



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”.

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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”.

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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.

“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.

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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