



PONTIFICIA
UNIVERSIDAD
CATÓLICA DE
VALPARAÍSO

EDUCATIONAL MODEL

PONTIFICIA UNIVERSIDAD CATÓLICA
DE VALPARAÍSO

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EDUCATIONAL MODEL

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FOREWORD

The XXI Century has brought about great challenges for universities of excellence. University work as a whole has been influenced by the development of the knowledge society. This mostly explains the institutional decision, expressed in the 2017-2022 Strategic Development Plan, to update the Educational Model, with the goal of tailoring education to the demands of the current society. Likewise, this update takes on the experience gathered by our University in previous and similar processes, when the “Formative Proposal” of 2009 and the “Undergraduate Educational Project” of 2015 were formulated.

This Educational Model, which we present to the University community, has been created with the substantial participation of faculty, students, staff, alumni and employers. The contribution of all, expressed in surveys, focus groups and work roundtables, was fundamental in order to determine the structure, three main ideas and four pillars on which person’s education is built, in this Model, and therefore, at the PUCV.

Through this Educational Model, the Pontificia Universidad Católica de Valparaíso acknowledges the national and international context of higher education. It assumes that the world of culture, arts, work, scientific production and person’s education is dynamic and ever changing, with increasing demands related to quality assurance. The University is committed to the development of cross skills, essential to current professional performance, which are achieved during the formative processes of the undergraduate and graduate study plans.

At the core of this Model are persons, with their dignity, talents and reality. We consider an institutional priority that all students achieve learning in increasing complexity levels. Through study, they become aware of their social role, their capabilities and the opportunities our University makes available to them so they can achieve a comprehensive, excellent and lifelong education, which is connected to the needs of our society.

In our University, the different stages of person’s education encompass unique characteristics. Each one will take on institutional identity, progressive articulation of instruction, flexibility among programs, innovation and inter-disciplinarity to be achieved in the coming years. As a whole, it is possible to observe an education route connecting undergraduate, graduate and continuing education studies.

In sum, the Pontificia Universidad Católica de Valparaíso, upon reflecting on its work, once more projects itself into the future. With over ninety-two years of institutional life, this Educational Model built upon our history, stem from all members of the University. This update considers what the institution has been and done, and leads us, with a solid vision towards our Centennial. With “Faith and Work” several generations have consolidated what our founders conceived: an education of excellence for all youngsters especially for those most vulnerable within Chilean society.

Claudio Elórtogui Raffo
Rector

1 . INTRODUCTION



The Pontificia Universidad Católica de Valparaíso is the fourth oldest university in Chile and the first in the Valparaíso Region. On March 25, 1928, it welcomed its first students and since then has participated in the higher education system of our country, with responsibility and quality assurance.

Four years before, on August 6, 1924, the Isabel Caces de Brown Foundation, from which the University was created, was established.

Stemming from a mainly technical initial orientation centered on undergraduate teaching, the University soon began to develop other realms such as humanities, science and the arts, and since then has set out on a growth path, which shows up in the increasing creation of undergraduate and graduate programs, as well as the incorporation of an increasing number of faculty and students.

Its consolidation as a higher education institution was achieved through initiatives aimed at an opening towards the country and the world. This allowed the start of research activities that, in due course, have contributed to the strengthening of teaching in each of the stages of the education of persons.

As a Catholic institution, our University is inspired in the Church teachings, and in this sense, it echoes the words of John Paul II whom, in the Apostolic Constitution *Ex Corde Ecclesiae*, states:

“Born from the heart of the Church, a Catholic University is located in that course of tradition which tracks back to the very origins of the University as an institution. It has always been acknowledged as a nonpareil center of creativity and dissemination of knowledge for the good of humanity. By vocation...it is devoted to research, to teaching and to the education of students who freely associate with their teachers in a common love of knowledge. With all other universities it shares... the joy of searching for, discovering and communicating truth in all realms of knowledge.”

As every other Higher Education Institution, the University is regulated by the Chilean legal framework, which establishes fundamental principles for the development of persons education role, among which the right to education and academic freedom rests.

The purpose of the Pontificia Universidad Católica de Valparaíso since its inception has not only included the preparation of those professionals that our society requires, but also the comprehensive education of persons. In this sense, the University has an Educational Model, which presents the principles from which the foundation of its educational task stems. This Model, comprised of an organized set of concepts, premises and decisions orienting our education work, shows the ability of an institution that participates in the national and international higher education system, to self-regulate, with a sense of responsibility.

This Educational Model, built through the years with the participation of the academic community as a whole, considers previous institutional definitions, expressed in the “Formative Proposal” of 2009 and the “Undergraduate Educational Project” of 2015. Among its new contributions, the undergraduate and graduate merging, under the same strategic orientation, can be highlighted.

In 2017, the Strategic Development Plan committed to the updating of the Educational Model. This update implied establishing a set of institutional actions for its discussion, design and dissemination, including all members of the University Community. This resulted in the creation of a study committee, the review of national and international experiences, the analysis of the previous institutional experience, addressing of suggestions from the “Pensemos PUCV” (“Let us think PUCV”) process, gathering of proposals emerging from self-evaluation processes of undergraduate and graduate programs, and the generation of a wide participation process through surveys, meetings on work roundtables and focus groups with faculty, students and staff.

This Educational Model is then, the result of our institutional history: a task shaped by the effort of many generations that, at every single moment, have provided the best of its capacities. It gathers what we have been, what we have done, and at the same time, it leads us on our way to the Centennial. For over 90 years, those members of the university community have consolidated what the founders originally conceived.

2. A UNIVERSITY THAT BRINGS OUT ITS IDENTITY



THE NATIONAL AND INTERNATIONAL HIGHER EDUCATION CONTEXT

During the recent past decades, Humanity has experienced significant changes. As globalization, inclusion and the knowledge society move ahead, with a technological development that covers almost every aspect of human life, universities also have had to implement changes at different levels of their formative processes.

In the Western world, challenges for the university system are multiple and complex. The use of technologies allows massive access to large volumes of information. The world of culture, arts, work and scientific generation, gets more dynamic and changing every day, with increasing levels of international competitiveness. Universities cannot ignore this, neither the fact that scientific and technological knowledge, culture and arts, under its care, closely connects with nations growth and progress.

Universities of excellence have become aware of the need to promote multiple skills and study orientation in their students, such as tolerance, respect for diversity, the value of democracy, environmental responsibility and the valuing of culture, as the highest expression of human creation.

Therefore, universities are constantly updating their education models in order to face the challenges posed to them by society. To do this, they must have a broad vision, consult with society, and take on the development of their country and the contributions experienced by scientific communities and man-made creations. At the core of this educational model are persons together with the way in which they carry out the learning process, which occurs at increasing levels of methodological conceptual complexity. The development of skills and capacity usually becomes an institutional priority of today universities.

There is a broad consensus in the international discussion regarding which are the main cross-sectional skills for the XXI Century that must be strengthened in university education. These are critical thinking, creativity, aesthetic sensibility, teamwork, oral and written communication, use of technologies and the learning-to-learn ability.

These abilities must be taken into account when designing or reshaping study plans, and for such a purpose it requires consulting with faculty, students, graduates, employers and national and international scientific communities.

In addition, universities are making important efforts to strengthen faculty teaching skills with the purpose of providing students with an updated and relevant education. This entails planning student challenging formative processes through relevant questions and problems emerging from the professional field or scientific development, with methodologies that strengthen professional autonomy and a greater use of the available technologies at hand.

INSTITUTIONAL VISION AND MISSION

Nowadays, as a result of institutional maturity, the Pontificia Universidad Católica de Valparaíso addresses all areas of university work: undergraduate teaching, graduate teaching, research, public engagement and institutional management; and it does so from its own identity and perennial renewal capacity, in tune with the worldwide changes effecting its surroundings.

In almost a century of existence, many persons have been part of the University, having fulfilled their duties in multiple ways. However, the primal aim remains unchanged and responds to the same inspiration: faith and work.

As every Chilean educational institution, the Pontificia Universidad Católica de Valparaíso has declared its Mission and Vision. In the latest Strategic Development Plan (2017-2022), the institutional “Mission” was expressed in the following terms:

“The mission of the Pontificia Universidad Católica de Valparaíso is, in the light of faith, to cultivate sciences, arts and techniques through creation and communication of knowledge, and education of graduates and professionals with a society serving society vocation, within the values of the Teachings of the Church. In exercising its Mission, the University ensures its members academic freedom and safeguards for students equal opportunity access to its classrooms”.

As to its “Vision”, the same document established that, for the coming years, the Pontificia Universidad Católica de Valparaíso:

*“Perceives itself as an academically qualified Catholic University nationally and internationally acknowledged, that projects itself to the World, while safeguarding its Valparaíso identity roots. It exhibits a sustained growth in knowledge and conveys excellence in the results of its formative processes.
The University displays an attitude of social responsibility contained in rigorous and innovative actions and a versatile relationship in the regional, national and international contexts.
Graduates from PUCV possess its institutional value imprint, competence for a prestigious professional performance, a permanent drive towards fulfilling and updating their education, and capacity for taking over tasks in different realms and cultures.”*

Throughout the years, the Pontificia Universidad Católica de Valparaíso has moved ahead in strengthening its identity. Such an identity, that inspires all of its work, stems from three distinctive traits:

Catholic University

Determined by its condition of university and catholic university, at the service of understanding and dissemination of the Church Magisterium, amidst a globalized, pluralistic and multicultural world.

University of Excellence

Characterized by the constant and permanent strive for maximum quality in each one of the academic and institutional management processes.

University with a public vocation orientation

As a result of the University continual striving to meet the requirements posed by society demands at every moment and to renew itself to fully carry out the formative task, as well as research, institutional management and public awareness and engagement, as well.

In summary, the Pontificia Universidad Católica de Valparaíso is characterized and stands-out due to its fidelity to the Christian message advocated by the Church in its Magisterium; by the self-imposed demands to achieve increasingly higher levels of quality; and for serving a society that year by year trusts it with youngsters from different segments and regions of the country, and to which it gives-back professionals of excellence.



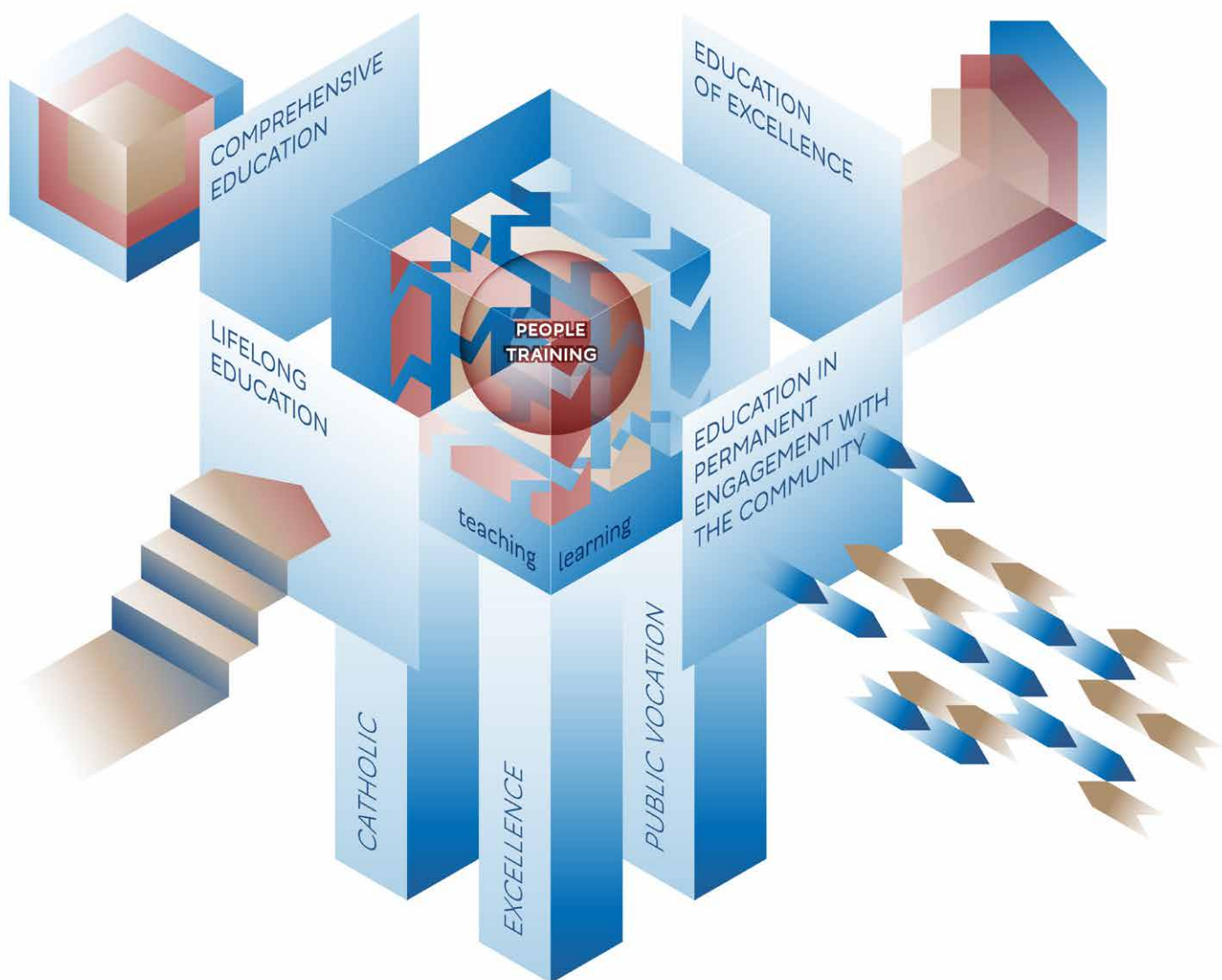
3 . EDUCATIONAL MODEL



The Pontificia Universidad Católica de Valparaíso, through its Educational Model, reasserts its continued commitment to the region, the country, and the international community.

This Educational Model is structured out of three parent ideas lasting in the history of the University, and four conceptual pillars, that guide all of its university work. The four pillars are comprehensive education, education of excellence, lifelong education and an education that strives to achieve a permanent engagement with the community.

EDUCATIONAL MODEL DIAGRAM



The parent ideas considered in this update of the Educational Model are:

- The Educational Model of the Pontificia Universidad Católica de Valparaíso, in compliance with the magisterium of the Church, undertakes the dignity and freedom of the human person, and places them at the center of the university work. The human person is gifted with talents that can be enhanced in time. The exercise of freedom is a value that is expressed in all its dimensions. In a Model built upon the dignity of the individual no discrimination whatsoever could be harbored.
- The Educational Model defines that the center and driving force of the formative process is made up of the relationship between faculty and students. The institution considers that the student is the creator of its own learning, understanding the latter as a process of progressive knowledge building, occurring throughout life. The professor, in permanent interaction with his/her students, facilitates and generates conditions so they can build their own learning. Each student, through study and academic exchange with professors and peers, becomes increasingly aware of his/her capacities and talents and increasingly takes responsibility for the opportunities that the University offers them for his/her comprehensive education.
- The Educational Model considers that undergraduate, graduate and continuing education have its particular imprint. Each of these education stages, developed by the University, features its own characteristics. Together, even within their diversity, they supply oneness to the formative process, as they take charge of institutional identity, increasing articulation of education, inter-program flexibility, and innovation and interdisciplinarity, as well. As a whole, they set formative routes allowing persons to adapt their professional development to the needs of society.

There are four conceptual pillars on which this Educational Model and our education of persons are built upon:

- The first pillar on which this Educational Model is supported is comprehensive education, which implies several dimensions: values, academics and personal and social development, as well. Likewise, it promotes an interdisciplinary, relevant and contextualized development. It is intended that students value equity, in addition to acknowledging diversity and inclusion. It is also essential that during their university education, students are permeated by the value of democracy and the culture of innovation and that they develop research competencies, in both undergraduate and graduate levels.

- The second pillar of the Model is education of excellence, inspired on the challenges of the labor world and the advancements of national and international scientific communities. This Educational Model also encompasses all stages of our education: Bachelor's degree, Licenciante degree, professional title, Master's degree and Doctorate. The University offers contextualized study plans possessing graduate and exit competency oriented profiles, and promoting, through faculty teaching, innovative learning, according to research and creation. Roles of both, professor and student are fundamental in order to achieve results in the formative process.
- A third pillar of this Model is lifelong education, which includes articulation between the different stages the University offers at an increasing level of flexibility. Technological advancements are providing great opportunities to enrich formative processes for students at all levels. The University acknowledges that first year students possess knowledge and talents developed, to a large extent, during secondary education, although those must be strengthened and complemented in order to assure real university learning. The Pontificia Universidad Católica de Valparaíso thinks that it can contribute to the education of an individual throughout their life, with undergraduate and graduate programs and with permanent continuing education alternatives.
- A fourth pillar of this Educational Model is an education that aims to achieve a permanent engagement with the community. To this avail, it proposes a permanent and two-way relationship with all surrounding agencies and organizations. In addition, it is understood that these surroundings currently include the local, national and international realms. The undergraduate and graduate study plans, and formative processes must progressively take over demands of the surroundings and the development of scientific communities. Acknowledgement of community service activities, from both faculty and students, has gained value and importance in the last decade. This includes, naturally, the creation and cultivation of all cultural and artistic expressions, service-learning and all other social responsibility actions that the institution develops through the Academic Departments and central agencies of the University.

A UNIVERSITY THAT EDUCATES PEOPLE WITH A VOCATION TO SERVE SOCIETY

Historically, institutional administration has responded to the fulfillment of the formative mission of the University, promoting participation and autonomy of all who are responsible for the study programs, in an intercultural context of increasing internationalization.

Learning is the center and the meaning of the formative processes. It is the actions of faculty and students that give life to teaching and learning. The responsibility of both role-players allows to generate a relationship based upon knowledge, cultivation of dialogue, care for persons and respect for the values of the institution.

The University declares to its students, in a timely and transparent manner, those characteristics of all its undergraduate and graduate programs and the meaning of the institutional mission that inspires the formative role.

The education of undergraduates, professionals, master's and doctors is unique to the University, it is grounded on the formal existence of programs and the possibility of students to continue their training through each one of the undergraduate and graduate stages.

The structure of professional titles and degrees at the University, as well as study plans curricular development, provides the structure of the organized and systematic expression of formative activities. Therefore, through the curricular components it ensures its relevance, updating, congruence and effectiveness.

Due to the above rationales, the University demands the following from its faculty:

- A personal proof of commitment and respect to the institutional values, and high knowledge qualifications in their scientific development.
- A command of university teaching.
- Participation in management responsibilities of study programs.
- Systematic evaluation of their teaching performance in order to allow for the continuing improvement of study plans and course programs.
- Participation in their teaching skills strengthening programs, so as to apply innovations aimed at improving student learning outcomes.

Likewise, the University expects from its students:

- Respect for the institutional identity and values.
- Full responsibility for their study in those programs they have enrolled in.
- Participation in non-curricular formative activities oriented towards personal and social development.
- Participation in introductory and university-life inductive programs.

Therefore, and considering the advancements experienced by higher education all over the world, the Pontificia Universidad Católica de Valparaíso understands that, in order to achieve the education of persons with a commitment for serving society, this must be comprehensive, of excellence, lifelong and permanently engaging with the community.



COMPREHENSIVE EDUCATION

The Pontificia Universidad Católica de Valparaíso is committed, since decades ago, with a comprehensive education, guided by the harmonic development of the various dimensions in which students' skills and talents are elicited.

In the mid-nineties, the report coordinated by Jacques Delors, titled "Learning: The treasure within", introduced new challenges to the international discussion for school and university education. The proposal was that education should include several education stages throughout life of persons and that, in each of these stages, educational institutions should commit themselves with the development of knowledges, skills and attitudes.

Comprehensive Education at the Pontificia Universidad Católica de Valparaíso includes:

- **A cross-sectional education component. (General Studies)**

The University acknowledges the need to train persons in general and in cross-sectional aspects, as an expression of its vision and mission, both in undergraduate and graduate programs.

In the undergraduate programs, cross-sectional education is carried out mainly in the Fundamental Formation courses, among which we find those that provide all students and future graduates with the institutional hallmark. In addition, all graduation profiles in the study plans include eight institutional competencies, grouped in transcending-value competencies, academic competencies, and personal and interpersonal development competencies.

In the graduate programs, this cross-sectional component is expressed in the integrity and ethical commitment with which students must perform each of the stages of the scientific process in their research.

- **Valuing interdisciplinarity**

The University sustains that the current and future development of education in all of its stages, must tend to a fruitful dialogue among disciplinary realms. Out of its complexity, topics and problems enforced by reality, require, in order to be seriously analyzed and addressed, of an interdisciplinary treatment, where each specialized field lends its conceptual and methodological contributions to the service of knowledge.

- **Education for a global, national and local context**

The University understands that the progressive advancement of the knowledge society implies training individuals for a world with no borders, where the local, national and global are, to a great extent, interrelated. Student and faculty mobility are evident in higher education. Scholars share their knowledge among themselves through seminars, conferences and conventions. Students enroll in courses at other universities and exchange personal experiences with youngsters from other places, in a multicultural context. All of the above explains that the Pontificia Universidad Católica de Valparaíso favors the formal establishment of scientific communities, the transfer of knowledge in every context and student mobility, for which it counts, among other things, with an important English as Foreign Language program.

- **Valuing equity, diversity and inclusion**

Increasing changes in the characteristics of university faculty and students could be perceived. In the last decades, the community of the Pontificia Universidad Católica de Valparaíso has been enriched by the increase in number of foreign faculty, a growing amount of students from more vulnerable social strata, a greater presence of women in different realms, roles and functions, an increase in diversity of talents and integration of young people with different capabilities. This diversity, observed both in undergraduate and graduate programs, renews the institution. Furthermore, a larger inclusion allows to better represent Chile's heterogeneity and to provide better opportunities to students with different talents and capabilities.

- **Valuing innovation**

As knowledge continues to become one of the main driving forces for the comprehensive development of individuals, as a source of productivity and a growth factor for different countries, universities cannot and should not relax, since they have a relevant role in the generation of new knowledge. The Pontificia Universidad Católica de Valparaíso, in its renewal of faculty, has strengthened the institutional skills of researchers in order to install scientific innovation and technological transfer processes.

- **A cross-sectional education approach in strategies for research and the promotion of its results**

University education is characterized by its development of cross-sectional competencies in its students in terms of research. By cultivating a specific discipline, skills and conditions of scientific knowledge are progressively acquired. The Pontificia Universidad Católica de Valparaíso promotes these research abilities in its students in all study plans, at both undergraduate and graduate levels. Inquiry and scientific analysis allow to rationally addressing the complex problems of society and understanding of the advancements achieved by scientific communities.

- **Valuing the citizen role**

The Pontificia Universidad Católica de Valparaíso is committed to democracy and care of republican institutions. Consequently, it requires from all members of its community to show compliance with the values of democracy. This implies that persons education should include actions, so that students understand and value freedom of thought, respect the expressions of democratic participation, both of circumstantial majorities and minorities, and believe in dialogue as a means for conflict resolution, with tolerance and no discrimination.

EDUCATION OF EXCELLENCE

The Pontificia Universidad Católica de Valparaíso is committed to excellence. The institutional purposes enforce a set of demands to the work of all members of the university community. This means that purposes sought by the institution for the education of its students, are carried out in the different study programs, as follows:

- Undergraduate and graduate education programs ensure their relevance through a design in adherence to scientific, disciplinary and professional development updates, keeping in view national and international contexts.
- Undergraduate and graduate education programs clearly define the competencies sought by study plans, through program completion and graduate profiles, publicly declared.
- Undergraduate and graduate education programs promote innovations that stem from scientific development and the teaching-learning processes, in order to favor their efficacy and updating.
- Undergraduate and graduate education programs seek sustained improvement, rely on student learning outcomes for providing feedback to the curriculum and strengthening quality assurance processes.

Consequently, the Pontificia Universidad Católica de Valparaíso commits itself to an education of excellence through the following:

- **A context related curriculum**

The design and implementation of all undergraduate and graduate education programs seek relevance as a goal, according to scientific communities' development and demands of society, both, in their local and global dimensions, and are coherent with the service vocation of the University.

- **A stage based education of persons**

The University formative role in undergraduate, graduate and continuing education aims at achieving scientific, intellectual, professional and personal development of students, as well as contributing to their lifelong Education.

Undergraduate education must provide students with the command of the fundamentals of the main developmental lines of a field, as well as the way in which knowledge is built. Students must commit themselves to learning of cross-sectional, field-related and professional knowledge. In turn, professional training must allow them to apply knowledge obtained, through effective actions aimed at verifying the acquisition of competencies required for solving recurrent problems in their professional fields.

Master's programs are advanced-level studies seeking development of analytic, synthetic, abstraction oriented and practically applied competencies. These competencies are developed here in more depth, complexity, or specialization than in the previous educational level, which provides with a Licentiate degree or professional title. The emphasis of the master's degree is on the development of research capacities, technological innovation, artistic creation of higher professional performance.

Doctoral programs are geared to train students for independent, autonomous and original research, on single field, multiple-field, between-field or across-fields related knowledge. It includes a systematic research or creation process, ending with the elaboration, defense and approval of a thesis that expands knowledge borders.

Continuing education is carried-out through courses, diploma and post-certificate programs aiming at broadening and deeper delving into specialized knowledge and techniques, for a more updated professional development.

- **Competency-oriented Education**

All undergraduate study plans are designed upon an exit profile that is oriented by general education, professional and disciplinary competencies. These competencies are verified in their relevance at each curricular update.

Subjects and their programs take over all of the competences described in the exit profiles. At the graduate level, master's and doctoral programs' exit profiles will tend to reflect knowledge, skills and aptitudes expected to be achieved in graduates. These exit profiles define the academic and formative activities carried-out by students, thus tending to comply with objectives and achievement of results. Undergraduate and graduate programs possess formal and systematic ways for periodic review, evaluation, updating and internal and external validation, of the exit profiles, according to the scientific, professional and institutional context.

- **An education promoting excellence and research-based university teaching**

The University, as it increases in complexity and incorporates students with diverse abilities and talents, has taken charge of promoting and motivating institutional strategies that will strengthen research and innovation of university teaching and learning processes in each of the stages of persons education. Research in university teaching enriches understanding of current learning problems, raises topics to be addressed on teaching innovation projects and presents solutions for faculty.

- **Teacher action as a means for the building of university learning**

Modern universities are on an increasing basis taking charge of the challenge of improving the quality of teaching in their faculty. Therefore, the Pontificia Universidad Católica de Valparaíso launched several initiatives, in the last decade, aimed at strengthening teaching and evaluation strategies implemented by faculty. In addition, it has been promoted that the faculty, in their field realm and their overall university work, show an example setting ethical attitudes for students to follow in their professional development. The professor is the main mediator for learning in the complex task of training whole persons at the service of society. In this respect, the "Qualification Framework for University Teaching", based upon the PUCV's declared identity, clearly indicates what PUCV expects from its faculty. The dimensions considered are: teaching responsibility, learning environments and good relationship with students, teaching for learning, evaluation for learning, pedagogical use of information and communication, and thought and inquiry about the teaching task.

LIFELONG EDUCATION

- **Undergraduate and graduate programs coupling**

In the last years, the University has encouraged education programs to be connected in each one of their stages, according to each study plan's disciplinary nature and academic reality of. This implies, among other things, that on the operationalization of a graduate, master's or doctorate program, the previous Licenciante degree of the student is acknowledged and considered.

- **Flexible training**

Since the sixties, the University has been fostering conditions that allow for greater curricular flexibility. A part of the university curriculum is elective for students that are taking general education classes and specialty optional subject-matters.

Minors, created in recent years, also favor freedom of choice and curricular flexibility. Students can enroll in a minor and thus complement disciplinary or professional base education. In addition, educational programs are designed with a study validation system favoring student mobility within programs offered by our University and also validating learning accomplished by persons at other universities. There are norms for regulating accreditation and validation.

- **Articulation with High School education**

Learning achieved by High School students is heterogenous. Therefore, the University acknowledges previous education of students and also carries out knowledge remedial programs for students that have not yet attained the required level to begin university studies.

- **Increasing the use of technology**

The University favors an education that, gradually integrates technologies, with a pedagogical orientation and, considering its different forms and modes, with the purpose of promoting autonomous and active learning of students, as well as the development of general education, professional and disciplinary competencies.



EDUCATION THAT AIMS TO ACHIEVE A LASTING ENGAGEMENT WITH THE COMMUNITY

For the Pontificia Universidad Católica de Valparaíso, community engagement is one of the essential roles of its university work, also contributing to institutional sustainability. This engagement constitutes a substantial expression of social responsibility and also of the institution's commitment. It is understood as a cross-sectional role involving all areas of academic development.

Within the context of a mutual relationship with our setting, community engagement seeks to contribute to the comprehensive, equitable, and sustainable development of people, institutions and territories, through two fundamental roles:

- A meaningful, lasting and mutually beneficial interaction with the main public, private and social role-players, both at the local and regional realms, national and international as well. This includes the city, the region of Valparaíso, the educational system, the national State administration and its institutions, the production system and the civil society and its organizations. This intrinsically dynamic and multidirectional in nature interaction has the purpose not only of nurturing itself from its environment, but to produce a highly positive effect on it as well.
- It contributes to the sense of mission that inspires the University and to quality and relevant feedback in all teaching and research activities at the institution. This feedback in the interaction processes facilitates and promotes academic and professional development of the University, situating the academic task in the context of actual and emergent concerns of society.

In addition, the university-national production sector relationship contributes to a positive interaction between knowledge generation, education of qualified individuals, innovation systems, entrepreneurship and technological transfer, so much needed for our country's production development

The guiding principle of the relationship between the University and the community are: systematicity, reciprocity, relevance and subsidiarity, breadth, bi-directionality, adaptability and accessible engagement.

Main target constituencies, as defined by the Pontificia Universidad Católica de Valparaíso, and which provide orientation to the community engagement activities, are:

- **Alumni**

It is in the lasting and cross-sectional interest of the University to establish academic, professional and cultural activities for alumni so they are able, among other things, to maintain their sense of belonging to the institution.

- **Educational system**

This is one of the groups of greater interest for the University. It includes the Ministry of Education, other universities, study and research centers, organizations and representative national and international higher education institutions groups and all levels of the school system.

- **Production realm**

This group considers public and private enterprises; small, medium and big businesses; labor unions; representatives of the different production areas and professional societies or forums.

- **The Government and its institutions**

This interest group is made up of the national public authorities (executive, legislative and the judiciary), regional governments and local municipalities. It also includes representatives of foreign government entities and/or diplomatic representations to our country.

- **Civil society, social and cultural organizations**

This category is comprised by cultural centers, foundations and institutes, think-tanks, sports organizations, community organizations, non-governmental organizations, and the media, among others.



QUALITY ASSURANCE

Since its Inception, the Pontificia Universidad Católica de Valparaíso permanently aims to excellence in all its educational processes.

In the latest decades its formal mechanisms of quality assurance have been consolidated and it has actively participated in the accreditation processes promoted by the Chilean Higher Education. Since the year 2000, it started implementing self-evaluation in the undergraduate programs for accreditation purposes. In a similar fashion, master's and doctorate programs were also included.

In the year 2004, it was the first university of the Region of Valparaíso to be accredited by the National Undergraduate Accreditation Committee in all areas: undergraduate teaching, graduate teaching, research and institutional management. Later, in the years 2009 and 2015, the Pontificia Universidad Católica de Valparaíso was accredited and re-accredited by the CNA for 6 years, including the community engagement area.

At the University, quality assurance is implemented through compliance with the purposes declared in the mission and vision statements. For this reason, this system considers the following aspects:

- Consistency of the mission and vision with institutional strategies, policies and regulations.
- Compliance with the committed provisos and the achievement of the expected impacts in education of persons, research, community engagement and institutional management.
- Compliance with agreed-upon commitments in all formative processes in undergraduate and graduate education.
- Concurrence with quality assurance criteria, both internal and external, especially those established by the National System of Higher Education.
- Sustainability of quality attributes through focusing on processes, permanent self-evaluation and continuing improvement.

The tools for quality assurance at the PUCV are made up by a coherent group of norms, procedures and system, allowing the collection of information about education processes, in order to perform a better study plans implementation, through successive adjustments, thus guaranteeing continuing improvement.

These elements have allowed the progressive structuring of an internal quality assurance system, based upon evidence and learning outcomes, with the existence of relevant role-players in charge of processes and results following and monitoring.

This internal quality assurance system is structured upon the following principles:

- The quality assurance system has made the University Community to understand its value, so as to favor permanent institutional learning and it is matter of an institutional policy.
- The quality assurance system assumes the responsibility and contribution of all members of the university community.
- The quality assurance system acknowledges the University characteristics and its institutional culture, as well.
- The quality assurance system includes carrying out systematic processes, through self-regulation, evaluation and continuing improvement.
- The quality assurance system perceives transparency and participation as institutional values, as well as the incorporation of views external to the University.
- The quality assurance system leans towards a balance between the concern about processes and obtained results.
- The quality assurance system is oriented towards identification and accomplishment of requirements of all recipients of the institutional education processes.

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