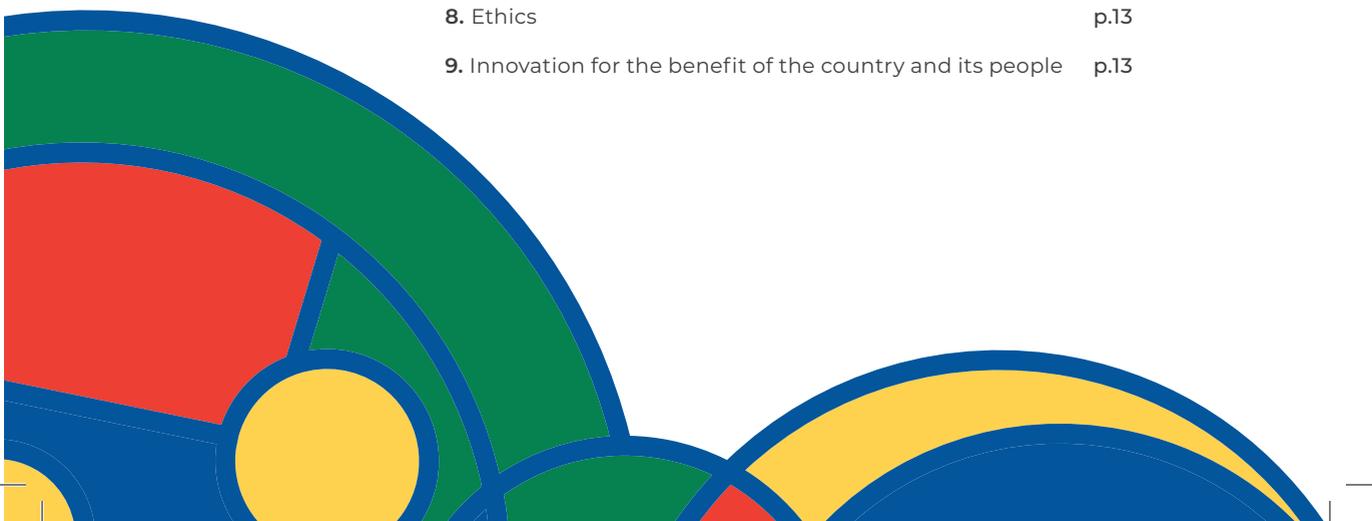
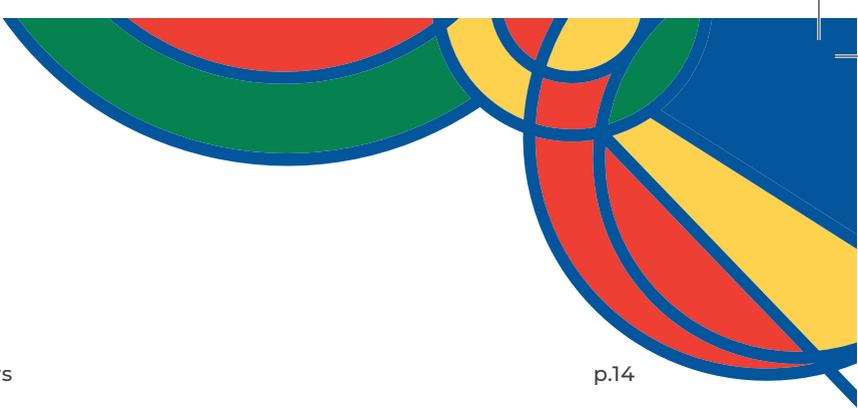




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1 Background

THE POLICY ON RESEARCH, ARTISTIC CREATION, AND INNOVATION WAS PRESENTED AND APPROVED BY THE UNIVERSITY SENATE IN ITS PLENARY SESSION NO. 663, HELD ON MARCH 10, 2022.

The **Political Constitution of the Republic**¹, in enshrining the right to education through Article 19, No. 10, establishes that it is the duty of the State to promote scientific and technological research, artistic creation, and the protection and enhancement of the Nation's cultural heritage.

The **Statute of Universidad de Chile**² states in Article 1 that the university is a State Institution of Higher Education, of national and public character, with full academic, economic, and administrative autonomy, which is dedicated, among other things, to research and creation in the Sciences, Humanities, Arts, and Technologies. Additionally, the same regulation specifies that the University serves the country within the universal context of culture.

Accordingly, the same Institutional Statute establishes in Article 1 that the mission and foundation of university activities are the generation, development, integration, and communication of knowledge in all fields of knowledge and domains of culture. Furthermore, the University fulfills its mission by means of research and creation, as well as in teaching in the Sciences and Technologies, Humanities, and Arts, all of which must be carried out at the highest level of excellence.

Additionally, Article 3 of the University's Statute states that the University identifies as part of its mission the need to address the country's problems and necessities. To this end, it is committed to acquiring the most comprehensive understanding of national reality and contributing to its development through research and creation. It advocates for the country's integral, balanced, and sustainable development, contributing to the solution of national issues with an academic approach, fostering the common good and a process of citizenry building inspired by democratic values, ensuring the protection and enrichment of national and universal cultural heritage.

Similarly, **Law No. 21.094 on State Universities**³ declares in Article 1 that state universities are public institutions of higher education created by mandate of law to fulfill the functions of teaching, research, artistic creation, innovation, extension, and engagement with society and territory, with the aim of contributing to strengthening democracy, sustainable and integral national development, and societal progress in various areas of knowledge and cultural domains.

Furthermore, the law establishes in Article 1 that the academic autonomy enjoyed by state universities empowers them to independently organize and develop their research lineaments. This autonomy stems from academic freedom, which includes freedom of teaching, research, and study.

¹ Decree No. 100 of 2005, which establishes the consolidated, coordinated, and systematized text of the Political Constitution of the Republic of Chile.

² Decree in Force of Law No. 3 of 2006 on Education, which establishes the consolidated, coordinated, and systematized text of Decree in Force of Law No. 153 of 1981, which, in turn, sets the Statutes of Universidad de Chile.

³ Law No. 21.094 on State Universities.

In turn, **Law No. 21.105, which establishes the Ministry of Science, Technology, Knowledge, and Innovation**⁴, considers the Universidad de Chile, in its capacity as a state university, as part of the National System of Science, Technology, Knowledge, and Innovation. This system is based on collaboration, coordination, and cooperation among its members, aiming to complement other international science, technology, and innovation systems.

Regarding the creation of institutional policies, the aforementioned **Statute of Universidad de Chile**, in Article 16, first paragraph, declares that the senior governing bodies responsible for directing, managing, regulating, and projecting the institution—while setting general policies that aim to fulfill its mission—are the President, the University Council, and the University Senate.

With respect to the Senate, Article 24, first paragraph, states that it is the collegiate body responsible for exercising the regulatory function. Its fundamental task is to establish institutional development policies and strategies, as well as the objectives and goals that will lead to their achievement. Likewise, Article 25(a) states that the Senate is responsible for approving all general regulations related to the university's policies and development plans.

Furthermore, the Statute specifies in Article 25(h) that the University Senate is *authorized to request information from university authorities (as defined in Article 20) regarding the state of university management in relation to existing institutional development policies and strategies*. The authorities referred to in Article 20 are those under the *President's jurisdiction, such as Executive Units, Vice Presidency, and other administrative units required for the university's senior management*.

The **Internal Regulations of the University Senate**⁵, University Decree No. 13.096/2007, state in Article 5 that the Board of the Senate is responsible for implementing all necessary measures to ensure its optimal performance and proper functioning. Additionally, Article 47 establishes that, when needed for the performance of its duties, the Senate may request assistance from the Legal Affairs Office, the Vice Presidency for Economic Affairs and Institutional Management, and other university departments, which are thereby obliged to provide this support.

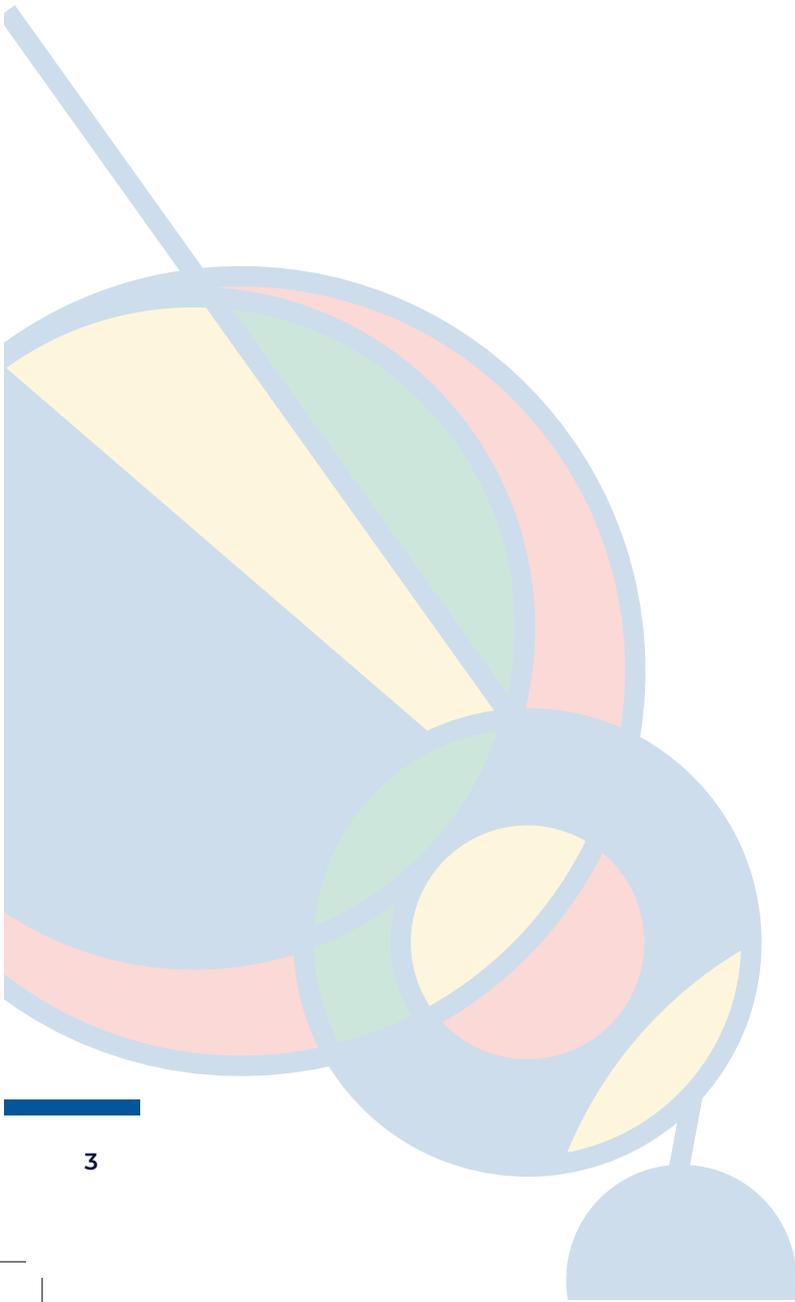
The work of the University Senate is carried out through plenary sessions and committees (permanent, temporary, and mixed). In Plenary Session No. 570, held on March 5, 2010, a group of senators—Hinojosa, Lamadrid, Peñaloza, Fresno, Raggi, Campos, Tralma, Bonnefoy, Berríos, O'Ryan, Lavandero, Bonilla, and Bustamante—presented the groundwork of a proposal. The Senate then adopted Resolution SU No. 013/2010, instructing the Teaching and Research Committee to report on the current state of research, artistic creation, and innovation at the university and to assess the relevance of developing an official Policy on Research, Artistic Creation, and Innovation.

The Teaching and Research Committee presented its report in Plenary Session No. 591 on June 30, 2010, *outlining the current state of research, artistic creation, and innovation at the Universidad de Chile*. The report concluded, among other things, that while the university *had clear strategies in these areas—leading to sustained and outstanding development, placing it among the top universities in the country—it lacked a formal Policy on Research, Artistic Creation, and Innovation officially approved by the University Senate*. The committee further stated that *the university should have a set of guiding principles and perspectives in a policy framework that would ensure coherent and consistent leadership across its academic units and disciplines, as well as in its contributions to the country*. In the same plenary session,

4 Law N°21.105 which establishes the Ministry of **Science, Technology, Knowledge and Innovation**.

5 University Exempt Decree N°0023096, dated October 8, 2007.

the report was approved through Resolution SU No. 113/2010. Immediately afterward, through Resolution SU No. 114/2010, the University Senate formally resolved to develop a Policy on Research, Artistic Creation, and Innovation, in collaboration with various university units. The policy was required to align with the university's Mission and Vision, as defined in the Statute and the Institutional Development Plan (PDI), while also serving as a guiding framework for progress and coordination across the university's faculties and institutes in these areas. The Teaching and Research Committee was tasked with drafting the policy and was authorized to seek assistance from different university units. The deadline for submission of the proposal was initially set for July 30, 2011, but was later extended due to the scope and depth of the work.



2 Participatory Process for the Elaboration of the Policy on Research, Artistic Creation and Innovation

MEMORANDUM OF INSTITUTIONAL AGREEMENT BETWEEN THE UNIVERSITY SENATE AND THE VICE PRESIDENCY OF RESEARCH AND DEVELOPMENT.

Taking into account the aforementioned background, the Teaching and Research Commission of the University Senate reached a series of agreements and commitments with the Vice Presidency for Research and Development (VID) to secure its assistance and collaboration in drafting the proposal for the Research, Artistic Creation, and Innovation Policy. In order to formalize this joint work and ensure its continuity, a memorandum⁶ of agreement was signed between both entities, with the following objectives.

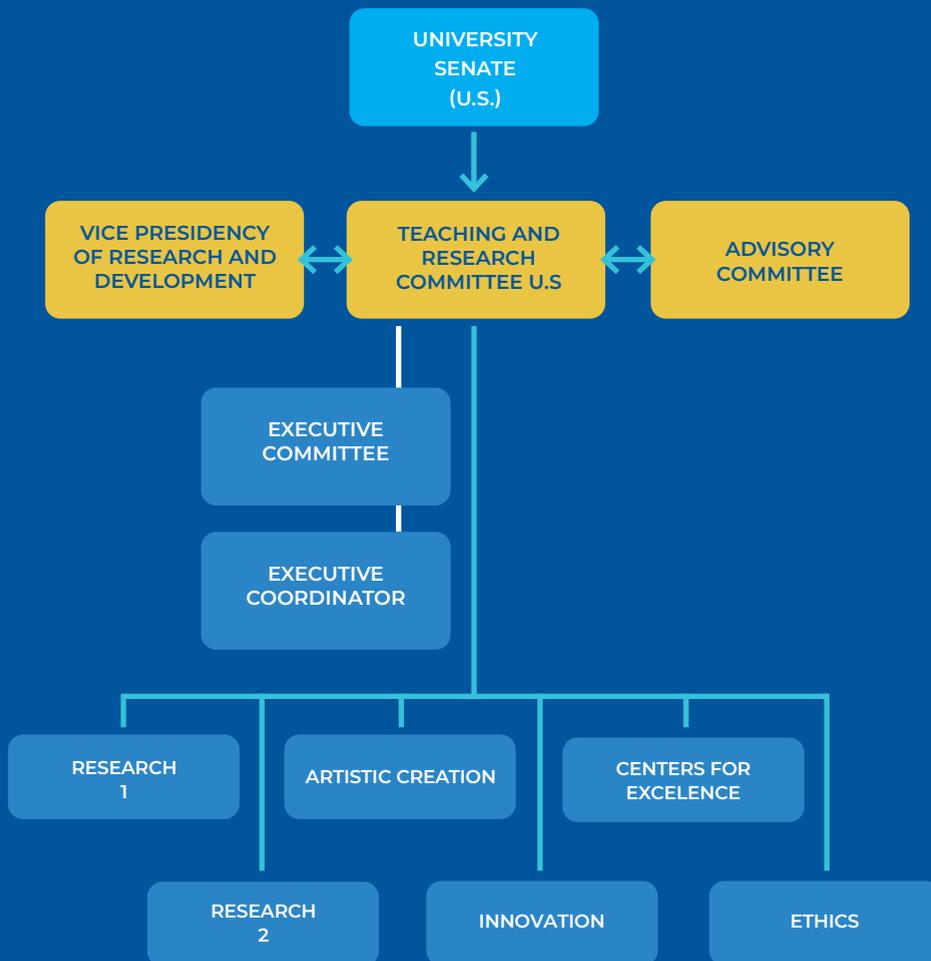
General Objective: to formalize and structure various instances of coordinated and collaborative work between the Teaching and Research Commission of the University Senate and the Vice Presidency for Research and Development of the Universidad de Chile, so that, within the framework of national and university regulations, a proposal for the Research, Artistic Creation, and Innovation Policy of the Universidad de Chile is developed and presented before the University Senate Plenary.

Specific Objectives:

1. Achieve active collaboration between the Teaching and Research Commission and its members alongside the teams and professionals of the Vice Presidency for Research and Development at various stages of policy development.
2. Obtain technical and professional advice from central services related to research, artistic creation, and innovation, as well as academic consultation from deans and distinguished academics in these three areas.
3. Develop a policy proposal that manages to stem from the transversal and local advances already achieved by the University in the fields of research, artistic creation, and innovation. In particular, from those related to development strategies in these three areas, evaluation standards for the development and execution of such strategies, project management, the processes for constructing new initiatives, coordination of transdisciplinary networks, and data registration and analysis.
4. Establish strategic objectives that may guide and assess the development of proposals within the Research, Artistic Creation, and Innovation Policy.
5. Conduct a highly participatory and inclusive process, which incorporates researchers, creators, and innovators from all areas of knowledge, representing the diversity of realities and experiences within the community of the Universidad de Chile .
6. Consider the necessary elements in order to achieve an effective technical and financial implementation of the Policy once it has been approved.

⁶ Memorandum signed on June 14, 2021. See: https://www.uchile.cl/documentos/memorando-de-acuerdo-entre-el-senado-universitario-y-la-vicepresidencia-de-investigacion-y-desarrollo_149029_1_3251.pdf

ORGANIZATION AND MEMBER ENTITIES



Organizational chart of the participating entities, and their relations in the purpose of building an Investigation, Artistic Creation, And Innovation Policy for the Universidad de Chile.

Advisory Committee. In order to support the Teaching and Research Committee by means of recommendations and suggestions that broaden the Policy's perspective of analysis, cross-cutting themes, and projections—while also contributing to the success of its implementation and evaluation—an Advisory Committee was established. This committee is composed of the President of the Teaching and Research Committee, three additional members of the Committee, the Vice President for Research and Development (Flavio Salazar), their cabinet chief, the director of Graduate and Postgraduate Studies of the Vice Presidency for Academic Affairs (VAA), the Head of the Planning and Strategic Projects Unit of the Vice Presidency for Economic Affairs and Institutional Management (VAEGI), two members of the University Council, and two invited faculty members⁷.

Executive Committee. Additionally, an Executive Committee was established, responsible for carrying out the daily tasks of planning, coordinating, and evaluating the Policy's development. The committee is composed of Senator María Soledad Berrios, on behalf of the Senate, who will preside over it, and Senator Sergio Lavandero. On behalf of the Vice Presidency for Research and Development, it includes Vice President Flavio Salazar and his cabinet chief, André Henríquez. The Executive Committee was assisted by an executive coordinator, selected through public call for tender.

Coordination Panel. In order to further a broad dialogue process with the university community across the different areas addressed by the Policy, the following six Coordination Panels were established: Investigation 1 (focused on Exact and Natural Sciences), Investigation 2 (focused on Social Sciences, Humanities, Arts and Communications), Artistic Creation, Innovation, Centers for Excellence and Ethics.

Each Coordination Panel included at least one member of the Teaching and Research Committee and a professional from the VID. It was composed of 10 to 14 faculty members related to each area. These members were selected by the Teaching and Research Committee based on proposals from the VID, adhering to a set of previously agreed-upon criteria such as diversity of knowledge areas, academic rank, academic units, gender balance, and age.

The main outcome of each Coordination Panel's work is a document that systematizes the key agreements and strategies that the Universidad de Chile should implement in the coming years in order to strengthen research, artistic creation, and innovation.

⁷ It is hereby stated that the Advisory Council was composed of Senator María Soledad Berrios, Senators Daniel Burgos, Mauricio Domínguez, and Sergio Lavanderos, Vice President Flavio Salazar, his Chief of Staff André Henríquez, Director Alicia Salomone, María Angélica Bosch, the Dean of the Faculty of Forestry and Nature Conservation Sciences, Carmen Luz de la Maza, the Dean of the Faculty of Physical and Mathematical Sciences, Francisco Martínez, and, as invited guests, Professor Andrés Weintraub and Professor Sonia Montecino.

PRINCIPLES AND ELIGIBILITY CRITERIA FOR MEMBERS OF THE COORDINATION PANELS

The principles implemented in the process, particularly in the eligibility of members for each of the coordination panels, were as follows:

a. Principle of representativeness

In its broadest sense, the aim was to ensure that each area of knowledge, thought, age, and gender—as primary factors—was represented throughout the process. This was achieved by means of the following criteria:

- **Areas of Knowledge:** groups were required to be diverse in disciplinary composition, and the activities for dialogue alongside the community were designed to maximize this principle. Additionally, it was requested that relevant university management teams be included in both the formulation and later implementation of the Policy, whether at the central level or within academic units.
- **Academic Hierarchy:** groups had to consider, in their composition, design, and implementation of the work plan, the inclusion and engagement of various academic ranks within the institution, avoiding overrepresentation of any single rank.
- **Academic Units:** coordination panels had to be composed of academics belonging to different academic units.
- **Age Diversity:** groups were required to consider, in their composition, design, and implementation of the work plan, the inclusion and engagement of individuals belonging to the different age groups present within the academic community.
- **Gender:** each group and activity had to strive for gender balance among participants and incorporate perspectives emerging from this approach as an integral part of the Policy.

b. Principle of active involvement in research, artistic creation and innovation

Participants in the process were required to possess renowned activity in the areas they represented, whether through a long-standing career or as emerging academics beginning their academic journeys.

c. Principle of participation

Given the institutional complexity of the process, it was essential that all participants felt included and heard in both the general activities and the coordination panels. The process had to be open, well-known, and legitimized by the community, utilizing all necessary mechanisms to ensure this.

d. Principle of Effectiveness and Transparency

Finally, the dialogue process had to successfully achieve its central objective: to deliver a Policy on Research, Artistic Creation, and Innovation for the Universidad de Chile. For this reason, discussions were required to be consistently guided toward this goal in order to avoid an insufficient outcome.

3 Research, Artistic Creation and Innovation Policy for the Universidad de Chile

INTRODUCTION

The significance and origin of the Universidad de Chile are intertwined with the course of national history and the fate of its communities. As an institution dedicated to the creation and propagation of knowledge, Universidad de Chile is part of the State and, therefore, its public mission is an inherent aspect of its foundation and purpose. Since 1842, the Chilean nation endowed itself with an institution responsible for safeguarding its heritage of knowledge and wisdom, fostering a production of meaning, inquiries, and discoveries. Thus, the University becomes an integral part of society and the nation's development, as well as one of its first institutions specifically dedicated to addressing the challenges of understanding the universe and, of course, studying human beings and their relationship with their surroundings.

Through this university policy, the Universidad de Chile establishes a roadmap linked to an essential part of its mission: shaping the execution of its academic duties in research, artistic creation, and innovation. The tasks of researching, innovating, and creating in the field of the Arts are core components of the University's activities. The generation of knowledge encompasses all dimensions of the work carried out by the university community, from teaching— which is not merely the reproduction of learned knowledge but the production of new inquiries and advancements in knowledge creation— to the virtuous relationship between teachers and students.

The Universidad de Chile, primarily through its Vice Presidency for Research and Development, has successfully established quality standards in various areas, enabling constant and up-to-date evaluation of the development and implementation of designed strategies. These include project management, the development of new initiatives, the coordination of transdisciplinary networks, and data analysis and recording, which facilitate an objective assessment of the achievements of these strategies and their future projections.

These strategies have led to the growing and progressive development of already recognized disciplinary fields, as well as the emergence and consolidation of new perspectives. These include transdisciplinary projects, the internationalization of research and artistic creation, and the strong and decisive incorporation of innovation and the generation of patentable products, which have also brought about cultural and regulatory changes.

With this **Research, Artistic Creation, and Innovation Policy**, the Universidad de Chile proposes a set of unique orientations and perspectives that will allow it to lead its academic units and diverse disciplinary specializations in a coherent and consistent manner, as well as contribute to the country's development.

For this reason, the implementation of this Policy must be supported by the financial and managerial resources necessary to achieve autonomy in the development of self-designed objectives. These objectives should be at the forefront of knowledge, providing a tangible contribution to the country and its progress while also allowing the University to incorporate emerging fields and address asymmetries between disciplines.

The heterogeneity of the fields and disciplines of knowledge developed at the Universidad de Chile renders the promotion and fostering of research, artistic creation, and innovation particularly challenging. For this reason, upholding the public mission of developing these activities with excellence

and relevance to national and global challenges requires a greater institutional effort. The academics who put forth this Policy define the guidelines for addressing a complex and demanding landscape.

Likewise, a Research, Artistic Creation, and Innovation Policy must address various historical shortcomings. One of these aspects relates to gender issues, and therefore, improvements and corrections are proposed in this regard. Changes are necessary in different areas, including the number of female academics in almost all disciplines and academic units, the acknowledgement of time required for family responsibilities, and equitable and equal representation in decision-making processes for projects, initiatives, programs, departments, centers of excellence, and other areas of university development.

This Policy also addresses challenges such as the need for substantial improvement of infrastructure and equipment conditions through which academics carry out their daily activities. A significant enhancement of workspaces and a historical amendment in support of the Arts and Humanities, in particular, are also key aspects of this Policy, which recognizes their contribution as a fundamental element in the development of the Universidad de Chile. In the same vein, the Policy upholds adherence to principles such as excellence, ethics, freedom in academic work, and the promotion of collaboration among members of disciplinary communities and colleagues from other fields to foster knowledge generation through interdisciplinary and transdisciplinary collaborations, among others.

The challenges that humanity faces today are particularly complex, and some of the greatest difficulties have become more acute—most notably, the need to confront global warming and create conditions that ensure our survival as a species in a sustainable, harmonious, and integrated manner. To this end, international collaboration is embedded in this Policy, influencing various dimensions of the objectives and actions outlined in this document. It is through the exchange of approaches and collaborative work with international peers that knowledge produced by our University will gain greater relevance in its outcomes and future impact.

Generation of knowledge, innovation, and artistic creation are human endeavors that require highly trained and qualified individuals who have the freedom to be creative and innovative. Therefore, the Policy must enhance the inclusion of young scholars and support the formation of disciplinary and transdisciplinary research teams through which they can develop and acquire the collaborative values enshrined within the Mission and Vision of Universidad de Chile.

The Policy also encourages its researchers and creators to engage with their peers worldwide, and enrich their work through diverse perspectives in a process of mutual learning that fosters networked synergies. This collaborative approach contributes to advancing the frontiers of knowledge and to the transdisciplinary analysis of complex problems.

This Policy is inclusive in the broadest sense of the word. It promotes the integration of all talented, creative, and innovative researchers, as well as professionals, staff, and students who actively and meaningfully participate in these academic endeavors.

This document was prepared by the Teaching and Research Commission of the University Senate, which convened a broad and diverse group of academics from all fields. These academics were divided into different committees and worked tirelessly from the moment they were called upon. By aligning criteria, incorporating diverse approaches, and fostering dialogue around shared objectives, this Policy is the result of an extensive participatory process. It was also reviewed by an Advisory Committee composed of deans and central-level authorities, as well as renowned representatives of the academic community.

Additionally, each coordination panel addressing the different areas and topics covered in this Policy specifically invited specialists in their fields, academics, and/or authorities in order to listen to their proposals and include them into this document. Likewise, this Policy was developed in collaboration with the Vice Presidency for Research and Development, the central body responsible for supporting the tasks promoted by this document. As a result, its text represents the ideas and proposals of academics from our institution, as well as professionals and administrators responsible for its implementation at the institutional level.

We trust that the implementation of this Research, Artistic Creation, and Innovation Policy will enable the Universidad de Chile to continue fulfilling its role as a national benchmark in higher education. The contemporary challenges posed by the issues facing our planet and humanity, the urgent need for public decision-making based on evidence, and the knowledge produced by universities will enable a constant evolution so our institution may continue to meet the demands of the country and its communities.

CORE PRINCIPLES

1. Public Role

In the face of various challenges confronting humanity—such as socio-environmental issues, the effective fostering of a more democratic society, and the unrestricted respect and promotion of Human Rights, among others—our institution reaffirms its unwavering commitment to society, sustainable development, and the pursuit of solutions to national and global problems.

The Universidad de Chile must deepen its engagement and coordination alongside state institutions and civil society actors, while strengthening its responsibility and consistency in its public role. It should foster research, artistic creation, and innovation with a clear commitment to serving the country.

Its role calls for contributing to assessment production, the identification and resolution of problems, and the consideration of future perspectives by means of a close, bidirectional engagement with both national and global realities. This includes fostering a pluralistic citizenry inspired by democratic values, while safeguarding and enriching the universal cultural heritage, as well as that of individual nations.

Furthermore, as an institution that harbors multiple cultural spaces, it must make sure to highlight this heritage, granting it the historical and social significance it deserves. Efforts should be made to ensure its academic recognition and appreciation, both internally and externally, while enhancing its visibility and circulation.

2. Academic freedom

Enshrined as part of the guiding values and principles of the Universidad de Chile, academic freedom is defined as the promotion of diverse perspectives, values, and understandings of society, as well as various methods and approaches in the pursuit and transmission of knowledge. This includes respect for democratic values, non-discrimination, pluralism, and interculturality.

Academic freedom is expressed in the free exchange of ideas in all areas of research, artistic creation, and innovation, as well as in the variety of university functions, permanently aligned with the values that guide the Universidad de Chile.

The Universidad de Chile must promote and ensure that, in the implementation and development of this policy, the academic freedom of the university community continues to be upheld and guaranteed.

3. Multidimensional Excellence

Cutting-edge research, artistic creation, and innovation are defining traits of the Universidad de Chile which reflect its mandate to undertake “the education of individuals and the contribution to the spiritual and material development of the Nation with a zeal for excellence. It fulfills its mission through teaching, research, and artistic creation in the Sciences and Technologies, the Humanities and the Arts, as well as through the dissemination of knowledge and culture in all their breadth. It strives to carry out these functions at the highest level of excellence” (Art. 2).

In order to further advance in this direction, the institution must be capable of developing, recognizing, and promoting excellence in research, artistic creation, and innovation across all modes of knowledge production and dissemination. This entails not only supporting researchers, artistic creators, and innovators seeking to deepen their work within currently standardized frameworks, but also contributing and fostering the development of alternative quality assurance systems applied to knowledge generated in disciplines requiring non-standardized approaches.

4. Collaboration

The rapid advancement and increasing specialization in the different fields of knowledge require a development of new approaches in order to address complex and cross-cutting issues. Integration of the University’s knowledge and capabilities are imperative for the present policy, which seeks to enable a multidimensional, diverse, and participatory response to contemporary challenges while offering new perspectives and solutions to present and future problems.

Collaborative research is proposed as a core principle of the Research, Artistic Creation, and Innovation Policy, emphasizing the need to develop complex, multidimensional, and collective approaches. These approaches will allow the University to effectively fulfill its public role and respond to the needs of contemporary society.

To meet this challenge, the University must institutionally promote collective approaches across various fields of study, incorporating multiple perspectives, specializations, and disciplines. It should foster collaboration among different academic units and diverse forms of knowledge.

Such collaboration may be developed at various levels, encompassing intradisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary efforts. This involves working within disciplines while also integrating other sources of knowledge whenever possible and relevant. Advancing in this direction requires the creation of institutional conditions that enable and support the development of these approaches in order to address the complex challenges of contemporary society.

The policy assigns a special role to artistic creation, which should aim to strengthen such initiatives by fostering collaborations that take on a multidisciplinary approach. These collaborations should creatively examine contemporary social issues and develop methodologies that enhance public engagement with society through artistic creation.

5. Link with Teaching

Research, artistic creation, and innovation at the University must aim to foster cooperation, with the diverse missions of the University—teaching, research, innovation, and engagement with society—overcoming its differentiation, subordination, and competition.

Teaching is enriched by research, artistic creation, and innovation, and vice versa. In order to fulfill the guiding principles of university education—i.e., educational relevance (“engaging the learning process with its environment”)—it is essential that teaching and learning processes establish a dialogue with up-to-date research, artistic creation, and innovation within the discipline. This ensures an organic connection with education at all levels.

Additionally, a harmonious balance between teaching, research, artistic creation, and innovation must be maintained within academic careers, allowing all dimensions to develop synergistically.

6. Equity and Inclusion

Equity is understood as a cross-cutting principle within the Universidad de Chile’s Research, Artistic Creation, and Innovation Policy. This principle must guide the promotion of strategies, instruments, mechanisms, and funding to support knowledge development across all fields while addressing the various gaps present in Chilean society, which are also reflected within the University. These gaps manifest in intersectional inequalities related to gender, socioeconomic status, cultural background, disability status, and other factors.

The Research, Artistic Creation, and Innovation Policy must foster balanced and integrated development across all areas of knowledge at the Universidad de Chile. This should reflect on the allocation and redistribution of funding for research, artistic creation, and innovation, as well as in the participation of academics in these activities, ensuring meaningful equity.

7. Gender

The Research, Artistic Creation, and Innovation Policy must contribute, within its scope of action, to overcoming inequalities, arbitrary discrimination, and gender gaps within university activities, in line with the institution’s established commitments. This will ensure transformation of institutional culture in favor of substantive gender equality and the mainstreaming of a gender perspective in the disciplines and work of researchers, creators, and innovators.

Gender equality and non-discrimination in research, artistic creation, and innovation require recognizing and explicitly acknowledging existing inequalities, as highlighted in various assessments, in order to address them appropriately while taking into account the specific needs of different groups. To achieve substantive gender equality at the University, it is essential to ensure the exercise of rights, the development of academic careers with gender perspective, equitable access to resources, the eradication of violence and sexual harassment, and the integration of gender perspective within education. Additionally, this involves valuing gender studies and the production of knowledge on the subject, as well as strengthening university participation spaces and institutional decision-making processes aimed at promoting substantive gender equality.

The entire career of an academic may be enhanced by incorporating gender perspective into academic evaluation and promotion processes. While institutional regulations in this are still in their early stages, the Institutional Policy on Gender Equity in Science and Technology of the National

Agency for Research and Development (ANID) and ongoing institutional efforts provide a path toward harmonizing these aspects in research, artistic creation, and innovation. This guideline responds to global challenges and commitments in this field.

8. Ethics

The Research, Artistic Creation, and Innovation Policy of the Universidad de Chile must promote and safeguard the principles that define ethical conduct in accordance with the University's institutional values. These principles include:

- **Reliability:** Ensuring the quality and rigor of research and innovation by considering their design, methodology, analysis, and use of resources.
- **Honesty:** Communicating the development, execution, cross-references and results of research and innovation processes in a transparent, fair, and unbiased manner, with integrity.
- **Respect:** Acting with consideration and appreciation towards participants of research, artistic creation, and innovation processes, as well as for colleagues, culture, society and ecosystems.
- **Recognition:** Ensuring that all participants in research, artistic creation, and innovation are treated with dignity, in recognition of their humanity, and striving for these processes to aid them develop their full potential and integrate into their communities in a spirit of solidarity.
- **Responsibility:** Taking full accountability for research, artistic creation, and innovation starting with their conception and throughout the final publication of results, including management, organization, training, supervision, and mentorship, while also considering, their broader impact.
- **Cooperation:** Establishing an explicit commitment between research, artistic creation, innovation, and the broader community, in which they are embedded, contributing to improved living conditions in alignment with justice and reflecting the Universidad de Chile's public responsibility.
- **Sustainability:** Assessing the ecological impact of research, artistic creation, or innovation, and taking the necessary measures to minimize risks and prevent negative consequences for the environment.

9. Innovation for the benefit of the country and its people

Addressing the various national and global challenges ahead requires producing science-based and creative innovation that can help overcome economic, social, and environmental gaps while adhering to the values that guide the Universidad de Chile. For this reason, the Research, Artistic Creation, and Innovation Policy must foster, develop, and consolidate innovation carried out by various academic groups within the University, as well as the central structures that facilitate its transfer, through joint efforts with different societal actors.

Innovation, understood in this way, is an essential part of the Universidad de Chile's ongoing commitment to social responsibility and public engagement, contributing to the advancement of a new development model for the country and its people. It is a fundamental component of the University's various core missions.

It is particularly important that the institution ensures all members of the university community recognize and value innovation as a key driver for societal transformation.

This will be achieved through adjustments in educational processes, the fostering critical thinking based on transdisciplinarity in order to address present and future challenges, as well as the development of entrepreneurial and innovation skills at all levels of education.

In addition, the Universidad de Chile will ensure that innovations are transferred to society as efficiently as possible. To achieve this, it will seek partnerships with public, private, and non-governmental institutions, creating connections with other organizations that share similar or complementary objectives.

CORE PILLARS

The Research, Artistic Creation, and Innovation Policy of the Universidad de Chile is structured around 10 core pillars covering Basic and Exact Sciences, Social Sciences and Humanities, Artistic Creation, Innovation, Centers of Excellence, and Ethics and Integrity in Research. These pillars address the long-term challenges faced by these areas in their development.

Each pillar is implemented through a set of enabling conditions that the institution must address in the coming years. To achieve this, various institutional policy objectives have been established, which will later guide the design of specific plans, programs, and projects.

1. An academic community committed to society

In line with the principle of responsibility and consistency in regards to the public role of the Universidad de Chile, and as a part of the State of Chile, this pillar seeks to ensure that the Policy reaffirms and strengthens its work with and for society in the areas of research, artistic creation, and innovation. In this regard, it is essential that all disciplinary and transdisciplinary work produced within the institution actively contributes to addressing new global, national, and regional challenges within the framework of sustainable development.

With this purpose in mind, it is also necessary to foster a strong sense of community within the University, strengthening relationships among its diverse members. This will enable collaboration ranging from specialized disciplinary practices to multidisciplinary cooperative efforts.

The Institutional Development Plan and the Development Plans of the Academic Units (PDU), together with the University's mission, provide a general framework for disciplinary and thematic development at the Universidad de Chile. However, greater coordination between academic units is required in order to promote collaboration among experts from different fields. At the same time, it is important to highlight the University's distinctive identity, allowing it to navigate an increasingly competitive environment for research, artistic creation, and innovation funding.

The emergence of complex societal challenges can no longer be addressed from a single perspective; they require interdisciplinary, multidisciplinary, and transdisciplinary efforts, which challenge the existing formal structure of research, artistic creation, and innovation. Issues such as the United Nations' Sustainable Development Goals (SDGs), or as open science, require joint and collaborative efforts that foster a cultural shift within the University.

Enabling Factors:

Development of a distinctive hallmark in quality and relevance for our university: In recent years, the Universidad de Chile has experienced a decline in the number of annually active competitive projects funded by national agencies. The National Higher Education System has strengthened its research capacities and competencies, leading to increased competition for resources. National and international rankings reflect this situation, with the university's leadership challenged by other national institutions in some of these.

A distinctive hallmark that establishes the Universidad de Chile's identity in terms of quality and relevance—aligned with its vision as a national and public university—requires a greater institutional commitment and the convergence of efforts toward a shared goal.

Research topics and focus on sustainable development: The university's research topics have evolved over different periods of time. At one point, research lines were established within academic units to consolidate efforts and capabilities to address national or priority issues. Meanwhile, different governments have defined various thematic priorities linked to national development and innovation capacity. In recent years, global challenges have increasingly emphasized the UN's Sustainable Development Goals (SDGs), which demand an interdisciplinary and transdisciplinary approach.

For this reason, new ways of working and collaborating must be encouraged, both among academic peers and through closer ties with society, in what is now known as open science. This cultural shift should align with internal academic evaluation and qualification processes, as well as through access to external funding sources.

Engagement with surroundings and communication strategy: the Universidad de Chile must enhance the dissemination of its research, artistic creation, and innovation processes and results by means of a broad and engaging communication and outreach strategy. This will allow society as a whole to benefit from and appreciate the university's significant contributions to national development. The strategy should increase the visibility of an institution of this magnitude and history within the National Higher Education System and should be built collaboratively across various university levels and units.

Impact on national public policy: The university must reaffirm its institutional commitment to influencing national public policy as a means of effectively transferring knowledge to the country. This will help create the conditions for transforming the system into one that is more cooperative, of higher quality, and adequately funded to achieve the desired national outcomes. To accomplish this, active and coordinated participation in initiatives that foster dialogue with state institutions and agencies must be promoted.

Objectives:

- Develop cutting-edge research, artistic creation, and innovation that may gain national and international prestige.
- Identify and promote research, artistic creation, and innovation related to the outlined Sustainable Development Goals.
- Project the development of research, artistic creation, and innovation fields based on specific challenges and areas of interest of each academic unit.
- Linking research, artistic creation, and innovation at the Universidad de Chile to primary issues of society and its various communities within a framework of participation and respect.
- Advancing toward a more active role in matters related to funding and recognition of research, artistic creation, and innovation in Social Sciences, Humanities, Arts, and Communications alongside the Ministry of Science, Technology, Knowledge, and Innovation through the establishment of institutional coordination mechanisms.
- Coordinating various actions relative to community engagement and communications at both the central and academic unit levels as a means to strengthen the positioning of research, artistic creation, and innovation within the country's development. This includes integrating the different com-

munication platforms of the Universidad de Chile (TV, Radio UChile, Social Media, etc.)

- Designing and implementing a coordinated outreach and communication strategy specifically for research, artistic creation, and innovation developed at the Universidad de Chile.

2. Collaborative research, artistic creation and innovation

The multiplicity of global challenges facing humanity require new approaches to research, artistic creation, and innovation, which harness support through the development of internal and external collaboration. As a result, we are witnessing the advancement of various interdisciplinary, multi-disciplinary, and transdisciplinary groups with increasing connection to communities in order to generate knowledge with and for society from the Universidad de Chile. This has been primarily driven by the Office of the Vice Presidency for Research and Development, centers of excellence, and research groups, which have produced various publications, training activities, and outreach initiatives in recent years.

However, internal and external conditions currently do not promote these types of activities or their long-term sustainability, insofar qualification, evaluation, and funding access processes are guided by disciplinary and individualistic approaches. Therefore, it is necessary to adjust these criteria in order to recognize other forms of knowledge generation that place the institution at the forefront of international research, artistic creation, and innovation. Actions must be undertaken within the University to influence academic evaluation and qualification criteria, as well as the selection process for new integrated members.

Additionally, the internationalization of research, artistic creation, and innovation from an institutional and multidisciplinary perspective is essential for strengthening the academic project. The University has made progress in internationalization through various central funds and academic units. However, the challenge of this policy must focus on maintaining and deepening these efforts by strengthening strategies that integrate initiatives from both the central level and the academic units.

Enabling factors:

Interdisciplinary and transdisciplinary institutional acknowledgement: Transitioning towards an institution that conducts interdisciplinary and transdisciplinary research, artistic creation, and innovation demands that hiring, qualification, and academic evaluation processes recognize these new approaches as an integral part of the institution's academic model, strengthening them in the coming years.

Formal structures of collaborative research, artistic creation, and innovation: To further the work with and for society carried out by an integrated research community, it is essential to establish formal collaboration opportunities in research, artistic creation, and innovation, supported by the Universidad de Chile's own resources. For this reason, it is necessary to create the appropriate incentives to establish formal spaces for research, artistic creation, and innovation within the institution through cooperation between disciplines in the form of networks, research groups, institutes, or equivalent structures.

While individual research, artistic creation, and innovation must be preserved and protected, the policy should address areas that are not merely a byproduct of the Universidad de Chile's operations but can be modified through recognition and funding to support their development.

Internal financing of collaborative research, artistic creation, and innovation: Enhancing collaborative research, artistic creation, and innovation requires committing internal resources that may enable their progressive and long-term funding. Interdisciplinary and transdisciplinary approaches demand an internal commitment to establishing research, artistic creation, and innovation groups that explore ground-breaking fields, where working with and for society, integrating methods, and problem-oriented approaches are essential.

Strengthening National and International Collaboration Networks as a Distinctive Hallmark: The internationalization of universities, particularly in research, artistic creation, and innovation, is a global phenomenon that requires strategies that may create and strengthen national and international networks. These strategies should emphasize horizontal collaboration and move beyond the University's current siloed structure.

Although there have been state-led efforts to fund internationalization activities, challenges persist with respect to their implementation and long-term sustainability. Therefore, it is necessary to expand the development of research, artistic creation, and innovation in collaboration with various international partners. Additionally, the connection between these three areas and education should be reinforced as a way to promote international postgraduate programs, joint degree agreements, and academic mobility, among other initiatives. These efforts will position the institution as a high-quality and relevant hub for international collaboration. In this regard, attracting postdoctoral researchers is of particular importance.

Finally, special attention must be given to early internationalization within academic careers, beginning as early as doctoral programs. This will foster the creation of strong, long-lasting cooperation networks in research, artistic creation, and innovation.

Objectives:

- Formally and explicitly recognize interdisciplinary and transdisciplinary research, artistic creation, and innovation carried out by academics at the Universidad de Chile within the academic career framework.
- Consolidate the establishment of formal instances of collaborative, interdisciplinary, and transdisciplinary research, artistic creation, and innovation in the form of networks, laboratories, research groups, institutes, or equivalent structures. These should strengthen the relationship with society as a means to jointly address national and/or international issues, based on scientific knowledge funded through internal resources.
- Gradually increase resources available for the promotion of interdisciplinary and transdisciplinary approaches to research, artistic creation, and innovation, ensuring their long-term development.
- Expand the capacity to address complex societal issues by fostering interaction between traditionally humanistic or social science faculties and fields such as Biomedicine, Exact Sciences, and others.
- Strengthen collaborative and long term internationalization through significant efforts in the early stages of academic careers that may facilitate the consolidation of international cooperation, leading to joint research, artistic creation, and innovation outcomes in collaboration with the global academic community.

3. Academic development with focus on research, artistic creation, and innovation

Conducting research, artistic creation, and innovation—activities which are inherent to advanced universities and fundamental to their identity—is not materially possible without a community of individuals who are competent, creative, committed, and attentive to addressing, studying, and solving various national issues, as well as anticipating future and sustainable developments. This, in turn, requires an academic community that is renewed in a coherent and continuous manner.

The absence of formulated provisions regarding academic hiring within the General Academic Career Regulations of the Universidad de Chile has led to diverse practices across different units. Instead, these processes should be carried out with clearly defined general criteria and mixed committees capable of evaluating candidates and their potential contributions in alignment with institutional development and priorities.

One of the few known experiences in hiring for research, artistic creation, and innovation was conducted by the Faculty of Law in collaboration with the Office of Research and Development (VID). This process, at least in terms of scientific productivity, yielded positive results. Notably, it was a participatory candidate selection process, which was considered a best practice to be implemented across the University.

The successful implementation of a Policy on Research, Artistic Creation, and Innovation must take into account all stages of an academic career, as the long-term productivity of an academic ultimately determines their success within the University.

Within an academic career that prioritizes research, artistic creation, and innovation, key processes for improving academic activities and development include an initial phase of selection and hiring processes, along with support for new academics in their early stages. This is followed by ongoing monitoring and mentorship throughout their careers as researchers, creators, and innovators, and finally, a clear and dignified process for parting from the institution. Throughout these stages and processes, it is essential to consider the specific aspects that arise from integrating perspectives of equity, gender equality, and inclusion, particularly regarding disability and functional diversity.

Enabling Factors:

Hiring academics as a means to strengthen research, artistic creation, and innovation: The process of hiring academics at the University should not be a localized and limited to a single department or focused exclusively on teaching. Instead, hiring should align with thematic areas, disciplines, the Sustainable Development Goals (SDGs), or the objectives of the Institutional Development Plan (PDI) and the University Development Plan (PDU), through which the University defines its priorities and expected achievements. In this context, academic renewal for research, artistic creation, and innovation is a critical issue for the next ten years and must be addressed through institutional regulations and procedures.

Recognizing the need for support is essential for the integration of academics engaged in research, artistic creation, and innovation, as well as ongoing career monitoring that may facilitate their development within the University. The notion that only academics who lead research, artistic creation, and innovation can advance in their careers fails to consider interdisciplinary, transdisciplinary, and multidisciplinary participation, requiring a reassessment of how academic contributions are valued.

Support for early-career academics: Establishing an academic career in research, artistic creation, and innovation is not an easy process. In the case of early-career academics or young PhDs (depending on the number of years since obtaining their degree), various aspects related to job stability and conditions for conducting research, creation, and innovation are not fully secured by the institution. A proper onboarding process, competitive salaries, gender equity, access to laboratories and equipment, and support for administrative procedures for international academics are crucial factors for long-term career development.

Furthermore, to ensure critical research mass and promote interdisciplinarity, transdisciplinarity, and multidisciplinary, new hires must have opportunities to integrate into cross-disciplinary research networks and collaborate with more senior academics at the University, as well as with national and international peers. This will facilitate the incorporation of their research, artistic creation, and innovation agendas into the University.

Monitoring Academics in Research, Artistic Creation, and Innovation: It is necessary to establish mechanisms to track newly hired academics so that within a period of three to five years, any challenges affecting their integration into research, artistic creation, and innovation—especially regarding access to competitive funding—can be identified and addressed.

Academic productivity can be negatively impacted by an overload of other responsibilities. Therefore, measures such as protected time for research, mentorship from senior academics, and temporary funding for research, laboratories, and equipment are essential during this transitional stage. At the end of the monitoring period, an assessment should be conducted in order to outline the academic's future within the institution, based on their achievements and their successful integration into a research, artistic creation, or innovation field with growth potential. These considerations should be incorporated into the new academic evaluation regulations and clearly reflected in the assessment rubric.

Acknowledgement of diverse forms of knowledge production: The current evaluation model applied to academic careers fails in recognizing a significant portion of scientific output that does not conform to traditional criteria such as indexed journal articles. This situation not only is disadvantage for researchers, creators, and innovators but also prevents the institution from fully appreciating the richness of the research, artistic creation, and innovation it houses. The policy should promote the establishment of new quality criteria, agreed upon by the academic community, in order to appropriately value different forms of knowledge generation while maintaining the high standards that distinguish the Universidad de Chile's research and knowledge production.

Workload distribution and transparency in academic scheduling: Advancing and strengthening research, artistic creation, and innovation—as well as their outcomes—requires an honest assessment of real academic workloads at the Universidad de Chile. The Research, Artistic Creation, and Innovation Policy should encourage discussion regarding the balance of work hours dedicated to research, teaching, extension, and administrative tasks.

Currently, a significant portion of the academic community is forced to conduct research, artistic creation, and innovation at the expense of personal and family time. It has been observed that some academics at the Universidad de Chile report fewer working hours than they actually dedicate, due to institutional measurement systems that impose a maximum number of hours, forcing them to underreport their workload. Addressing work-life balance within the academic career is an urgent matter that must be tackled to ensure sustainable and equitable working conditions.

Collaborative staff: Research, artistic creation, and innovation are made possible through the joint efforts of both academic and non-academic teams. Regarding the latter, there is a clear need to recognize their role in the process of generating and disseminating knowledge, as well as to ensure their job permanence, enabling their professional development and long-term engagement in university activities.

Postdoctoral researchers: Although there is a regulation for integrating postdoctoral researchers into the academic career at the University, it has not yielded the expected results. Only a small number of researchers have formally joined this category, which requires reassessment.

Objectives:

- Promote the hiring of academics in alignment with the Development Plan (PDU) of each Faculty, Institute, or Hospital, as well as with the institutional challenges in research, artistic creation, and innovation.
- Further recruit in research, artistic creation, and innovation areas that will be crucial for advancing specific fields of knowledge defined in the PDUs.
- Ensure a dedicated time commitment to research, artistic creation, and innovation by linking academics to specific areas of their expertise.
- Progressively balance the distribution of hours assigned to the various responsibilities of academics at the Universidad de Chile as part of their workload. The goal is to guarantee effective and guaranteed time for conducting research, artistic creation, and innovation.
- Encourage a work-life balance for the academic staff, beginning by an honest assessment of the actual time allocated to different responsibilities. Currently, a significant portion of the academic community relegates research, artistic creation, and innovation to personal time.
- Establish a support program for early-career researchers to facilitate their swift integration into the organizational structure of the Universidad de Chile, including induction, mentoring, and institutional coordination spaces.
- Enhance the acknowledgment and improvement of working conditions for non-academic collaborative staff (both professional and technical) who provide specialized support in research, artistic creation, and innovation.
- Encourage a formal affiliation of postdoctoral researchers with the corresponding academic category within the University. This, in turn, will enhance their formal participation in the various dimensions of academic life.
- Allocate an initial startup fund for researchers, creators, and innovators, providing basic funding that can be used for research, artistic creation, and innovation projects, along with equipment and workspace adaptation.
- Define protected time for developing research, artistic creation, and innovation projects, as well as for publishing, producing a creative work, or developing prototypes. This should include a minimum of one year without administrative duties and with controlled teaching responsibilities for newly hired academics.
- Prevent academics hired for standard career from being transferred to teaching-only positions.
- Support academics in applying for competitive research projects and integrating into teaching roles.
- Incorporate evaluation criteria that ensures the recognition and quality assessment of different types of knowledge production within the academic career, by means of a participatory process and institutional agreement in the areas of Social Sciences, Humanities, Arts, and Communications at the Universidad de Chile.
- Encourage the adoption of the postdoctoral researcher academic category established in the current General Academic Career Regulations of the Universidad de Chile.

4. Integration of research, artistic creation, and innovation with education

Research, artistic creation, and innovation must be understood as part of a complex and enriching process at the Universidad de Chile, and stem from the conviction that, while it is not a teaching-focused university, quality education remains a top priority. However, it must be acknowledged that both endogenous (organizational culture) and exogenous (external funding and accreditation) factors systematically drive a differentiation within these missions, fragmenting their perspectives and approaches. In this regard, it is essential to emphasize the importance of linking and fostering dialogue between research, artistic creation, and innovation, particularly among undergraduate and graduate education, as an essential component of this policy.

Enabling Factors:

Doctoral programs for all fields: Doctoral programs should be recognized as an instance for training researchers, creators, and innovators, where a substantial part of strengthening disciplinary and collaborative research, artistic creation, and innovation can take place. Advancing in this area requires internal recognition of the importance of doctoral programs, the development of an attractive scholarship system for students, and improved mechanisms for reporting hours dedicated to doctoral teaching.

Coexistence of professional and research-based masters: The University must move towards institutional coexistence of master's programs with both professional-oriented (Practitioner) and research-oriented (Master of Science) approaches. Both models are possible and necessary, but they should be evaluated based on their merits at the institutional level.

Interfaculty and inter-institute programs: The creation and redefinition of training programs at the doctoral and master's levels should be encouraged to go beyond a purely disciplinary logic and, instead, address interdisciplinary and transdisciplinary challenges. This approach will strengthen research, artistic creation, and innovation at the University by responding to emerging issues that, due to their complexity, require multiple scientific perspectives and complementary approaches.

Early engagement in research, artistic creation, and innovation: While the most significant advancements in this policy may be achieved at the graduate level, greater efforts are needed to integrate research, artistic creation, and innovation into undergraduate education. Competencies in these areas should play a key role in both required and elective coursework, through formats such as workshops, study groups, and seminars. Additionally, in order to foster early undergraduate engagement, students should be encouraged to participate in academic and professional teams leading various projects funded by internal resources, as well as external projects when permitted.

Integrated institutional coordination: In order to achieve the stated objectives, it is essential to recognize that research, artistic creation, and innovation enhance education by providing unique content, which in turn fosters the development of new researchers. This aligns with the University's model as a complex institution. Progress in this area requires stronger internal coordination that does not rely solely on individual goodwill but rather functions as an integral institutional effort. This will help reestablish the connection between research, artistic creation, innovation, and education as part of a unified academic process.

Transparency and distribution of academic workloads: Strengthening research, artistic creation, and innovation, along with their production, requires a transparent assessment of actual academic workloads at the Universidad de Chile. The Research, Artistic Creation, and Innovation Policy must encourage discussion on balancing the effective distribution of working hours among research, artistic creation, teaching, outreach, and administrative duties.

Objectives:

- Ensure the availability of doctoral programs across all fields, embedded within specific academic units and delivered through collaboration between faculties and institutes. These programs should be made attractive through incentives such as student scholarships and recognition of teaching hours, fostering a critical mass of future researchers, creators, and innovators.
- Develop and redefine postgraduate programs across academic units, with clearly defined professional or research-oriented tracks for master's degrees. Through interdisciplinary and transdisciplinary models, these programs should address complex and dynamic topics that are central to current and future discussions on the relationship between science and society.
- Promote the systematic inclusion of undergraduate and graduate students into research, artistic creation, and innovation projects funded by central-level internal resources and academic units. This will strengthen research lines and ensure the long-term development of research, artistic creation, and innovation teams.
- Establish a formal coordination body for university policy that integrates both central administration and academic units. This body should strengthen the relationship between research, artistic creation, innovation, and academic training, with a particular focus on doctoral and master's programs.
- Review academic workloads within departments to reduce existing gaps that currently hinder the proper balance between teaching and research, artistic creation, and innovation. These gaps include gender disparities, generational differences, and excessive administrative burdens, among others.

5. Strengthening institutional frameworks and improving management for research, artistic creation, and innovation

Research, artistic creation, and innovation have been defining traits of the Universidad de Chile for many years. However, their institutional recognition and commitment have not kept pace with the necessary institutional frameworks, particularly within the Office of the Vice Presidency for Research and Development. While this office has expanded its staff in recent years, much of this growth has depended on funding from external resources. Additionally, the Central Research Fund has remained inactive, despite the increasing need to incorporate artistic creation and innovation.

New requirements, such as compliance with national and international research regulations, highlight the importance of establishing local and institutional committees on various issues, including human and animal ethics, biosafety, biobanks, biodiversity collections, environmental protection, and research data conservation. The University must recognize these needs and ensure their proper functioning. Additionally, for efficient management and administration, academic units and central services must enhance their support for research, artistic creation, and innovation activities. This also includes continuous improvement strategies and maintenance of infrastructure dedicated to these fields.

Furthermore, challenges related to innovation and technology transfer must become a priority for the institution to remain at the forefront of scientific and technological development. Currently, the university structures dedicated to these processes are largely funded through external resources. Patent funding, technology scaling, and other initiatives depend on constant budget reallocations, preventing long-term planning. This underscores the lack of institutional commitment to supporting a mission that is internationally recognized as essential for a university of excellence.

Furthermore, artistic creation has consolidated itself as a relevant academic activity in terms of its participation in different processes of internal appreciation, but simultaneously requires that such appreciation materializes in the strengthening of its long term position within the institution, in order to aid in establishing it as a relevant player in the formulation of a new cultural development model for Chile.

To achieve this, it is essential to enhance institutional frameworks at both the central and academic unit levels, enabling more effective and efficient management of research, artistic creation, and innovation. In this context, professionalization and internal management improvements are imperative. Without these changes, structures and processes become obstacles that discourage the development of research, artistic creation, and innovation at the Universidad de Chile.

Enabling Factors:

Strengthening of institutional frameworks: new institutional challenges require the establishment and reinforcement of various central and academic unit structures dedicated to research, artistic creation, and innovation.

Link between the central administration and academic units: Strengthening the connection between the central administration and academic units is essential in order to optimize human and material resources for various research, artistic creation, and innovation activities. Additionally, improving information systems for research, artistic creation, and innovation management is a pressing need, as is highlighted in every self-evaluation and institutional accreditation process. While there has been progress in systems like SEPA-VID and U-Datos, academic units acknowledge that these efforts remain insufficient.

Professionalization of management: Advancing the professionalization of management is required in order to allow the academic community to dedicate more and better time to research, artistic creation, and innovation, minimizing the burden of often redundant administrative requirements.

The policy must concretely promote a gradual process of professionalizing management by incorporating professionals with specialized knowledge and dedicated responsibilities in these areas at both academic unit and central administration levels, separate from purely academic duties. Given the size and complexity of the Universidad de Chile, it is essential to rely on personnel who are dedicated to and valued for their professional roles, which are crucial in order to face the challenges of the coming years.

Improving management resources: The policy must engage internal institutional bodies – particularly the Office of the President, the Comptroller's Office, legal departments, and the Office of the Vice Presidency for Economic Affairs and Institutional Management– by implementing a process that streamlines internal procedures at the Universidad de Chile. There is broad consensus that excessive bureaucracy and a lack of internal coordination in criteria and procedures are creating unnecessary workload and inefficiencies that are already hindering institutional development in research, artistic creation, and innovation.

In this regard, efforts should focus on developing internal and external project management systems, optimizing specific systems that monitor and track institutional committee certifications, as well as ensure the proper use and maintenance of laboratories and medium- to large-scale equipment, among other priorities.

Objectives:

- Strengthen the main institutional frameworks and academic units through the allocation of funding that allow for a response towards new internal, national, and international demands.
- Establish formal coordination mechanisms between central-level units and academic units in order

to optimize human and material resources dedicated to various activities related to research, artistic creation, and innovation.

- Further the professionalization of research, artistic creation, and innovation management by incorporating professionals at both the central and academic unit levels, dedicated to tasks that require specific knowledge and administrative management skills.
- Implement a progressive process that allows for a simplification of academic and research-related administrative procedures, in coordination with the various entities involved in legal and management processes, in order to reduce the time academics spend on administrative tasks, thereby optimizing the time available for research, artistic creation, and innovation.

6. Gender perspective in research, artistic creation, and innovation

Gender equality is recognized in various international, national, and institutional regulations within the context of university. Internationally, binding conventions for the Chilean state, such as the *Convention on the Elimination of All Forms of Discrimination Against Women*, establish this as a principle. In Chile, the State Universities Law includes gender equity among its principles, and the Sexual Harassment Law mandates universities to implement comprehensive policies, which are required in accreditation processes. Additionally, the Universidad de Chile has made regulatory changes in academic matters, incorporated a gender strategy into its Institutional Development Plan (PDI), updated its Educational Model, and approved university protocols for the Prevention of Sexual Harassment, Social Co-responsibility in Care, and Good Labor Practices (recently approved by the University Senate on January 13, 2022). Other relevant gender policies are currently in development, including the Gender Equity Policy.

Given the university's firm institutional commitment to integrating gender equality as an analytical and transformative perspective in its institutional culture, all recent policies at Universidad de Chile have addressed prevailing gender inequalities and included targeted interventions in their respective areas. Accordingly, the Research, Artistic Creation, and Innovation Policy also establishes this cross-cutting axis to continue advancing in this specific domain.

Enabling Factors:

Gender gap assessment: While various gender gaps within the institution may be evident to the university community, assessments must be further developed, updated, and closely monitored through relevant indicators in order to address these issues affecting research, artistic creation, and innovation.

Development and implementation solutions: The Policy must take into account the evidence provided by these assessments aiming to design optimal tools, establish committees, evaluate proposals, and communicate the results of research, artistic creation, and innovation initiatives.

Institutional commitment to gender equality: The richness and impact of research, artistic creation, and innovation at the Universidad de Chile are significantly affected by gender gaps that must be eliminated in order to create a fairer environment that strengthens academic work.

Therefore, it is essential for the Policy to contribute to the institutional commitment to gender equality, enabling the necessary transformations to prevent women from continuing to be included unequally within our institution or the existence of gender gaps in research, artistic creation, and innovation to persist.

Objectives:

- Develop institutional solutions to the issues identified in various gender gap assessments related to research, artistic creation, and innovation.
- Increase women's access to essential resources and leadership opportunities in research, artistic creation, and innovation initiatives.
- Highlight and promote the scientific, artistic, and innovative contributions of women within our university community.
- Encourage the adoption of gender perspective in research, artistic creation, and innovation projects across different disciplines.
- Promote gender perspective training for all individuals involved in research, artistic creation, and innovation within the university.
- Support the development of networks among female researchers, creators, and innovators at the Universidad de Chile, as well as women in professional, artistic, and industrial fields, to foster collaboration in research, artistic creation, and innovation initiatives.

7. Ethics and integrity in research, artistic creation, and innovation

Research, artistic creation, and innovation are three mutually essential and complementary aspects of human activity, whose interdependence explains the relationship between individuals, society, and nature (the environment). They are elements that give rise to new developments, distinguished by their divergence from habitual practices. The continuous flow of original ideas expands the variability of knowledge and experiences.

For a country, the right to knowledge, creativity, and innovation requires governance and organization that facilitate their realization without compromising the common good, freedom, justice, or equity within its own community. The ethical framework serves as a safeguard against the potential risks of rapid advancements in these three domains, ensuring trust in new developments while protecting the well-being of living beings.

The necessity for organization, which grants meaning to ethics, provides access to the realization of human activities (Benzi, 1986)⁸. Aristotle advised applying due prudence—*phronesis* in ancient Greek—alongside technique and art—*téchne*—in research, thus acknowledging the two practical forms of knowledge intimately linked to ethics (prudence) and science (technique).

The university community, like all individuals in today's world, must consciously engage with the technical reality in which they already exist—the *êthos* that dominates our times. This reality, in many ways, is unavoidable, not only in negative ways but also, and more importantly, in positive ways (Acevedo, 2006)⁹.

The social value of research, artistic creation, and innovation—referring to their contribution to knowledge and/or their practical application—as well as the validity of the results obtained, ensured through the application of rigorous methodology and forming part of what is known as research integrity, are two fundamental ethical requirements. However, the various epistemological perspectives coexisting in the field of research propose different approaches to scientific value and validity. This results in divergences regarding the definition of knowledge production practices considered valid, as well as the expected role of researchers. Nonetheless, these differences do not disregard the ethical relevance of both aspects.

⁸ Benzi, I. (1986). El propósito kantiano en la fundamentación de la ética. *Revista de Filosofía*.

⁹ Acevedo, J. (2006). Ética originaria: Heidegger y la psiquiatría. *Observaciones filosóficas*, 2, 1-10.

Enabling factors:

Regulations on ethics and integrity in research, artistic creation, and innovation: The University must strengthen and develop regulatory frameworks that enable progress in ethics regulations and integrity in research, artistic creation, and innovation. Key aspects include integrity and best practices, conflict of interest policies, and research ethics and biosafety committees.

Training in ethics and integrity for research, artistic creation, and innovation: Internal training processes should be advanced to include faculty, undergraduate and graduate students, and support staff, fostering competencies that strengthen ethics and integrity in research. This responds to internal, national, and international requirements.

Coordination of research ethics and biosafety committees: Collaboration between central administrative units and academic units is crucial for addressing the challenges faced by the Universidad de Chile in these areas. Therefore, it is necessary to move toward standardized certification and monitoring strategies, institutional training for members of research ethics committees on human and non-human animal subjects and biosafety, centralized information on ethical evaluation of research and innovation projects, optimization of institutional resources for the operation of faculty/unit committees, and a single institutional accreditation process.

Governance and sovereignty of research, artistic creation, and innovation data: A shift towards open science must be pursued comprehensively, including an editorial policy; the establishment of data administration and curation functions for research, innovation, and artistic creation; and the strengthening of biological collection curation.

Additionally, collaboration with research ethics committees on human and non-human animal subjects is required to evaluate and integrate data management plans into research and innovation projects. This should be done in coordination with the Vice President's Office for Information Technologies, ensuring proper governance of these data.

Review and resolution of formal complaints regarding ethical integrity in research, artistic creation, and innovation: the Universidad de Chile must advance in establishing and implementing a standardized procedure for receiving inquiries and complaints regarding ethics and integrity violations in research, artistic creation, and innovation. This procedure must ensure fair and respectful treatment of both complainants and those accused.

In addition, a permanent inter-academic unit commission should be established to analyze complaints related to ethics and integrity violations in research, artistic creation, and innovation, in accordance with the Integrity and best practices, and of Conflict of interest which may enable the oversight of recommendations, corrective actions, or sanctions established in response to complaints regarding ethics and integrity violations in research, artistic creation, and innovation.

Objectives:

- Establish an Ethics and Integrity Unit for Research, Innovation, and Artistic Creation under the Office of the Vice Presidency for Research and Development, with independent authority and autonomy, its own team, and a dedicated budget.
- Develop a participatory process involving representatives from the Universidad de Chile's research, artistic creation, and innovation community to create regulations that safeguard ethics and integrity in these activities, aligned with the university's core principles.

- Design and implement an ongoing training program to establish and consolidate a culture of ethics and integrity in research, artistic creation, and innovation. This program should ensure best practices and prevent ethical violations, targeting of faculty, undergraduate and graduate students, and support staff.
- Promote a participatory process with representatives from research ethics committees on human and non-human animal subjects, as well as biosafety committees, to define and implement a coordinating body that facilitates research and innovation while ensuring compliance with ethical and biosafety standards.
- Implement a participatory process with representation from all faculties and units to define a governing body for data governance and sovereignty, in accordance with the values and guiding principles of the Universidad de Chile.
- Develop a participatory process with representatives from all faculties and units to define and implement a standardized procedure for handling and resolving complaints related to research, artistic creation, and innovation integrity violations.

8. Infrastructure for research, artistic creation, and innovation

Basic and applied research, artistic creation, and innovation require progressive use of technology and infrastructure in order to render results that meet international standards for rigor, capability, and safe working conditions. One of the persistent challenges is high-value equipment, which demands operational conditions, maintenance, repairs, and upgrades that are not always readily available. While the Institutional Development Plan (PDI) refers to objectives related to shared equipment, concrete actions toward achieving these goals remain lacking.

Laboratories increasingly require higher safety standards, particularly regarding the handling of potentially hazardous agents for human health and the environment. This calls for expanded regulations and training to ensure research is conducted under safe and dignified conditions. Additionally, access to infrastructure, maintenance, and technical-professional support is crucial for inclusive and high-quality research, minimizing risks and challenges for faculty members with functional diversity (disabilities).

Moreover, the university currently faces a significant shortage of physical spaces and equipment for comprehensive artistic creation. Many artistic and methodological processes are disrupted due to the lack of adequate facilities for artists to collaborate and develop their work. This challenge affects all artistic disciplines at the university to varying degrees, and therefore requires a thorough review and analysis in designing strategies and concrete and specific actions, both in the short and the long term, that allow a reconditioning and improvement of present-day spaces of artistic creation, as well as the development of new spaces according to needs and requirements.

Enabling Factors:

Physical spaces: Adequate physical spaces, both in quantity and quality, are required in order to support cutting-edge research, artistic creation, and innovation, in alignment with internal and external challenges.

Efficiency in the use of equipment and spaces: Strategies should be implemented in order to optimize the shared and efficient use of research, artistic creation, and innovation spaces and equipment within the institution.

Continuous equipment update: To sustain high-level research, artistic creation, and innovation,

the Universidad de Chile must prioritize the regular maintenance and upgrading of its equipment, instruments, and technologies.

Laboratory certification: Efforts should be made towards obtaining international certification of the university's research laboratories.

Support units: The university must provide facilities, equipment, and infrastructure that meet international standards and cater to the specific requirements of different research, artistic creation, and innovation fields, ensuring they effectively support these activities.

Objectives:

- Increase the availability of physical spaces that support the sustainable development of research, artistic creation, and innovation activities, enabling the Universidad de Chile to meet long-term challenges of excellence and relevance.
- Implement a plan for the efficient and shared use of equipment and spaces to foster active research, artistic creation, and innovation within the university community.
- Ensure state-of-the-art equipment and the maintenance and/or renewal of existing resources.
- Equip research laboratories according to international standards in order to guarantee a dignified and safe working environment.
- Promote the application of international standards for the installation, use, and maintenance of bio-banks, animal research facilities, repositories, and biological collections, ensuring appropriate funding and management at the central level.

9. Permanent internal funding for research, artistic creation, and innovation

Securing national funding for research, artistic creation, and innovation has become increasingly challenging due to the stagnation of financial resources provided by the National Research and Development Agency, the Ministry of Cultures, Arts, and Heritage, and the Corporation for the Promotion of Production (CORFO), among other entities that support knowledge production in Chile. Additionally, the increasing number of highly qualified academics, researchers, and creators at the national level has intensified competition within the system. Furthermore, some universities are investing more in internal funding to improve their positions in national and international rankings. These factors highlight the crucial need for internal funding as a key component of the proposed policy. It is understood that implementing the guidelines of this proposal is not feasible without an adequate funding framework to sustain them in the coming years.

While efforts have been made through various instruments at both central and local levels—such as the Institutional Excellence Incentive Program (PEEI), Research Centers, Fondecyt Liaison Program, Travel Grants, among others—that have supported the university's research beyond the scope of external state-sponsored funds, these initiatives represent only a minimal fraction of the total external resources the institution receives for research, artistic creation, and innovation.

Undoubtedly, the challenges for the next 10 years require more robust and long-term funding in order to strengthen current research, artistic creation, and innovation while fostering new lines of inquiry and approaches. Achieving this will allow the institution to contribute to national and international challenges through knowledge generation. At the same time, this funding must be structured through permanent frameworks and allocated to professional teams that manage and address the operational demands arising both from the challenges outlined in this policy and from external factors.

Furthermore, this aligns with the institutional commitment stated in various official documents, such as the PDI and Accreditation Report, to advance toward greater equity. This means not only increasing funding for these areas but also ensuring its fair distribution among institutional units. The university's plans for institutional reform, in preparation for the upcoming accreditation process, clearly emphasize this need.

Finally, the decision to increase internal funding requires the implementation of accountability mechanisms, processes, and structures that ensure the strategic use of resources and their continuous evaluation.

Enabling Factors:

Incremental funding: While the university has historically allocated resources for research, artistic creation, and innovation—primarily through the Central Research Fund and some funding channels at the academic unit level—these resources were put in place within a different context. As a result, they fail to meet current challenges and needs.

Increasing the availability of resources in support of research, artistic creation, and innovation is both essential and urgent. This necessarily implies redistributing funds in a way that faculties and institutes acquire minimum baseline funding. This shift requires changing the perception of these resources from being considered an expense to being acknowledged as an investment. In particular, it is crucial to address funding gaps for the Social Sciences, Humanities, Arts, and Communications, insofar these fields have limited access to external funding.

Long-term funding: In addition to increasing resources, long-term financial sustainability must be ensured. The policy development process has confirmed that major funding sources come from external grants awarded to the Universidad de Chile, but these do not guarantee continuity or stability over time. This situation jeopardizes the very outcomes the institution seeks to achieve, particularly in regards to collaborative research, international partnerships, and interdisciplinary and transdisciplinary initiatives, where stable funding is essential.

Coordination and complementarity of resources: Alongside increasing long-term funding for research, artistic creation, and innovation, the policy must also advance in coordinating both existing and new funding instruments. This, in turn, will enhance their impact and prevent redundancies.

Coordination should not be conceived as intervention at the academic unit level but rather as an alignment of efforts seeking to promote the strategic and balanced development of research, artistic creation, and innovation within the institution.

Distribution criteria: Defining and improving distribution criteria will be essential in the coming years. In addition to ensuring equity among academic units, considerations such as gender, disciplinary diversity, and other factors must be incorporated to help reduce internal disparities and asymmetries. It is crucial to ensure that these changes do not reinforce existing gaps or create new inequalities.

Recognition of internally funded projects and outputs: the Universidad de Chile's internal funding efforts must be recognized as part of academic evaluation. It is essential to develop specific criteria that allow the University itself to assess the funding it provides to the research, artistic creation, and innovation community.

Accountability: The effort to secure long-term resources allocated for research, artistic creation, and innovation requires ensuring their strategic use, continuous evaluation, and transparency. This will enable the Universidad de Chile to demonstrate that its investments adhere to the highest academic, legal, and institutional financial standards.

Objectives:

- Gradually increase the budget for research, artistic creation, and innovation as a permanent and long-term commitment at both the central and academic unit levels, based on the principle of internal equity within the Universidad de Chile.
- Promote the coordination of both existing and new resources between the central administration and academic units in order to enhance long-term impact, while balancing strategic definitions for research, artistic creation, and innovation with academic freedom and pluralism.
- Incorporate resource distribution criteria that advance greater equity among academic units.
- Strengthen funding for collaborative research, artistic creation, and innovation to support the development of shared areas and approaches, such as interdisciplinarity and transdisciplinarity, while maintaining a balance according to the principles of academic freedom and pluralism.
- Increase the availability of funds to promote innovation, technology transfer, and entrepreneurship as integral aspects of university culture.
- Introduce quality criteria that recognize granting of internal funding as part of academic evaluation.

Additionally, governance structures, processes, and mechanisms must be implemented to ensure the strategic use of permanent resources allocated to research, artistic creation, and innovation, with particular priority given to those emerging from the implementation of this Policy.

10. Equity, inclusion, and diversity in research, artistic creation and innovation

It is undeniable that the university community is enriched by the diversity of its members, which also benefits the fields of research, artistic creation, and innovation. In this regard, the Policy aims to improve the necessary conditions to enhance the diversity of researchers, creators, innovators, and professionals working in these areas, ensuring the full and effective participation of individuals with disabilities, foreigners, minorities, and people from diverse socioeconomic and cultural backgrounds, among others.

Various national and international regulations, as well as specific higher education and state university laws in Chile, establish the framework of respect for equal opportunities and social inclusion. Additionally, they uphold the principles of inclusion, full participation, respect for human rights, and the prohibition of all forms of arbitrary discrimination.

For individuals with disabilities and functional diversity, this implies the responsibility of implementing reasonable accommodations that enable the effective inclusion of marginalized groups. This aligns with an innovative international outlook that views disability as a collective issue, recognizing that barriers exist in the environment rather than within the individual. In this view, disability results from the relational deficit between a person and their surroundings, which hinders full and equal participation.

Consequently, the Policy must contribute to closing gaps stemming from various sources and fostering the cultural change required by the current perspective on functional diversity. It must also

ensure the integration of a rights-based approach for all individuals engaged in research, artistic creation, and innovation, regardless of their role or institutional status.

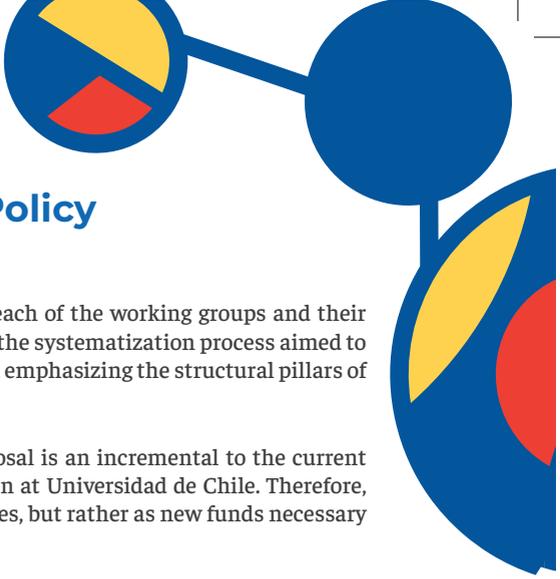
Enabling factors:

Spaces for participation and professional development based on equity: This involves tailored attention that meet the specific needs and conditions of individuals and groups working in research, artistic creation, and innovation.

Accessibility and universal design within the University: This condition must apply to environments, processes, goods, products, services, tools, instruments, and devices to ensure they are comprehensible, usable, and practical for all individuals involved in research, artistic creation, and innovation.

Objectives:

- Strengthen the development of inclusive, intercultural, and non-discriminatory research, artistic creation, and innovation that reflects the country's social diversity.
- Mainstream the rights-based approach by incorporating the values of inclusion, diversity, and human rights into all research, artistic creation, and innovation policies, plans, and programs.
- Implement the necessary institutional adjustments to guarantee the right to work under equal conditions in research, artistic creation, and innovation, ensuring access to freely chosen or accepted employment in an open, inclusive, and accessible university for people with disabilities.
- Eliminate and prohibit arbitrary discrimination in the selection, hiring, and employment conditions of individuals engaged in research, artistic creation, and innovation within the University.



4 Estimated Budget for the Policy

The budget has been designed based on the proposals from each of the working groups and their subsequent systematization. It is important to highlight that the systematization process aimed to create resource synergies while eliminating redundancies and emphasizing the structural pillars of long-term funding.

Additionally, it is essential to stress that this financial proposal is an incremental to the current budget allocated for research, artistic creation, and innovation at Universidad de Chile. Therefore, it should not be perceived as a reallocation of existing resources, but rather as new funds necessary for implementing the Policy over the next 10 years.

Furthermore, the following aspects should be taken into account: No se consideran gastos corrientes para la contratación de nuevo cuerpo académico que estuvo fuera del alcance del trabajo de las mesas.

- No operational expenses have been considered for hiring new academic staff, as this was beyond the scope of the working groups.
- No investment expenses for infrastructure or major equipment for research, artistic creation, and innovation have been included.
- No operational expenses have been allocated to fund the postgraduate scholarship system, which, although presented as a proposal, requires specific technical modeling for its design.
- No prioritization has been conducted to allow for a gradual allocation of funds, which will need to be addressed during the policy discussion and approval process.
- A 2% annual inflation rate was applied over the 10-year period. This percentage should be reviewed when determining prioritization and gradual implementation.

The application of these assumptions and the systematization process has resulted in the following main budget categories:

-Competitive funding: These instruments are designed to foster research, artistic creation, and innovation within the Universidad de Chile. The working groups emphasized the importance of these funds in promoting cooperative research (interdisciplinary and transdisciplinary) through networks, laboratories, and research groups, enabling the financing of long-term projects.

Likewise, emphasis was placed on strengthening individual funding instruments to support young academics in advancing their careers, as well as sustaining competitive research lines that currently struggle to secure funding under the existing system (Fondecyt Liaison Program model).

Finally, it was considered that the Universidad de Chile must ensure a minimum level of funding to support technology-based innovation and minor infrastructure for research, artistic creation, and innovation. Both aspects are recognized as essential for creating basic competitive conditions within the system.

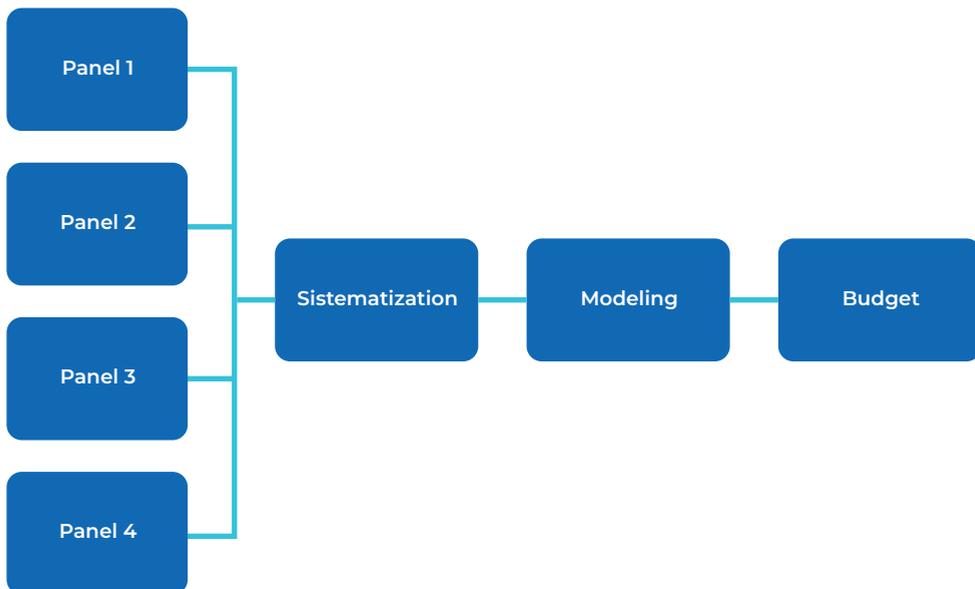
-Patent fund: The working panel groups highlighted progress in innovation and technology transfer within the institution. However, the lack of resources for patenting has become an institutional issue, which has only been addressed through partial measures over the past 10 years. The challenges faced by the Universidad de Chile in contributing to a new national development model require that innovations generated within the institution remain protected so they can later be transferred to society. Achieving this goal demands robust and long-term funding.

–Excellence centers fund: The uncertainty surrounding the continuity and closure of excellence centers necessitates the creation of an emergency fund that may serve as a bridge. The budget includes a one-time injection of resources, which should function as a long-term stabilization fund. A mechanism is proposed in which each newly awarded center would contribute a percentage of its budget to replenishing this fund.

Governance and management improvement: It was widely acknowledged that the current central and academic unit-level offices dedicated to managing research, artistic creation, and innovation urgently need financial support. This is essential to meet both current internal and external demands, and to address the challenges of the next 10 years in implementing this policy.

Key funding needs to include the Office of the Vice Presidency for Research and Development, the strengthening of research, artistic creation, and innovation offices at the faculty and institute levels, as well as addressing critical areas such as integrity, ethics, and biosafety—requirements that will become unavoidable in the coming years.

Studies: This category includes non-permanent operating expenses that are necessary for implementing certain proposals emerging from the policy. One example is the evaluation of alternative forms of knowledge production, which will require the preparation of specialized technical reports by expert personnel.



Budget Projection in \$M (CLP)				
Categories	Year 1	Year 2	Year 10	Total
I. Competitive Funds				
Funds for research, artistic creation, and innovation	\$1.300.000	\$1.326.000	\$1.553.620	\$14.234.637
Transdiscipline and Interdiscipline (groups, networks, etc.)	\$500.000	\$510.000	\$597.546	\$5.474.860
Competitiveness (Fondecyt Liaison Program)	\$150.000	\$153.000	\$179.264	\$1.642.458
Young Researchers (Startup)	\$100.000	\$102.000	\$119.509	\$1.094.972
Scientific, innovation, and artistic infrastructure and equipment	\$300.000	\$306.000	\$358.528	\$3.284.916
Technology innovation	\$150.000	\$153.000	\$179.264	\$1.642.458
Artistic creation fund	\$100.000	\$102.000	\$119.509	\$1.094.972
II. Patent Funds	\$300.000	\$306.000	\$358.528	\$3.284.916

III. Excellence Centers Fund	\$500.000	\$ -	\$ -	\$500.000
IV. Governance and Management Improvement	\$900.000	\$918.000	\$1.023.056	\$9.623.833
VID Strengthening (enabling fund)	\$200.000	\$204.000	\$239.019	\$2.189.944
Strengthening of Academic Units (heads of research, artistic creation, and innovation)	\$400.000	\$408.000	\$478.037	\$4.379.888
Integrity and Research, Ethics, Biosecurity, etc, Implementation.	\$300.000	\$306.000	\$306.000	\$3.054.000
V. Required studies for policy implementation (fees)	\$50.000	\$51.000	\$ -	\$206.080
TOTAL				
Total in pesos	\$3.050.000	\$2.601.000	\$2.935.204	\$27.849.467
Total in US dollars	\$3.588	\$3.060	\$3.453	\$32.764
Inflation rate				2%
Dollar rate January 2022				850

5 Final Considerations

The Universidad de Chile has consistently contributed to Chile's development through knowledge generation, education, and relevant outreach. Strengthening this role for the future requires a collective decision by its community to drive a series of internal transformations, particularly in research, artistic creation, and innovation, in order to position the institution at the forefront of global knowledge.

For this reason, the **Research, Artistic Creation, and Innovation Policy** presented in this document was produced with broad participation from faculty members and professionals within the institution. Throughout the year 2021, they generated a series of recommendations regarding principles, key areas, enabling factors, objectives, and budgets, providing a roadmap for the next 10 years.

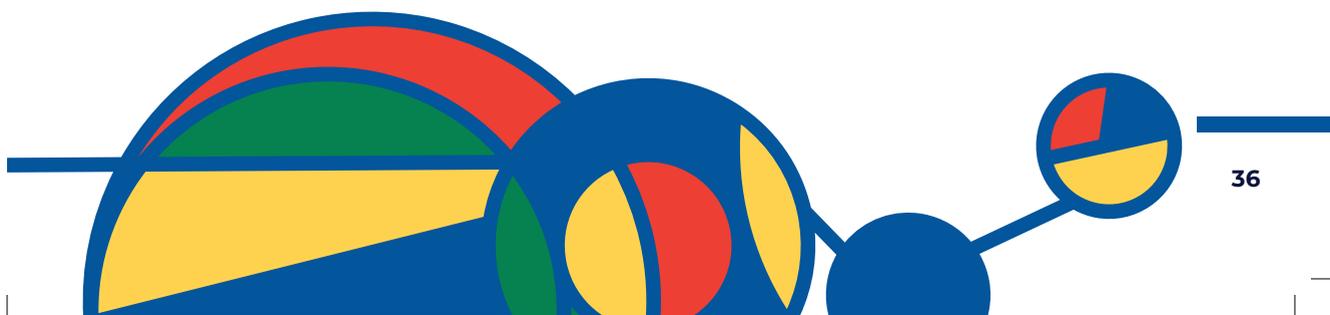
Participants in this process have agreed that this policy holds value not only in its content but also in its potential to establish fundamental agreements regarding research, artistic creation, and innovation across the various disciplines cultivated within the institution. These fields must be strengthened collectively to ensure that the Universidad de Chile continues to contribute to the country while also fostering the development of individuals within its community.

To achieve this, the policy requires an institutional commitment to provide the necessary resources for its implementation, making timely decisions with a strategic, long-term outlook. Each working panel group emphasized the importance of university authorities and governing bodies addressing these proposals with a forward-looking mindset, considering both the opportunities available and the challenges ahead. Only through this approach can the profound significance of the Research, Artistic Creation, and Innovation Policy be fully understood.

Furthermore, given the scope of the initiatives and due to the awareness that each allocated resource represents a significant opportunity cost for the Universidad de Chile in other areas, the policy must undergo regular evaluations conducted by the university community. These evaluations should measure outputs and impacts, allowing for necessary adjustments while staying aligned with the overarching goal: preserving the Universidad de Chile's leadership in research, artistic creation, and innovation.

These evaluations must also take into account the ever-evolving national and international landscape, ensuring that the Universidad de Chile continues to make meaningful and timely contributions to the country's needs. This approach will also pave the way for a renewed version of the policy in the future.

Finally, this proposal has consistently sought to align itself with the university's core missions of education and societal engagement. In the coming years, the challenge will be to further integrate and strengthen these areas within the university's academic mission. Several proposals emerged from the working groups emphasizing this connection, and they are now available for discussion within the university community.



MEMBERS OF PARTICIPANT COMMITTEES

Executive Committee		
Members	Entities	Office
Soledad Berríos	University Senate of Teaching and Development	University Senator academic body, presides Commission
Sergio Lavandero		University Senator academic body, Commission member
Flavio Salazar	Vice Presidency of Research and Development	Vice President of Research and Development
Andreé Henríquez		Strategic Project Director VID
Fernando Gaspar		Artistic Creation Director VID
Ángela Cortés		Executive Coordinator of the Research, Artistic Creation, and Innovation Policy

Advisory Committee		
Entities	Members	Office
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	Mauricio Domínguez	University Senator student body, member of the Teaching and Research Commission
	Daniel Burgos	University Senator collaborative staff body, member of the Teaching and Research Commission
VID	Flavio Salazar	Vice President of Research and Development
	Andréé Henríquez	Chief of Staff of VID and Project Internationalization Director
VAA	Alicia Salomone	Director of Postgraduate Department
VAEGI	María Angélica Bosch	Chief of Planification and Strategic Projects Unit
University Council	Carmen Luz de la Maza	Dean of the Faculty of Forestry and Nature Conservation Sciences
	Francisco Martínez	Dean of the Faculty of Physics and Mathematical Sciences
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	Sonia Montecino	Head Teacher Department of Anthropology FACSO, National Prize of Humanities and Social Sciences 2013

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	Leonardo Reyes Romero	
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	Caroll Jenny Beltrán Muñoz	Faculty of Medicine
	Claudio Pastenes Villarreal	Faculty of Agronomical Sciences
	Diana Dulic	Faculty of Physics and Mathematical Sciences
	Emma Marcela Hernández Ríos	Faculty of Odontology
	Franck Jean Christophe Quero	Faculty of Physics and Mathematical Sciences
	José Manuel Yáñez López	Faculty of Veterinary and Livestock Sciences
	Katherine Jenny Marcelain Cubillos	Faculty of Medicine
	Laura María Pérez Muñoz	Faculty of Physics and Mathematical Sciences
	Leandro Javier Carreño Márquez	Faculty of Medicine
	Rosa Amelia Scherson Vicencio	Faculty of Forestry and Nature Conservation Sciences

Coordination Panel Research 2 Social Sciences, Humanities, Arts and Communication Studies

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	Mauricio Alonso Domínguez Muñoz	
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	Mariabelén Pozo Cifuentes	
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	Enrique Patricio Aliste Almuna	Faculty of Architecture and Urbanism
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	Jaime Edgardo Fierro Carrasco	Public Affairs Institute
	Macarena Andrea Silva Trujillo	Advances Educational Studies Institute
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	Ricardo Javier Gamboa Valenzuela	International Studies Institute
	Rodrigo Anselmo Asún Inostroza	Faculty of Social Sciences
Sergio Hernán Rojas Contreras	Faculty of Arts	

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	Cristian Manuel Gómez Moya	Faculty of Architecture and Urbanism
	Darcie Miryam Doll Castillo	Faculty of Philosophy and Humanities
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	Juan Gonzalo Díaz Cuevas	Faculty of Arts
	Luis Antonio Orlandini Robert	Faculty of Arts
	María Francisca Morand García- Huidobro	Faculty of Arts
	María Paulina Mellado Suazo	Faculty of Arts
	Mauricio Adrián Barría Jara	Faculty of Arts
	Nelson Mauricio Valdebenito Cifuentes	Faculty of Arts
	Nury Monserrat González Andreu	Faculty of Arts
	Paula Alejandra Arrieta Gutiérrez	Faculty of Arts
Tiziana Panizza Montanari	Communications and Image Institute	

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	Rodrigo Marín	
	Carlos Saffie Vega	
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	Felipe Humberto Salech Morales	Faculty of Medicine
	Humberto Cristián Palza Cordero	Faculty of Physics and Mathematical Sciences
	Juan Domingo Velásquez Silva	Faculty of Physics and Mathematical Sciences
	Lee Ann Meisel	Nutrition and Food Technology Institute
	Leonardo Enrique Saenz Iturriaga	Faculty of Veterinary and Livestock Sciences
	María Soledad Etchebarne López	Faculty of Business and Economy
	Walter Rodrigo Cooper Cortes	Faculty of Law
	Rodrigo Andrés Figueroa Valenzuela	Faculty of Social Sciences
	Rodrigo Arturo Infante Espiñeira	Faculty of Agronomical Sciences
	Steffen Härtel	Faculty of Medicine
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	Diego Antonio Morata Céspedes	Faculty of Physics and Mathematical Sciences
	Dolorinda Daniele	Faculty of Physics and Mathematical Sciences
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