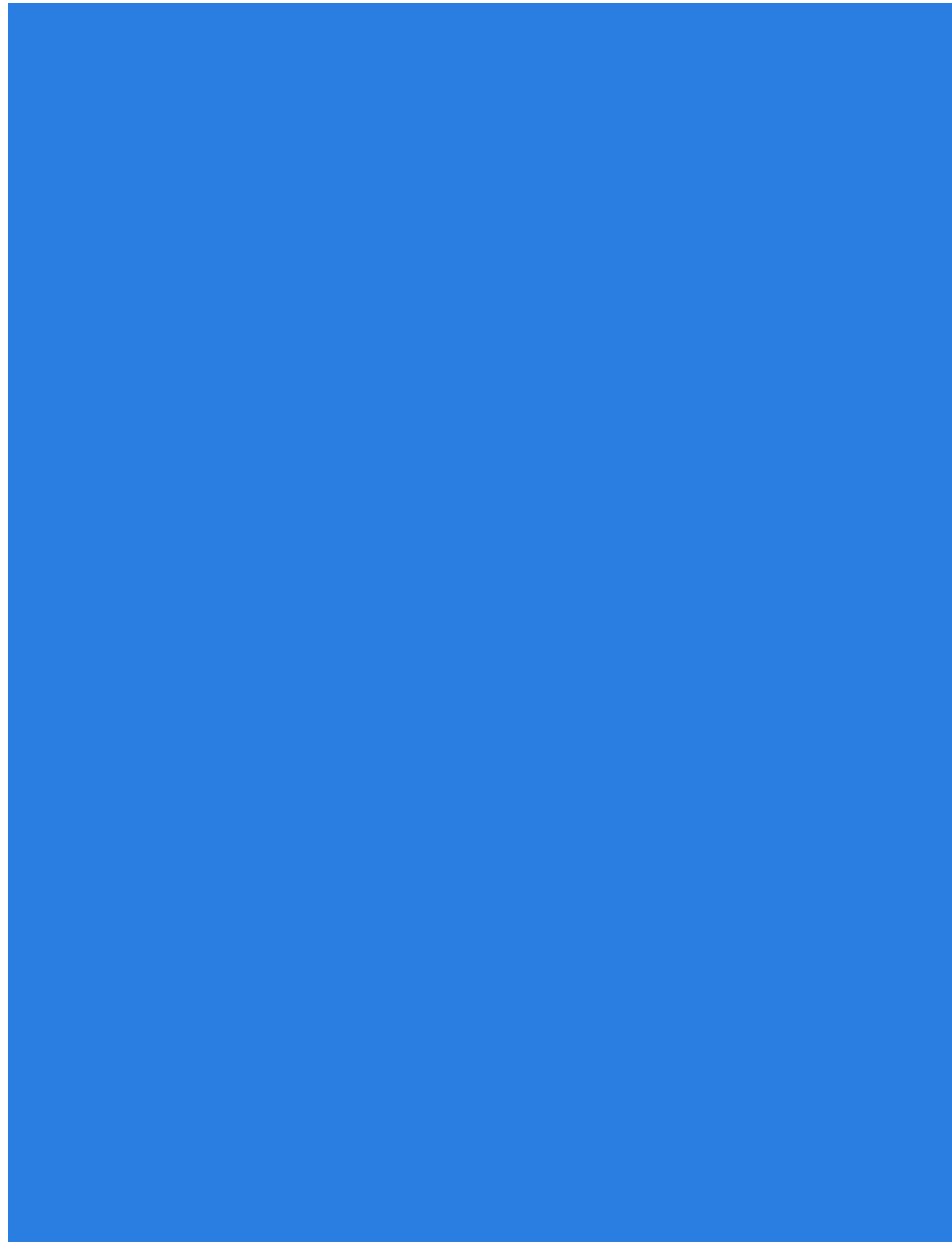
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DEVELOPMENT
PLAN

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