



# University of São Paulo

USP Institutional Assessment  
2010 - 2014

School: Institute of Architecture and Urbanism (IAU)



# USP Institutional Assessment

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### School: IAU

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#### SET OF INTENTIONS

##### Mission

###### 1.1.1 What is the School's mission?

R: Our mission is to train qualified professionals, technically and intellectually, to exercise all professional responsibilities of Architects and Urbanists; to contribute to qualifying academic staff and researchers to achieve excellent academic standards; to produce knowledge and disseminate it socially focusing on the needs of the social, economic and cultural development of the country.

###### 1.1.2 Is the mission disseminated to professors, employees, and students and implemented in the School?

R: We understand the mission of a Teaching and Research Institute is only effective when discussed, reaffirmed and improved on a daily basis at all levels and at all times, formal and informal, which include the three sectors of the Institute, as well as all times the Institute is represented at the University and outside it.

##### Vision

###### 1.2.1 What is the School's vision?

R: Our vision is that fulfilling our mission supposes the inseparability between Higher Education, research and outreach of services and culture, and implies in recognising that challenges in architecture, cities and landscape require investigation and interdisciplinary activities.

Concerning the São Carlos Campus, we understand that the investigation and interdisciplinary activities requires the University in the field of Social Sciences to take more action by creating new courses which stimulate synergy between the areas already in existence and make it a point of reference in urban and regional public policy.

###### 1.2.2 Is the vision disseminated to professors, employees, and students and implemented in the School?

R: In a way that is analogous to the Institute's mission, its vision is a collective and daily construction and its permanent dissemination is an essential condition for the Institute to progress in terms of staying within its targets and strategic objectives.

The reaffirmation of the public, free and excellent nature of the University in which the IAU is included, and consequently, of the responsibilities it gives back to society, in terms of professionals and knowledge who are committed to the needs of the Brazilian and São Paulo state and population, is a constant and essential axis of the internal debate.

##### Educational proposal

###### 1.3.1 What is the School's educational proposal?

R: The IAU's Educational Proposal is carried out in three levels whose articulation is sought constantly, respecting its objectives and specific dynamics: undergraduate studies, postgraduate studies and scientific, artistic and cultural dissemination.



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The Architecture and Urbanism course at the Institute of Architecture and Urbanism (CAU-IAU) proposes to provide education to professional architects who work in the field of building, urbanism and landscape, establishing an environment open to reflection and education, in which Architecture and Urbanism are considered as cultural phenomena whose spectrum of meanings can only be properly learnt in its interrelations with other forms of culture.

Based on the technical-society-language three principles, the course prioritizes investigation and experimentation, not intending the standardized teaching of a determined language or Architectural project a priori. The course structure attempts to create a space for reflection on Architecture, which can communicate with its own time through a critical and purposeful stance. It is not the objective of the course to meet the immediate demands of the job market, but rather to provide education to students to exercise a profession in a field, professional and social, which is constantly and rapidly changing. The postgraduate program is structured into Master's and Doctorate courses and defines its proposal based on fundamental objectives of academic postgraduate studies, i.e., training lecturers for Higher Education and researchers who are highly qualified in their area of work. It is understood that in Brazil a Master's course is still a time for training and the subjects offered, as well as extracurricular activities aim to offer conditions for education that avoids premature hyper-specialisation. One of the aims of the Institute in the near future is to define a policy of a vocational nature related to postgraduate studies as a mechanism of continued education, which is increasingly more important due to rapid changes of professional challenges.

In terms of Outreach, the IAU's activities have favoured current themes and approaches and have attempted to integrate both undergraduate and postgraduate students into the Institute itself with students from other institutes, and even, as in the case of the Educational Facility for Construction experiences, with students from other universities

1.3.2 Is the educational proposal disseminated to professors, employees and students and implemented in the School?

R: Yes. At the beginning of each school year, the Institute offers welcome meetings for new undergraduate and postgraduate students, organised by the respective Commissions and with the participation of the Institute's Board of Directors, as well as all the academic and administrative staff. The undergraduate course holds a discussion about the organisation and development of the course, whose result is followed up by the Undergraduate Commission. Moreover, at the beginning of each school year, the Undergraduate Commission (CG) distributes information about the course, especially to newcomers.

Meanwhile, the Postgraduate Commission holds an annual meeting, especially for new students to present the outline of the Program, as well as to offer information about the rules and how the activities work. The Institute's Board of Directors, as well as all the academic and administrative staff also take part. Finally, both the undergraduate and postgraduate commissions have a page on the Architecture and Urbanism website with up-to-date information about the respective courses and activities.

## SELF ASSESSMENT

### Management

2.1.1 Assess the School's academic-administrative organization.

R: The evaluation of the academic and administrative organisation of the Institute of Architecture and Urbanism (IAU) requires a brief history. The Institute is one of the smallest and most recent Teaching and Research Institutes at USP. It was created in December, 2010 and was based on the former Department of Architecture and Urbanism at the Sao Carlos School of Engineering (EESC). The Institute has some structural characteristics in its academic and administrative organization, as well as some shortcomings partly due to the short time it has been in existence as an autonomous institute.



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The second cycle of the Institutional Evaluation promoted by USP in 2004 encompassed the former Department at EESC and the International Evaluation Commission concluded their report with the following observation: "Creating an Institute of Architecture and Urbanism seems to us to be highly recommended owing to the maturity and plenitude of the professionals and researchers' qualifications in Architecture and Urbanism recently rewarded by the creation of the Doctorate course."

Based on this incentive, the Department started developing its Institutional Strategic Plan Plan (2006-2016) defining the necessary procedures and targets to reach the strategic objective. This plan highlighted that more than the simple autonomy related to the São Carlos School of Engineering (EESC), the strategic objective of creating the Institute was to serve as an element of support to expand the role of USP in São Carlos in the areas of Social and Human Sciences, indicating, as described in Item 2.7.1.3, the creation of three new undergraduate courses.

In September, 2008 the Congregation at EESC unanimously approved, and sent to the University Main Administration Office, a proposal to create the Institute supported by the general guidelines of the Plan. The third cycle of the Institutional Evaluation in 2009 reinforced this proposal which obtained the unanimous approval from the University Council in 14/12/2010.

One of the significant structural definitions of the proposal was to organise the Institute without having a division of Departments. Considering the number of faculty members and the fact that they have worked together for decades in one Department (the Department of Architecture and Planning, EESC), any new division would appear to be artificial and not very productive. Therefore, the Institute of Architecture and Urbanism (IAU) is one of the four (in a total of 42) institutes of USP not structured into departments. As a result of the Administrative Technical Council (CTA), which is normally structured with representation from the Departments, in our case it is based around the Statutory Commissions, Undergraduate and Postgraduate studies, Research, Culture and Outreach. It is expected that the CTA functions as an articulation level of the academic activities, contrary to a general trend at USP of articulating each activity to the respective Central Councils.

2.1.2 Describe the School's administrative policies and management model (goals, standards and indicators).

R: Considering the organizational specificity described in the previous item, the organizational structure of the Institute follows, in terms of the administrative procedures, what USP establishes through its corporate management systems (Atena, Apolo, Proteos, Marte, Mercúrio, Júpiter and Janus).

It is worth mentioning that the Institute, due to having been created recently and not having departments, has an extremely lean human resource structure, in which the financial, administrative and academic areas have the challenge of working in an interconnected way establishing more effective internal planning mechanisms. This need is emphasized by the fact that the Institute works with one of the lowest rates of staff/faculty members of the whole university. We currently have 36 members of staff for 39 faculty members (0.92) when the general ratio at USP is around 3/1.

It is currently prohibited to contract any new member of staff and the University budget does not allow for significant changes in the short term. Therefore, since the Institute was created, it has been challenging to develop strategies to define flowcharts of activities, as well as searching for more versatile profiles of staff to optimize administrative activities.

Among these, it is worth mentioning encouragement to continuously develop professionally (see 2.4.2), incorporating processes and deadlines to identify demands of purchasing materials and hiring services and informing faculty members of the mechanisms and legal conditions of public administration.

2.1.3 List new management practices implemented in the School in recent years and analyze the impact of these practices on core activities and administrative activities.

R: Considering how long the Institute has existed, we can say that, except for the obvious compliance with regulatory norms of the university and using its corporate management systems, all the management practices have an experimental aspect; some have been more consolidated over these last



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four and a half years and others are in a debugging process.

As a general policy, it is assumed that there is a need for a more versatile performance of each one of the staff members, which implies new management and evaluation practices.

In the academic area, we have encouraged staff to work in a more lenient way concerning the respective services, which has enabled us to reinforce teams at peak times (for example, registration period, when public examinations are held, etc.).

In the financial area, the need to administrate one of the lowest budgets of the University, made worse by the cuts in 2014, requires finding ways to optimize and save. Among these aspects are the following:

- 1) decentralizing low expenses by using advance payments so as to reduce the treasurer's work;
- 2) preparing the Minutes of Prices Registration to contract permanent services (such as providing air or road transportation) or to purchase consumer goods or equipment (consumer goods or computers);
- 3) Installing copy machines centralized in a network to reduce printing costs;
- 4) implementing service request systems (maintaining computers, reserving classrooms, requesting educational trips, etc.) for specific tools on the Institute's website.

Despite the natural resistance that is a consequence of these measures, a better planned- out service has been provided concerning the needs of the Institute's activities.

### 2.1.4 How does the School manage budget resources and extra-budget resources?

R: The Institute depends essentially on budgetary resources. These are made available annually by the Main University Administration Office (RUSP) through specific points (Basic, Building Maintenance, Security, Training and Computer Resources) and, this fund is distributed according to budget planning criteria considering the points (Cost Centre).

The distribution of resources is approved annually by the Administrative Technical Council (CTA) and since 2014 the budget execution is controlled by the Financial Accounting Program developed at the Institute specifically for this purpose.

Since 2014, the budget allocation from USP for the Teaching and Research Institutes had cuts of around 30% compared to 2013. As well as the effort made to rationalize the budget execution, the Institute has claimed for a redefinition of the basis of the basic allocation from the Central Administration considering that the one in 2010, taken as a basis by the Main University Administration Office, did not apply to IAU, which still did not have autonomous budgetary allocation.

The extra budgetary resources basically correspond to the technical reserve from FAPESP, used according to the agency's criteria, for support and improving research activities concerning projects approved by the Institute's Congregation. The resources from providing services through support foundations are not significant.

### 2.1.5 Comment on the School's streamlining/optimization policies or existing resources (e.g. cost reduction and revenue generation).

R: As well as internal management practices described in 2.1.3., various activities have been developed that aim not only to reduce costs such as optimizing proceedings and using resources through actions common to the São Carlos Campus, such as: planning and shared purchases, with the corresponding economy of scale; using Minutes of Prices Registration in cooperation with other Institutes on the Campus and extending long term contracts (12 months) as a way of streamlining the purchasing process.

In the first semester of 2015, a discussion process began involving all the Institutes at the São Carlos Campus and the General Administration Coordination (CODAGE) with the aim of implementing a pilot project on the Campus of administrative rationalization between institutes.

### 2.1.6 I identify the School's actions in regard to environmental sustainability for the rational use of consumer goods and natural resources (e.g., water and electricity), as well as the management and treatment of effluents and waste (chemical, biological, radioactive, and



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recyclable, among others).

R: The Institute of Architecture and Urbanism (IAU), adhering to the permanent Efficient Use of Energy Program (PURE), encouraged the substitution of the old lighting system for more efficient and economical lighting. The light bulbs that have been replaced were sent to the Program's storage space so that they would go to the right destination.

In terms of saving water, the Institute is a member of the Rational Use of Water Program (PURA), replacing common taps with timing devices and adopting new models of toilet flushes.

It is the norm for the Institute to progressively replace the bottle fed water coolers with mains fed water coolers.

Concerning recyclable waste generated at the Institute - plastic, paper, cardboard, etc. - 1,234kg was collected in 2014 and up to now (July 2015) 1,622 kg was collected and taken to the Recycling Centre at the USP Campus in Sao Carlos, showing progressive adherence to the sustainability program. The Institute has a team who works on the program consisting of staff members, and one faculty member from IAU is the coordinator of the USP Recycling Program on the Campus.

In our Institute, we have a box for used batteries where people from the IAU community, throw away their used batteries so that they are disposed of correctly. Periodically, the material is sent to pre-defined places in the city, where recycled waste is disposed of correctly. We also have an agreement with an institution in the city which benefits from the controlled waste of our computing equipment.

Since 2011, an order of service has been established by the Director to only use recycled paper in all printing procedures.

2.1.7 Comment on how appropriate the School's academic and administrative information systems are.

R: The Institute has a very active Computer Technician Service and has prioritized actions of optimizing computer support to academic and administrative activities. Among the main actions already implemented are:

- Providing virtual directories to the sections with custom permission access for each area, so that information is centralized and its backup routine is optimized;
- Creating a general system with integrated authentication, providing all the systems of each area with their respective access restrictions;
- Creating service call systems which can create queues by ordering calls and/or priority, making it possible to issue periodical reports to evaluate tasks executed by type, request, among others;
- Developing and implementing specific systems for various areas and sections, according to their needs, such as a management system to reserve classrooms, a control system for registering the expedient section and protocol, a mass communication system to send announcements and information to undergraduates, among others.

It has also been the policy of the Institute to prioritize investments made to the computer infrastructure, i.e. the servers and the network, so as to help administrative activities, as well as provide support to teaching and research.

### Connections and cooperation

2.2.1 Analyze the connections and cooperation established with internal and external entities to achieve academic goals, considering the following different levels:

- among the School's departments, academic committees and academic support boards (centers, others);





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R: As mentioned above, the IAU is not structured into Departments. Consequently, the main challenges in terms of internal articulation go through the synergy, which is necessary but not always simple, between activities. The Regimental Commissions (undergraduate studies, postgraduate studies, research, culture and university outreach) are present at the CTA, and in the Congregation they have privileged places of articulation. Our regulations stipulate that the presidents of the Commissions - or their respective substitutes - are original members of both institutions.

The Centres and Research Groups benefit from the necessary autonomy and their activities are articulated by the Research Commission.

b) among core activities (undergraduate and graduate programs, research, culture and extension);

R: The articulation between the core activities at the Institute are a permanent challenge especially considering the inertial tendency of the University to privilege the direct relation between the different Institutes' statutory Commissions and the respective Pro-Vice Chancellors, directly or as an intermediate of their Central Councils.

In this administration, this inertial tendency has been widely discussed and met with some positive actions, especially for undergraduate studies.

The Institute evaluates the fact of not having departments as positive, at least at this stage of institutional implementation, insofar as this brings central collegiate moments of the Institute, the definition of policies and strategies of each one of the core activities to the CTA and Congregation. The IAU fully participated in the discussion process of reforming the University Statute. In fact, its Director was president of the special University Council Commission to coordinate this discussion process. Among the many proposals concerning the decentralization processes of the University, one of them, presented by various Institutes, stipulates that appointing presidents from the Statutory Commissions is similar to the Pro-Vice Chancellors, appointed by the Chancellor for approval by the University Council. The current election system of the Commissions by peers and of the Presidents by members of the commissions could possibly exacerbate centrifugal tendencies and make articulation processes of activities difficult in an educational project.

c) with other teaching and research Schools, specialized institutes, complementary boards and/or entities associated with the University, if it is the case;

R: Articulation is essential for a new and small teaching and research institute. In the four and a half years IAU has been in existence, it has been sought after on different levels.

Concerning the undergraduate studies, the Undergraduate Commission at IAU articulates, to maintain the course, directly with the Institute's lecturers and lecturers from other Institutes responsible for the subjects given on the course, as well as with the Course Coordination Commissions (COCs) from other Institutes in which the IAU participates by offering subjects.

In more general terms, the IAU has established a permanent contact with the main organs at the Faculty of Architecture and Urbanism (FAU) at USP in Sao Paulo to work together concerning interests and specific needs from the area of Architecture and Urbanism, to promote cooperation or joint initiatives (events, etc.) as well as to define common positions in evaluation parameters suitable for the area.

An important aspect is to find more effective ways at the Campus in São Carlos. There is a belief that the Campus should be a place for academia, and not merely geographic. The IAU has participated in joint initiatives of Directors from the Campus, which has resulted in promising results.

In 2014, the Management Centre for Culture and Outreach at the Sao Carlos Campus was created and formalized by the Pro-Vice Chancellor. Chaired by the Coordinator of Culture and Outreach at the IAU, this organ (never having had this structure at the university before) has reinforced the synergy between the Institutes and advanced in terms of defining the general parameters and strategies of a culture and outreach policy at the Campus, which preserves the autonomy of the Institutes, but exceeds the mere amount of isolated activities.



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In 2015, the Commission of Academic Planning of the São Carlos campus was created by Decree of the Chancellor, which is another unprecedented example of an instrument of articulation in the university structure. The IAU Director is currently the President of this commission, as well as the Management Council of the Campus.

Another recent action in this sense is the creation of a Commission of Programming in the São Carlos region from the Institute of Advanced Studies (IEA) at USP. This region is currently coordinated by a lecturer from IAU and this initiative intends to encourage the synergy between the Institutes on the Campus to identify and debate issues of an interdisciplinary nature.

d) with other institutions in Brazil and abroad (e.g., Multidisciplinary Master and Doctoral Programs between two Schools, Undergraduate and Graduate dual degree programs, involvement of students and professors in scholarly exchanges, cooperation agreements, research networks, and integrated research projects, among others).

R: In 2011, on postgraduate studies, an agreement was set up to carry out the Inter-institutional Doctorate with State Universities of Maringá (DINTER) (executor) and Londrina (associated), within the Coordination for the Improvement of Higher Education Personnel (CAPES) program and with support from the Araucária Foundation (a foundation to support research in the state of Paraná). Furthermore, in 2012, a National Program of Academic Cooperation (PROCAD) (a cooperation program of inter-programs) was approved with the Federal University of Pará, which is still in effect.

We had a student who did a dual doctorate degree and finished in 2014 together with the ENSA Grenoble in France. Concerning international cooperation formalized by inter-institutional agreements, it is IAU's policy to favour broader ways, which provide cooperation at undergraduate, postgraduate and research levels. Currently, IAU has academic agreements with 17 Higher Education Institutes overseas: Europe: ENSA Grenoble, Marseille and Paris-Belleville ; EISA Sevilla; Hafencity Universität Hamburg, Leuphana Universität, Lüneburg; Politécnico de Milano; Faculdade de Arquitetura, Universidade do Porto; University of Salford.

Latin America: Facultad de Arquitectura, Urbanismo y Diseño, Universidad de Mendoza, Facultad de Arquitectura, Diseño y Urbanismo, Universidad Nacional del Litoral; Facultad de Arquitectura y Diseño, Universidad de Los Andes; Facultad de Arquitectura, Arte y Diseño Universidad Diego Portales; Facultad de Arquitectura e Diseño, Universidad Nacional Autónoma de México; Facultad de Artes Universidad Nacional de Colombia.

USA: Université Montreal and the University of Texas at Austin.

Moreover, we participate in bilateral agreements from the Magalhães Network, "SMILE" Program, with 3 Higher Education Institutes overseas: Universidad Politécnica de Madrid, Instituto Politécnico Nacional do México, Universidad Nacional Autónoma de Mexico.

The participation in organs and/or cultural and scientific associations should be mentioned. The Postgraduate program is a permanent member of the National Association of Research and Postgraduate Studies in Regional and Urban Planning (ANPUR), a founding member of the National Association of Research and Postgraduate Studies in Architecture and Urbanism (ANPARQ), (of which two lecturers from IAU were the first presidents and general secretary) and a full institutional member of the Academy of Architecture and Urbanism Schools in the Portuguese Language (AEAULP) (the director of IAU currently chairs the Council of the entity).

The Institute maintains the strategic perspective of increasing ways to have international cooperation, emphasizing the increase in cooperation with Ibero-America and, constant with the recent transformation of structuring international cooperation at the USP Agency of National and International Cooperation (AUCANI), establish a policy of institutionalized and permanent cooperation with IES in Brazil.

## Infrastructure

2.3.1 Briefly comment on the development of School infrastructure in recent years, identifying, in relevant cases, difficulties that hinder improvement of the School's academic standards

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(e.g., in regard to physical area, classrooms, study rooms, faculty offices, libraries, specific laboratories and multi-user laboratories, access to computers, living areas, leisure and food areas, among other possible issues).

R: Since the creation of the Institute, the infrastructure and, the physical space were identified as one of the biggest obstacles to fully achieve the academic objectives of the Institute.

Given the origin as a department, the new Institute did not have any physical space for the new administrative activities, their own library and an amphitheatre and inherited historical inadequate installations in faculty members' rooms, space for research groups or research centres, space for exhibitions, living spaces, among others.

The process itself of the course's accreditation renewal by the CEE required for the transition of the São Carlos School of Engineering course to the Institute of Architecture and Urbanism recognized this insufficiency, mostly the precariousness of the classrooms related to the new dimension of the undergraduate classes.

On the other hand, to house new administrative activities, we had to use some of the space that was for other activities, such as rooms for faculty members or a study area for postgraduate students.

The situation was made worse by the constructive precariousness of the 5,000 m<sup>2</sup> area which has had continuous problems of infiltration and leaking.

Therefore, there are two dimensions concerning the physical space, which deserves the attention of the Institute of Architecture and Urbanism: upgrading existing physical areas and building new facilities, mainly to house the administrative activities, the new library and provide better conditions to the research groups.

In the medium term, it will also be necessary to build our own auditorium. For all the activities or events that involve more than 50 people, the Institute depends on borrowing physical space from other Institutes.

The construction of the new administrative block was suspended due to cuts in 2013 and only in 2015 did we have funding (partial) for its implementation. Even in this context of huge budget restrictions, various specific actions were performed with our own resources or special support from the Main Administration Office.

Among them, we can highlight: a) Replacing the roof of the postgraduate building, b) renovating the Documentation Center area (CEDOC) c) building a mezzanine in the Maquettes Laboratory to implement the Digital Printer Center, d) Temporary installations for the Heritage and Purchasing Service.

In August, the new Digital Production Centre will be inaugurated. Physical adaptation and equipment was financed by a special program from the Main University Administration Office and was complemented with budgetary resources.

In the next vacation period, the workshops will be adapted to new operating conditions.

Another fundamental aspect is the process of installing our own library, structured from the current CEDOC. Only in 2015, did the IAU manage to hire a librarian, essential to set up our own library and incorporate it to the Integrated Librarian System at USP. It is expected to be formalized for the 2nd semester of 2015

#### Technical and administrative employees

2.4.1 Does the School have a specific system (goals, indicators, performance standards) to assess the activities of technical and administrative employees, in addition to the institutionalized processes outside the School?

R: Still in the process of being created and due to the small number of staff members (36), the Institute understands and uses the evaluation systems established by USP, given that they adapt to the current reality, as they provide indicators (Marte system) that measure the performance and development of the staff members.



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2.4.2 Report the School's policies concerning the improvement of technical and administrative employees in regard to:

a) Integration of recently hired employees;

R: The newcomer members of staff are initially received by the Institute's Director who presents a brief history of the Institute and its specific operating conditions (as in item 2.1.2). Then, the Personnel Service presents the general procedures of the sector (USP operating systems - Mercury, Mars, etc.), an informative booklet to clarify benefits and guidelines about the organizational structure and specific procedures about their career (placements, probation, etc.). Next, the new members of staff are introduced to their colleagues in their sector/activity and to all the employees. Lastly, the newcomers are invited to introduce themselves to the Institute's congregation.

b) Incentives for professional improvement;

R: The administrative staff of the Institute consists of: staff members who have been at USP longer and who have already worked in the Department; staff members with previous experience in other Institutes and at USP's organs and new staff hired by public examination procedures. Thus, there is a wide range of experience. Given this heterogeneity, the Institute defined its own program of training and professional development, mainly concerning the computerized corporative tools.

On the other hand, the Institute strongly supports its participation in all the processes and courses of continuous professional development organised by the Central Administration, through the USP School of Management or specific training in administrative financial and academic areas of the university. The annual budget provides specific allocation for support to these activities (registration fees, daily expenses, transportation, etc.).

In specific situations, the Institute supports their staff members taking part in professional development courses promoted externally to USP, when relevant to the area.

Since the Institute was created, we have had activities to update and gain skills for practically all the staff members. Sixty events were held (courses, training, etc.) in 2012, 45 events in 2013, 20 events in 2014 and 4 events in 2015.

c) Criteria for career development;

R: The Institute does not have autonomy to define the Institute's organisational chart, nor the staff's functional classification, or attribution of functions remunerated outside this organisational chart. Therefore, there is no possibility to define criteria for career progression outside the criteria defined by the Central Administration.

d) Institutional engagement.

R: The Institute holds general meetings with staff members to discuss topics of institutional interest. Since the implementation of the organisational chart, all the proposals of changing operations or recommending new people to be responsible for sectors have been communicated and explained to the staff members.

In general terms, attitudes from staff members being involved in a period in which new procedures are being established, and areas require commitment, as well as working hours that are not the same as when the old department existed are considered very positive.

It can be observed that the ratio of staff members per faculty member, one of the lowest in the



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university, requires, as well as rationalizing activities and procedures, institutional commitment from the staff.

#### Faculty members

2.5.1 Analyze the progress of the School's faculty profile on the basis of core activities developed in the last 5 years (hiring, career development, job contracts, and retirement, among others).

R: At the beginning of 2010, the then Department of Architecture and Urbanism at EESC had 34 faculty members: 22 Doctorates, 8 Associate Professors and 3 Full Professors.

In 2010, one Assistant Professor resigned and in 2011 two Assistant Professors retired, leaving 31 lecturers in the Department.

In the period, 11 people were hired/appointed: 4 Temporary Lecturers on a part time basis of 12 hours per week (Selective Process), 6 appointments of Assistant Professors on a full time basis for teaching and research and 1 teaching/researcher position of 24 hours per week

In the 3 steps of horizontal functional progression carried out in

In 2012 and 2013, there were 5 lecturers promoted to Assistant Professors 2; 1 associate professor promoted to Associate 2 and 6 lecturers promoted to Associated 3. All the lecturers from the IAU who requested promotion had a positive result.

In 2015, one lecturer retired, from Associate Professor and thus, in the middle of 2015 the faculty members consisted of 39 lecturers: 35 on a full time basis and 3 working 24 hours per week, as well as 1 temporary lecturer (12 hours per week, without research activities).

Considering career positions, there are 21 Assistant Professors, 5 Assistant Professors 2, 3 Associate Professors, 1 Associate Professor 1 and 3 Full Professors.

These numbers show a ratio of lecturer per student of around 1/10, considering undergraduate and postgraduate students.

2.5.2 Does the School have a policy concerning the hiring of professors (e.g., internationally published public notices)? Comment on how appropriate this policy is in regard to the School's profile and its development projects, including new areas such as attracting new talent for academic careers.

R: From the moment in which the University opened up the possibility of doing public admission examinations in a foreign language, the IAU started including this strategy when hiring new lecturers. Two of the vacancies advertised in the public examination in 2014 envisaged in the announcement the possibility of doing the tests in Spanish. This decision was coherent with the areas of knowledge in question, concerning the History of Architecture and Urbanism and Urbanisation Processes in Brazil and Latin America.

The Institute considers this strategy relevant due to its internationalisation projects.

2.5.3 Describe the primary individual indicators concerning the quality of the work performed by the School's faculty.

R: The Institute works with standard indicators from the University to qualitatively evaluate the lecturers' work: workload and integrating planning and evaluating activities of the undergraduate studies; workload and the number of postgraduate students they are supervising, ways of publicizing intellectual, technical



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and artistic production.

2.5.4 In addition to the institutionalized assessment processes outside the School (CAPES - The Brazilian Agency for Coordination of Improvement of Higher Education Personnel, CNPq - National Council for Scientific and Technological Development, USP - Office of the Vice-President, CERT - The USP Especial Committee of Labour Work, and CPA - The USP Permanent Assessment Committee), does the School have a specific system to assess its faculty members' activities? If yes, what kind of work is developed?

R: No, the Institute follows the institutionalized evaluation processes of lecturers' activities.

2.5.5 Does the School have a Pedagogical Support Group (PSG) or any type of pedagogical advisory program to support the work of professors? If yes, what is the work developed? Characterize the adherence of professors to the proposed activities.

R: No. The Institute does not have an internal support group. Various lecturers have participated in seminars and workshops promoted by the University, according to their interests.

2.5.6 Report whether the School provides conditions for improving the teaching of the faculty body, analyzing its importance in regard to the existing educational proposal. If the School does, what are the activities developed? Comment on advancements and difficulties.

R: The Institute supports and encourages all the lecturers' initiatives to improve their teaching skills. Various lecturers have participated in courses or workshops to improve their teaching skills, such as at the Undergraduate Congress held in 2015.

A balance of the advances and challenges should include the final document of the CG concerning the restructuring process of the Undergraduate Course.

2.5.7 Provide information on the School's policy concerning the valorization and development of teaching careers in regard to:

a) Integration of recently hired professors;

R: Lecturers who have recently done the public examination are introduced to the rest of the academic staff at specific meetings of the program and undergraduate course evaluation. Normally, a meeting is organised open to the IAU community to present activities and research.

b) Incentives for improvement and post-doctoral programs;

R: The Institute works consistently with the University policy of encouraging lecturers to improve. All the lecturers who requested leave to do postdoctoral research were approved. Currently, there is a commission in the Congregation drawing up a proposal to establish criteria which allows for institutional planning for a policy of sabbatical leave.

c) Institutional engagement.



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R: The Institute understands that institutional involvement implies in engaging faculty members in activities (teaching, research, culture and outreach) and also in internal management activities, as well as taking part in activities on the University Campus, thus in events representing the Institute in the city and the State.

The Institute considers that the management model based on faculty member representation consists of the core of the model of managing the University encouraging faculty members to take part in these activities as an intrinsic condition of their teaching career.

Given the small size of the academic faculty and the management structure at the University, most of the lecturers are involved, to some extent, with these activities.

This participation is taken into consideration in the process of attributing lessons, as well as accreditation and reaccreditation processes for postgraduate studies.

2.5.8 How important is the participation of professors in support centers, complementary boards or specialized institutes for the achievement of the School's goals?

R: As already mentioned in the specific section, the Institute has 11 Research Groups registered at the Research Group Directory in Brazil on the CNPq Plataforma Lattes (curriculum database). In 2012, Research Support Centres were created supported by resources from the Research Provost at the University. Practically all the faculty members from IAU took part in these groups and/or centres, involving more than 120 researchers who are mostly responsible for research production, patents and public policies at the university.

#### Teaching and learning processes

2.6.1 Assess the School's teaching and learning processes, including the teaching means and techniques and their coherence with the educational proposal.

R: The concept of teaching and learning of the undergraduate course considers that its pedagogical proposal must not aim to establish a complete closed whole, but rather manage an "entirety in continuous process of constitution and overcoming itself", in this sense agreeing with the LDB, in its article 43, Section II, that establishes as being the role of Higher education to "educate graduates in the different areas of knowledge, who are apt to work in professional sectors".

Furthermore, also agreeing with the Higher Education World Conference, held in Paris in 1998, the course considers it "necessary to introduce Higher Education teaching methods related to learning, to educate professionals (...), benefited for having learnt how to learn and engage..."

Thus, for the full exercise of competences, professional architects and urbanists should be taught that, stimulating the development of logic, perception of theory and practice limits and the continuous search for knowledge and its construction, enables us to understand the social and professional reality as a network of complex relations.

The Institute of Architecture and Urbanism (IAU) CAU, taking into consideration that Higher Education should be informed, develops the comprehension to apply knowledge and produce new knowledge, developing the specific skills that architects and urbanists require, articulating methods focused on lecturers using methods centered on the students.

Thus, the subjects articulate, at a higher or lower degree depending on their particularities, methods of discussion; of tasks (exercises), research and projects (individual or in a group); of laboratory activities, of field work; of questions and answers, using lectures and dictated transmission.

Therefore, the purpose is to train well-informed skilled professionals, aware of their state of citizenship, motivated to think critically and to analyze issues in society, researching and producing answers and solutions for them.

Thus, it is considered that in order to go into more depth concerning the effectiveness of teaching and learning strategies, it is necessary to do research that identifies the sociocultural profile of newcomers who can establish conditions to identify repertoires and specific interests that enable them to overcome





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the opposition between the active side (faculty member) and the receptive side (student). Obviously taking into consideration the specific purposes, the same comprehension applies to postgraduate studies. It is worth highlighting the fact that all postgraduate faculty members work, mandatorily, in undergraduate studies.

2.6.2 Is the profile of Undergraduate and Graduate alumni used as reference to define teaching and learning processes? How so?

R: The undergraduate course is currently being discussed aiming at restructuring it. One of the items of this process is to raise and analyze the graduates' profile so that this profile becomes part of the discussions concerning restructuring the course.

So far the Institute has used informal mechanisms for the graduates' feedback. There is a social media group consisting of academic staff, students and former students with more than 500 participants. Outstanding ex-alumni working in professional or academic areas have been asked to present their professional experiences and comment on the impact of their training in their work.

As mentioned in 2.7.2.10., the Architecture and Urbanism Institute (IAU) has included since the first semester of 2015, the pilot project to implement the USP Graduate website, in order to systemize and expand the definition of this profile.

2.6.3 Describe the incentive policy intended to encourage the production and use of teaching materials (e.g. books, movies, videos, online material, software, prototypes, simulators and others) directed to the School's teaching in the Undergraduate and Graduate Programs.

R: The Institute attempts to support all of the initiatives proposed by the academic staff and laboratory technicians, who have suggestions for teaching material, and with available resources.

In 2013, the Institute's Intellectual Production Digital Storage was created which, among other sectors, has a specific area for registering and consulting the digital media of all the material produced by the Institute, including speeches, conferences and special courses, for example the Postgraduate Topics subjects (see 2.8.1.1.g)

2.6.4 List the primary forms of academic assessment used in the School's Undergraduate and Graduate Programs.

R: Concerning undergraduate studies, the University of São Paulo (USP) has evaluation programs of its courses. Internally, the course holds meetings every semester with the purpose of organising and developing activities that also have an evaluation dimension. Currently, as described below, the course is undergoing a restructuring process, in which the qualitative academic evaluation is one of the most important elements.

On the Postgraduate program, the main reference for evaluation is, naturally, the Coordination for the Improvement of Higher Education Personnel (CAPES) evaluation process. Internally, the program holds at least one annual meeting, in which members discuss the data of the Annual Report submitted to CAPES. Other postgraduate evaluation activities are described in 2.8.1.3.

2.6.5 In the School, is there any program encouraging technological innovation, entrepreneurship, or junior enterprises? Analyze the results.

R: At the moment, the Institute does not offer such formal programs.



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#### Undergraduate program

2.7.1.1 Describe the primary advancements attained in the School's Undergraduate Program and the difficulties faced in the last 5 years.

R: The Course has pedagogical strategies that are consolidated and that have been applied for more than 5 years; among these strategies are study trips to different cities in the country, such as: Ouro Preto, Brasília, Rio de Janeiro and São Paulo, among others. These trips also include faculty staff members from the Education Institutions in those cities.

Seeking to show students aspects and situations they will go through in real-life, but at the same time, safeguarding the investigative dimension, in 2014 the course participated in an innovative initiative launched by São Paulo's City Council, whereby teaching institutions were invited to draw up urbanism proposals, from a new urban proposal point-of-view, for some specific regions of São Paulo city. This initiative resulted in the creation of a new elective subject: "Urban Essays", which was coordinated by 3 teaching staff members and the results were published by the São Paulo City Council. Relevant information is that our institution was the only one from outside the Great São Paulo area to participate in this initiative.

In recent years, the Institute has been structuring a "Digital Factory Laboratory" (FAB LAB). For this, 2 laser cutters, one milling machine and one 3D printer have already been bought. The digital factoring process was the subject of an optional discipline and is part of the 5th and 6th (mainly) semesters; they also help in developing the Final Term paper. The fact is that all this equipment is located in a single, adequate environment, and the relationship of the digital processes between design and construction of maquettes is one of the priorities not only as immediate actions, but also as a didactic and pedagogical analysis on the course's renewal. There has been a permanent policy of the course to encourage students to enroll in optional subjects which are basically exploratory, such as the subject "Feel the space: project using tactile models", taught by Prof. David M. Sperling, with collaboration from Eng. Inácio Vandier (visually impaired) and the renewal of the learning process in traditional subjects by using experiments (device prototypes) that materialize in project solutions.

The main challenges during the last five years have been concerned with the physical space. The expansion of the number of places (from 30 to 45) in 2010 put the theory classrooms (2) and the workshops (5) at the limit of their capacity, mainly when considering that groups of students from intermediate years exceed 45 students due to the presence of exchange students.

In 2014 and 2015, this difficulty resulted in a budget reduction of about 30%, due to the University's ongoing economic crisis. This situation implied a significant reduction of current budgetary execution items, such as those targeted at monitoring scholarships or hiring trainees to work at different sectors to support directly, or indirectly, undergraduate activities.

2.7.1.2 Characterize the connection and cooperation among the School's Undergraduate Committee and the Courses' Coordination Committees.

R: Currently, at the Institute there is only the undergraduate course on Architecture and Urbanism under the direct responsibility of the Undergraduate Commission (CG IAU). Considering this, there are no Coordinating Commissions for the course. Conversely, the CG IAU is in constant contact with other courses' Coordinating Commissions from other Institutes of the Campus to whom the IAU offers subjects, either compulsory or optional.

2.7.1.3 List the relevant innovations, initiatives, and tendencies in teaching of the School's Undergraduate Program in regard to:



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### a) New Programs and Courses;

R: The Strategic Plan developed by the Department of Architecture and Urbanism in 2005 foresaw the expansion of USP activities in São Carlos for the Human and Social area. This proposal included the creation, in the medium term, of three new undergraduate courses: Geography, History and Design. The transformation of the Department into a Teaching and Research Institute was the institutional condition for the implementation of these strategic objectives.

After the creation of the Institute, in December 2011, IAU concentrated, already in that year on meeting its Strategic Plan and the Institute's creation proposal, the creation of the Geography course. Having innovative characteristics and interdisciplinary strategies, the course was approved by the Undergraduate Council without restrictions concerning its academic merit in July, 2012. However, its implementation was suspended due to the University's ongoing economic crisis.

Regarding the Architecture and Urbanism Course, as previously mentioned, it is undergoing restructuring. Therefore, it is quite possible that here will be new subjects, or pedagogical units, and/or the reformulation of the current ones according to the formulation of the new CAU-IAU's Political Pedagogical Project.

On the other hand, there is a continuous process for the creation of optional subjects that innovate the teaching process through specific subjects and approaches.

### b) Increase in the number of slots;

R: Since its creation in 1985, the Course has offered 30 places per year. In 2010, the number of places increased to 45 and there is no immediate plan for a new expansion. The Institute's priority is to create the Geography evening Course, with 40 places to be shared between the Bachelor's degree and the teacher training course.

### c) Attraction of talented students;

R: Until 2015, entrance to the CAU-IAU occurred exclusively through USP's university entrance examination applied by FUVEST (University Foundation for entrance exam); therefore, there were no varied forms of access nor of attracting the talented students.

For the 2016 university entrance examination, USP opened a discussion to address alternative ways of entering; this discussion converged in a definition for a percentage of places through ENEM (National High School Exam). Therefore, already in 2016, one portion of the places shall be filled through the FUVEST exam and the other through ENEM. It is expected that this measure, among others, will broaden national participation in the selection process, which in theory shall allow the entrance of more talented candidates from all regions of the country.

The adhesion this year and the percentage of places for entrance through ENEM were left for each Institute to decide. Although IAU approved adhesion, this will not happen in 2006 due to administrative difficulties for combining access via ENEM with the existence of specific ability tests.

In an attempt to disseminate the course and attract talented students, the Institute has systematically participated in the Careers Fair organized annually by USP Culture and Outreach Provost.

Considering that, the students' origin can be regional and national strategies for attracting them should be nationwide. In the absence of official indicators (USP does not yet take part in ENADE - Students National Performance Exam), the systematic score of five stars by the Students Guide from Editora Abril, can be considered an important attraction factor.

### d) Changes and flexibility in the curricular structure;

R: As mentioned earlier, the course is undergoing a renewal process. This process was initiated in 2014 based on the definition of prioritizing five thematic axes whose presence in the course were evaluated as



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insufficient or in need of attention. The five axes are:

- a) Urbanization Processes: Theory, History and Intervention;
- b) Territory and the Environmental Issue: The Multiple Dimensions of Sustainability;
- c) Construction of the Building and the City;
- d) Question of Heritage: conceptions, policies and interventions;
- e) Relationships between Architecture, Urban Culture and Politics.

It is worth mentioning that these axes do not cover all the contents that the course already aggregates and that should remain. Apart from discussing the axes, a space was opened specifically for students to manifest their concerns. This produced a specific document that highlights the following points: education that includes contemporary architecture and cities; compromise with "social education", the need to promote higher interdisciplinary and dialogue among subjects and the creation of spaces for debate and training outside the classroom, associated with flexible teaching hours.

Currently, the CG is producing a document summary that is comprised of the contributions and formulations, as well as a basis-proposal, for the curriculum restructuring. The goal is to present a proposal by the beginning of October for discussion and delivery of a new curriculum structure.

e) Renewal, updating, and use of new teaching methodologies.

R: An issue that arose during the discussions was concerned new teaching methodologies. New teaching methodologies had already been addressed in several meetings; in addition, a debate, with colleagues from other campi, USP ones and others who implemented new proposal for their courses, was conducted so as to enrich the discussion on the renewal process. The debate addressed innovative proposals, not only concerning methodologies, but also the course's structure, including teaching hours, subjects and the possibility of introducing new modules. This is considered an essential issue by the proposal that CG is developing.

2.7.1.4 Characterize the monitoring of the School's Undergraduate teaching. Describe the procedures and indicators used in this process.

R: Until four years ago, USP used to apply a follow up process for the courses called "SIGA". The methodology of this process was quantitative, enabling to organise data and indicators so that some courses' specific situations would be more visible (fail rate, time on the course, and so on). There were also some qualitative indicators which were, obviously, not feasible to be organised. As SIGA was discontinued, there was no renewal of a generic procedure, or the creation of CAU-IAU's own procedure. The course concentrates on monitoring its students based on the time they have been enrolled on the course, since the University has specific policies on this issue. During the course's renewal process, the follow up issue was discussed. The new proposal being developed considers essentially the creation of a specific monitoring system, allowing the IAU community to follow up the performance in such a way so as the expected teaching and learning performance can be discussed and evaluated.

2.7.2.1 What is the profile of Undergraduate alumni pursued by the School?

R: Taking UNESCO International Architects Union Statute (UIA/UNESCO) as a reference, the IAU-USP Architecture and Urbanism Undergraduate Course's Political-Pedagogical Project (PPP) highlights the public interest in ensuring that architects are able to comprehend and shape to the needs of individuals, social groups and communities, taking into account "a decent quality of life for all inhabitants of human settlements, the use of technology that respects people's social, cultural and aesthetic needs; a sustainable and ecologically balanced development of the environment being built; an architecture that can be seen as everybody's property and responsibility" (item 1, point 8, UIA/UNESCO). In a moment of social, cultural and economic transformation, the course's aim cannot seek solely to train



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professionals that are able to respond to a market's particular situation, nor professionals trained to serve regional interests and material and human possibilities shown by different limits. Rather, to train professionals that, aware of the role they have to play in society, are able to respond to different questions and develop transdisciplinary activities.

In this sense, the course's didactic proposal seeks to train a professional in a way that: 1) endowed with adequate theoretical basis and technical instrumentation, he/she is able to work in an inter- and multi-disciplinarily way; 2) endowed with critical sense and responsibility he/she can develop conscious work; 3) endowed with the knowledge of reality where he/she is going to act, he/she is able to become a transforming agent of the current reality, targeting society's structural demands; 4) endowed with a sense of ethics and based on humanistic training, he/she can present a solid background in design and management of work in architecture and urbanism, and that he/she is able to develop a diagnosis on pragmatic problems, whether in the area of building, or in urbanism and landscape, allowing for a critical and creative performance concerning the solution, considering its social, political, cultural, environmental and economic aspects.

2.7.2.2 Are the courses syllabuses and subjects of the School's Undergraduate Program consistent with this profile?

R: Yes, to the extent that the course's curriculum structure offers a training syllabus, a comprehensive methodology of a system with inputs/products that takes into consideration the knowledge contents; a set of articulated subjects that meet the objectives for the Architect and Urbanist's training process. The curriculum and the subjects' syllabuses do not seek for memorization of solutions, but rather for stimulating reasoning development, the perception of historicity and the limits of theories and of techniques, and the continuous search for knowledge and for its construction, enabling the understanding of reality as a network of complex relations, which includes varied knowledge, autonomous but complementary. Three interdependent parts appear in CAU-IAU as different training spaces, which are: the fields of knowledge; the work placement activity and the Final Term Integrated project. The current fields of knowledge for the PPP are as follows: Theory and History of the Arts and Aesthetics, Social Studies, Environmental Studies, Representation and Expression, Physics, Mathematics, History and Theory of Architecture, of Urbanism and of Landscape, Project, Building Technology, Structural Systems, Environmental Comfort, Topographic Reading and IT.

2.7.2.3 Are the School's teaching and learning processes consistent with this profile?

R: The set of contents of the different fields of knowledge mentioned above is materialized on a Course whose credits are based on a requirements system, which incorporates the definition of subjects within a scope of multidisciplinary, interdepartmental or not, and of modules of continuity of the subjects, considering the articulation of the thematic unit per chronological year, the established activities and the assessment of pre-requirements.

The comprehensive curriculum is completed in 5 (five) years, encompassing activities related to lectures, optional and laboratory options; thematic research (bibliographical and iconographic); educational trips to Brazilian cities that are relevant for the training of Architects and Urbanist and visits for field work, city management institutions and integrated work placements.

The course gives high relevance to the evaluation processes, not only concerning students learning different subjects, but also concerning the general and integrated organization of the course. For this, there is a collective reflection process - involving students - which addresses pedagogical strategies and the contents to be worked on.

As mentioned, the course is undergoing a renewal process that arose from identifying the need to aggregate what has happened during the last 30 years and that influences architect and urbanist training, not only to think about the immediate present time, but also to propose a new critical profile of students that would allow, in addition to a solid basis, an understanding of the contemporary social, political,





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economic and cultural processes.

2.7.2.4 Describe the socioeconomic characteristics of the School's Undergraduate students. Comment on the degree of representativeness of students from public schools, as well as that of students who reported being African-descendant, of mixed race, or indigenous, attending the School's courses.

R: IAU-USP's Architecture and Urbanism undergraduate Freshmen/women, from 2012 to 2015 (totaling 180 students during the last four years), present the following characteristics: 80% are between 17 and 19 years old, 84% are white, 73% are female, 80% come from the State of São Paulo; 63.3% of the students' parents completed Higher Education.

Regarding the students' monthly family income: 8.3% have between 0 and 3 national minimum wages (SMs); 51.7% have between 3 and 10 SMs; 25.5% have between 10 and 20 SMs and 14.5% have above 20 SMs.

Regarding where they attended high-school and pre-university entrance examination courses: 45.5% attended, exclusively, private schools and attended pre-university entrance examination courses; 28.3% attended, exclusively, private schools; 18.3% attended, exclusively, public school and attended pre-university entrance examination courses and 6.6% attended, exclusively, public schools.

This data was taken from questionnaires applied by FUVEST at the time of registration for the pre-university entrance examination. The Institute aims to implement a more detailed annual survey of the student's profile, encompassing their background, interests and cultural repertoires, as an essential instrument for developing the teaching and learning process.

\* SM = Salário Mínimo (national minimum wage). (In 2015 it was equivalent to R\$ 788.00 or U\$ 244.00)

2.7.2.5 Comment on the evolution of candidate/slot ratio in the Entrance Examination in the last 5 years observed in the School's programs.

R: Between 2011 and 2015, the ratio remained in the range of 26 to 31 candidates per place, where: in 2011 the ratio was 26 candidates/place; in 2013, 31 (the highest); in 2015, approximately, 28, respectively.

Additionally, between 2012 and 2015, 24.4% of the Freshmen/Freshwomen received some kind of support, either from INCLUSP or from PASUSP (USP's Specific Programs for social inclusion by the offer of a bonus in the candidate university entrance examination's score, depending on his/her socio-economic condition, or whether he/she had studied in a public school).

Does the School have policies to decrease dropout rates in its Programs? Comment.

R: The Institute does not have a dropout rate that would justify adopting specific policies.

During the last five years, only five students (out of 234 incoming students) requested "giving-up by request", that is, 2.1% from the total, an average of 1 dropout per year.

Nevertheless, the Institute is concerned with policies that keep students; for this, the Institute offers, in addition to research and outreach scholarships from funding agencies and from USP, scholarships for monitoring undergraduate subjects from IAU budgetary resources. Until 2013, the Institute also had a policy for work placements in varied activities which, due to the University's ongoing economic crisis already mentioned before, needed to be cut in 2014.

2.7.2.7 List the support services provided by the School to students.

R: The main support service offered is the Undergraduate one. This service has 3 administrative staff members working exclusively in the administrative support for the Course's activities, including mainly



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the Supervision/Monitoring of Laboratories of Computerized Teaching, Models and Testing, Environmental Comfort and Civil Construction, the Documentation Center (CEDOC), as well as the International Cooperation Commission Office and the Work Placement Office.

In some cases, this support is implemented through the scholarship system targeted at the students themselves, as happens with Monitoring Scholarships, which are funded using the Unit's budgetary resources, and also the Pro-Student Room (computerized) that has 5 scholarships or grants offered by the Undergraduate Provost.

2.7.2.8 Does the School have any system to monitor the training process of Undergraduate students? Comment.

R: The Architecture and Urbanism Course does not have any follow-up system for the students' training process. Although, the undergraduate course is structured based on the assessment processes integrated with the subjects. On the debate process list for the course's renewal and associated to its follow up process, the articulation of the students' follow up and assessment processes with the course's assessment process is all being discussed.

2.7.2.9 Indicate incentive actions intended to promote Scientific Training for Undergraduate Students, participation in studies and research groups, among others.

R: The particular history of the former Architecture and Urbanism Department shall be taken into account whereby the Postgraduate and Research activities preceded the implementation of the Undergraduate Course (1985). Therefore, the emphasis on research activities is a remarkable issue in the institutional culture. This can be noticed in varied indicators, such as in the percentage of academic staff members who work on a Full-time Basis Schedule and with Exclusive Dedication in comparison to other institutions in the area.

At the undergraduate level, actions taken to train students through Scientific Initiation activities is quite diverse, creating a particular and rich environment in the Institute. These actions range from lectures of compulsory subjects up to the development of these activities (IAU0650 Initiation to Scientific Research, compulsory, 2nd year), intense participation in research groups, the development of PIBIC (Institutional Program of Grants for Undergraduate Scientific Projects) projects and the recognition of academic work placement to gain compulsory credits.

About 2/3 of the undergraduate students develop formal activities in Scientific Initiation projects.

2.7.2.10 Does the School have any formal relationship with Undergraduate alumni? Is there any system to maintain ties with Undergraduate alumni?

R: The formalization of the relationship with undergraduate alumni was defined since the Unit was created, as one of its strategic goals. The Institute's regulations foresee the participation of one alumni representative at the Congregation, the Unit's highest collegiate unit.

Currently, this relationship takes place within an informal context, such as groups of faculty members and alumni in social media. One of these groups have more than 500 participants, a significant number when considering that the total number of alumni is around 900.

In 2015, two measures were taken to institutionalize this relation. The Institute requested, and already received from CAU (Architecture and Urbanism Council), the list of all alumni that have professional registration, and their contacts. On the other hand, IAU is one of the 6 Units that comprise USP Alumni Website pilot-project. This website is a corporative system that can track undergraduate and postgraduate students and will be implemented (it is currently undergoing the pilot phase) until the end of 2015.



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2.7.2.11 Comment the professional practice fields and skills required by the School's alumni.

R: The areas of work legally defined for an architect and urbanist comprise architecture, urban project design, urbanism and urban planning and landscaping. According to the course's Political-Pedagogical Project, training in these skills results in three distinct training spaces: areas of knowledge, work placements and the Final Term Integrated Project. These comprise:

- a)adequate knowledge of the history and theories of architecture, as well as of arts, technology and related human sciences;
- b)knowledge of plastic arts, and their influence on the quality of the architecture project;
- c)adequate knowledge of urban design and the specific skills involved in planning processes;
- d)adequate knowledge of landscape architecture, comprehending all specific skills involved;
- e)skills to create architecture projects, whether for building, urban intervention or landscape architecture, that meet all aesthetic and technical requirements;
- f)comprehending the relationships between people and buildings, between buildings and their surroundings and the need to relate the buildings to their urban space to scale and to human needs;
- g)understand the Architecture profession and the role of the Architect in society, in particular preparing information that would take into consideration social aspects;
- h)skills on oral and written communication, of graphic means of representation, as well as the comprehension of research methods and preparing a summary of an architectural project; ;
- i)comprehension of the structural project and of building and engineering problems related to the building project;
- j)understanding the inter-relationships between urban design and the technical-building aspects and urban engineering related ones;
- k)adequate knowledge of physical, technological and functional aspects related to building, in a way that the aspects related to its housing are solved during the architectural project phase;
- l)adequate knowledge of the physical and technological problems involved in urban design, in such a way as to find solutions that are concerned with environmental urban comfort;
- m)adequate knowledge of the planning and coordination of building work, urban design and landscape architecture;
- n)project skills necessary to meet the user's requirements for building on the set of constraints imposed by factors such as cost and building legislation;
- o)adequate knowledge of the industry, the organization, regulations and procedures involved for the translation of project concepts for building and integrated plans on general planning;
- p)adequate knowledge about the organization and operation of systems for the production of building projects, urban interventions and landscape architecture;
- q)commitment to professional ethics and undergoing continuous professional development to operate in multi and transdisciplinary areas.

2.7.2.12 Comment on the performance of the School's alumni in professional exams, and exams from the medical field and similar contexts.

R: The Brazilian legislation does not foresee, for the area of Architecture and Urbanism any class or related exam.

2.7.3.1 Indicate whether there are initiatives concerning distance learning in the School.

R: At the Institute of Architecture and Urbanism, there are no initiatives towards implementing on-line courses. However, one of the priority goals at the Institute, at the undergraduate and postgraduate level, is a significant expansion to include tools, techniques and procedures involving new technologies of communication and information as complementary instruments, distance and traditional ones, in their



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didactic-pedagogic practices.

#### 2.7.3.2 Describe primary Undergraduate extra-curricular activities in the School.

R: Since the beginning, the course is noticeable for the importance given to extracurricular activities. One of the most relevant ones, implemented since the beginning of the course (in 1985), is a permanent program for travelling to different cities of the country (Ouro Preto, Brasília, Rio de Janeiro and São Paulo, among others), that includes the participation of faculty members from other Teaching Institutions. Additionally, Speeches, Debates and Seminars take place on a regular basis.

During the last few years, this program has undergone a process to be included in the curriculum, as it is in some overseas institutions.

Because of the increase in internationalisation, in recent years, International Workshops (with the participation of academics from overseas) are being consolidated as a relevant extracurricular activity for students' education.

Moreover, the Institute actively supports students' initiatives, such as the Architecture and Urbanism Academic Office (SAAU), linked to the Campus' Academic Center which has its own space. IAU students have actively participated in Architecture and Urbanism regional and national student meetings (EREAS and ENEA) and in 2015, through an initiative from the students and the support of the Unit's CG, the Architecture and Urbanism Week (SEMANAU) will be resumed.

#### 2.7.3.3 Comment on the impact for the Undergraduate Program from academic agreements, supervised training programs, and agreements with the public and private sectors, as maintained by the School.

R: Currently, the Institute has cooperation agreements for work placement with 23 architecture and urbanism private companies. These agreements meet students' demands to do compulsory work placements as foreseen in the course's Political Pedagogic Project.

The students' work placement in the public sector is linked to agreements to meet specific demands. It is worth highlighting that students can validate their experience in research (Scientific Initiation) as compulsory work placements in accordance with the graduating student's profile, as defined in the PPP. Concerning academic agreements with other Higher Education Institutions (IES), the Unit has 17 international agreements and 4 national ones. In both cases, the Unit acts as an IES that receives and sends students for a period of stay in their respective courses. The contribution is clear when students return from an exchange period considering the collective dynamics of the subjects that they still need to do and the space for seminars where experiences, about the countries visited, are shared with the academic community. The diversity of possible experiences through the agreements run by the Institute, characterizes an environment that is rich for exchanging knowledge and a wide field on students training. Various actions in the current renewal process take into account such experiences in reorganising the pedagogical activities.

#### 2.7.3.4 Relate the School's main inter-disciplinary projects.

R: The creation of the new Geography course, approved by USP's Undergraduate Council, suspended because of the University's ongoing economic crisis, represents the Institute's main interdisciplinary project. Since its development, with the participation of lecturers from the areas of geography, environmental engineering, transport engineering, soil and geomatics engineering, as well as, obviously, architects and urbanists, up to its curricular structure, interdisciplinarity has been a fundamental assumption.

Moreover, IAU has proposed to the São Carlos School of Engineering (EESC) to have a debate to evaluate the possibility of implementing a program for a dual degree - architecture and engineering, as was implemented between FAU (Faculty of Architecture and Urbanism) and Poli-USP (Polytechnic School of the



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University of São Paulo).

### 2.7.3.5 Describe the School's monitoring and tutoring programs.

R: Currently undergraduate students have access to the following monitoring programs:

**Institute of Architecture and Urbanism Monitoring Program:** This program, which is maintained with budgetary resources from the Institute and implemented by the CG, aims to support the conditions for IAU's offer of subjects as well as promoting efficient ways to disseminate the results. The monitoring scholarships have a duration of a semester and require a weekly dedication of 8 hours. To apply, the undergraduate students should have already done the subject to which the scholarship is aimed. Currently, despite the University's ongoing economic crisis, the Program is maintaining 13 scholarships.

**Program to stimulate Undergraduate teaching - Monitoring (PRGUSP):** This Program is an institutional initiative from the Undergraduate Office that aims to promote students, with academic merit, to develop their studies in a subject that is of major interest, by developing supervised teaching activities. The student-monitor should have already done the subject or an equivalent one. The monitoring activity has to be developed under the supervision of one of the faculty members responsible for that subject. The Program will serve one, or a set of the same, subject's group that will receive the monitor. It is the Undergraduate Commission's duty to receive and assess each subject's projects and from there distribute the scholarships. Currently, the program has 2 scholarship holders.

**Monitoring Program for Supporting the Students' Room.** Implemented with the Undergraduate Provost's budgetary resources, this program provides scholarships to train students that carry out monitoring activities for students when using computer resources in computer-based classrooms run by the Institute. Currently, there are five students that work under the supervision of a faculty member and an IT staff member from the Institute.

### Graduate program

#### 2.8.1.1 Comment on innovations, initiatives and other relevant tendencies of the School's Graduate Programs in regard to:

##### a) New Programs, merger or division of old Programs;

R: In 2013, the Architecture and Urbanism Postgraduate Program Regulation was restructured in accordance with the implementation of the new Postgraduate Regulation at USP. In 2014, when the new Regulation rules became valid, there was more flexibility in various aspects, among which we highlight credits which are more compatible with other programs, therefore making it easier for them to be equivalent and interdisciplinary between different institutions.

Another aspect refers to a stricter evaluation concerning the process of developing and completing dissertations and theses. In 2014, the annual Monitoring Seminar was held with students and supervisors with the purpose of including it in the daily routine of the Program. An important change will take place concerning the members of the Master's and Doctorate examining boards meaning that supervisors no longer have the right to vote.

In 2011, the DINTER program started with the State Universities of Maringa and Londrina, which is one of the most important inter-institutional relations that the program has. Promoting this DINTER program among faculty members in the National Program of Academic Cooperation (PROCAD) with the Federal University of Pará marks a new phase for the São Carlos Institute of Architecture and Urbanism (IAU) at USP concerning the performance of the Postgraduate Program.





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#### b) Professional Master's Program(s);

R: The Program does not offer vocational Master degree courses.

#### c) Increased number of slots;

R: The Program has organically and moderately increased the number of students who passed and registered on Master`s and Doctorate programs, proportionally to the increase in the number of accredited supervisors.

In 2010, there were 24 students registered on the Master's program and 12 on the Doctoral program (total of 36)

In 2011, there were 21 students registered on the Master's program and 16 on the Doctoral program (total of 37)

In 2012, there were 22 students registered on the Master's program and 13 on the Doctoral program (total of 35)

In 2013, there were 23 students registered on the Master's program and 15 on the Doctoral program (total of 38)

In 2014, there were 24 students registered on the Master's program and 13 on the Doctoral program (total of 37)

In 2015, there were 30 students registered on the Master's program and 16 on the Doctoral program (total of 46)

The relative increase in 2015 is explained by the higher number of accredited supervisors from 22 supervisors in 2010 to 32 in 2015.

#### d) Changes and flexibility in the curricular structure;

R: The Postgraduate Program has new Rules and Regulations that opened up the possibility for students to take advantage of the credits earned from subjects already done as a special student previous to starting the program. Furthermore, it also offered the possibility of students replacing a presentation of a detailed report on their research progress by participating in an internal Seminar regarding monitoring research, mentioned previously.

To fulfil the credits required for the Qualifying Examination, students can use credits from published research, attributed from lecturers' reports and according to criteria established by the Postgraduate Commission.

Taking subjects is an important aspect of obtaining the Master's degree as at least 80% of the credits required to do the Qualifying Examination must be acquired, whereas in the Doctorate degree, it can reach up to 50%. The credits in subjects can be done in other programs at USP or in other Public Universities, according to the relevance for the research project.

#### e) Flexibility and incentive(s) for its Graduate Programs to cooperate with other institutions and the society's productive sectors;

R: The program regularly articulates with funding agencies, as well as research and outreach activities, as outlined below. Major progress in this aspect is concerned with activities and solidarity together with other institutions.

In 2011, the Inter-institutional Doctorate Degree (DINTER) was approved between the Architecture and Urbanism

Program from IAU at USP and the State Universities of Maringá (recipient) and Londrina (associated) and was financed by the Technological and Scientific Development Support Foundation (Araucaria



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Foundation).

The first activity was the selection process, in which 13 faculty members from UEM and UEL passed. Since then, the following has been organized: two general evaluation seminars from DINTER; subjects offered in Maringá; students' research internships in São Carlos and the Qualifying Examinations. The program will end in December, 2015.

In 2012, participation began in the National program of Academic Cooperation (PROCAD) at the Federal University of Pará, which continues until now.

f) Readjustment of research projects and lines of research, so as to follow or encourage advancement in the field;

R: In view of the program's intellectual production which is well-defined, in 2014 an Evaluation Seminar was held and a revision of the research lines was carried out, which resulted in a new arrangement of them, structuring them into three major parts.

a) In the field of Architecture and Urbanism History and Theory: Architecture, City and Landscape in Brazil and Latin America; Architecture and Urbanism as subjects: Professional and Technical Culture; Territories and Cities: Transformations, Permanence, Preservation; Housing and Infrastructure in the City and Territory: Production and Public Policies; City, Art and Culture.

b) Regarding the field of Architecture, Urbanism and Technology: Product Development and Evaluation, Systems and Processes; Environmental Comfort and Energy Efficiency; Design, Innovation and Sustainability; Policy, Technology and Housing Production.

c) As an interface of both areas of concentration, the part is organized around Housing and Infrastructure as thematic axes of research and outreach, both concerning urban public policies and technological research in management, materials and constructive systems.

g) Renewal, reformulation of courses (objectives, syllabuses, assessment, language, professors) and use of new teaching methodologies;

R: The Program's regular subjects are designed as core subjects. They aim to establish a conceptual basis to understand the theory and practice of Architecture and Urbanism in its historical, social, economic, technological and cultural dimensions, and the interactions between the practice of Architecture and Urbanism and technological development.

The program offers Special Topic subjects of structure and flexible duration aiming to encourage the interlocution between areas and research lines, and enable faculty members from other institutions (both national and international) to participate.

From 2009 onwards, lecturers from the area of Technology started renewing the subjects focusing on the theme of "Innovation and Sustainability", giving priority to the complementary parts of the themes mentioned. The objective is to have two or three lecturers teaching each subject. Thus, isolated subjects in the area of environmental comfort, performance standards and construction materials were joined together with new updated content.

In 2013, lecturers from the area of History and Theory discussed the subjects and research lines, also concluding the updated content in 2014. Based on these discussions, the whole Program was re-evaluated, concluding an important process of revising and restructuring the subjects and research lines and preparing the course for regimental changes that came into effect in 2014.

The subject of teaching preparation was offered for the first time in the program in the second semester of 2013 and was offered again in 2014 with the aim of having it annually. This subject is one of the requirements for students to do the Teaching Improvement Program (PAE).

The Postgraduate Program still does not offer formalized and consolidated distance learning activities. However, in recent years, the program has been experimenting with the potential of the Internet as a way to advertise its events and provide the public with access to content.

Considering this, it is worth mentioning the recent update of the program's website <<http://prpg.usp.br/ppgau>> and the Institute of Architecture and Urbanism website <<



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<http://www.iau.usp.br/>>>, which provides more access to postgraduate information and events. On these websites, some postgraduate subjects have been experimenting with different levels of interaction with registered students and have been advertising on the network.

The transformation of the Media and Image Laboratory into a Digital Production Centre consisting of an IPTV and Video studio, classrooms equipped with interactive whiteboards and a teleconference system provide the necessary conditions so that conferences, debates and lessons are transmitted through IPTV at USP and afterwards edited and made available in the Digital Depository Unit.

h) Attention provided to the inclusion of professors who are provisional hires, especially those who need to extend this phase;

R: New lecturers go through a process of adapting to procedures followed in the postgraduate studies before having full accreditation, which includes participation as collaborators in subjects that are already part of the program.

i) Others.

R: It is worth mentioning the positive role of integration and internal advertising of postgraduate students' and faculty members' activities from the "Coffee with Research" Program, organized by undergraduate students with the support of the Program and the Institute. The Program has been maintained continuously over the last 7 years.

2.8.1.2 What is the percentage of the School's professors linked to Graduate Programs?

R: 2010 - from 34 lecturers, 22 accredited supervisors - 65%  
2011 - from 34 lecturers, 22 accredited supervisors - 65%  
2012 - from 34 lecturers, 28 accredited supervisors - 82%  
2013 - from 34 lecturers, 30 accredited supervisors - 88%  
2014 - from 39 lecturers, 32 accredited supervisors - 82%

2.8.1.3 How are the School's Graduate Programs assessed?

R: In 2012, the lecturers from the area of architecture, urbanism and technology held meetings and discussions, which resulted in revising the research lines of this area of concentration. Afterwards (2013/2014), the research lines in TH were the subject of meetings and discussions with lecturers and they concluded the four year cycle of revising the research lines of the program. This important activity of following and discussing the program is carried out periodically and is supported by information from CAPES reports, lecturers' experience and more recently Monitoring Seminars of Master's and Doctorate Programs, which have been held annually from 2015.

2.8.1.4 Analyze the performance of the School's Graduate Programs considering the last two assessments performed by CAPES.

R: The Program has had a score of 5 in the last three CAPES evaluations, and is among the seven best programs evaluated over the last three years. Furthermore, the program has qualitative differences (internationalisation, repercussion and awards resulting from faculty members' and students' production) which enables us to aim for score 6.



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2.8.1.5 Note national and international awards and other indicators of quality received by the School's Graduate Programs in the last 5 years.

R: Over the last five years the program has received the following awards:  
2010.

Marcelo Suzuki received the best Doctorate Thesis Award from ANPARQ - National Association of Research and Postgraduate Studies in Architecture and Urbanism.

2011  
Michely Ramos de Angelo received the Outstanding Thesis Award from USP, Honorable mention in Applied Social Sciences - USP.

VII Brazilian Award on Regional and Urban Planning and Policy - Honorable Mention - Thesis - ANPUR.

2013  
Elisângela de Almeida Chiquito received the Outstanding Thesis Award from USP, Honorable mention in Applied Social Sciences - USP.

2014  
Renata Campello Cabral received the Outstanding Thesis Award from USP, Honorable mention, Award for Best Thesis from ANPARQ and the best thesis from CAPES.

2.8.1.6 Comment on the national and international impact of scientific and technological knowledge generated by theses and dissertations.

R: The University's thesis and dissertation website is a showcase in terms of the production of the Program. After finishing the thesis or dissertation, the final work can be accessed electronically at [www.teses.usp.br](http://www.teses.usp.br). The numbers of downloads are significant and are normally accessed from Brazil, which shows the importance of the program's production for the country.

Internationally speaking, there is a large number of cooperation agreements (see items 2.8.1.7 and 2.8.3.2), as well as student and faculty member exchanges.

Concerning the number of times papers from academic staff are cited on Mycitation Google, there are: 1,113 quotes for 10 faculty members from the program registered on Google Acadêmico-Mycitation, i.e., an average of 111 quotes per faculty member registered (data from 2015).

2.8.1.7 Comment on the impact of the involvement of the School's students and professors within the Graduate Program in scholarly exchanges.

R: As described in 2.8.3.5,, recently 14 students went overseas to different institutions and distinct sources of support.

It has also been very positive to have received visiting academics, especially for the Special Topics subject. Since 2010, the following subjects were given by overseas and Brazilian visiting academics:

2010  
SAP5884. City(ies): Urban Conformations and Social and Spatial Processes. Carlos Tapia Martin, Maria Del Carmen Guerra de Hoyos and Mariano Pérez Humanes from the Univ. of Sevilha, Spain.

2011:  
SAP5887. Theory and Design in Architecture and Urbanism. Helio Piñon da UPC, Spain.  
SAP5888. Mexican Architecture in the XX Century. Enrique de Anda Alanis. UNAM, Mexico.  
SAP5886. Poverty and Territory: Public Policies in the suburbs of São Paulo City. Isabel Hildegard Georges, France.

2012:  
IAU5890. Advanced Topics in Special Concretes, -  
IAU5891. Notes on the History of Art of Architecture: Renaissance, Modernism and Brazil. Prof. Sérgio Ferro. Grenoble. France.



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IAU5892. BIM Project Management. Profa. Patricia T. Fazenda, UK and Postdoctoral researcher. Regina C. Ruschel .

IAU5820. Evaluating the Performance of Constructed Environment (DINTER), -

IAU5827. The Aesthetic Policy in Urbanism and Architecture in Berlin in the XX Century. Prof. Martin Gegner, DAAD, Germany.

2013

IAU5828. Post-war Latin America Architecture. The Case of Venezuela. Prof. Alberto Sato Kotani, Univ. Diego Portales, Chile.

IAU5829. Marxism, art and Architecture: Lukacsian aesthetics. Prof. Juarez Duayer, UFF/RJ.

2014:

IAU5822. Research Methods in Architecture and Urbanism Technology. Profa. Ercilia Hitomi Hirota, UEL.

IAU5824. Introduction to Computational Simulation of the Energy Performance of Buildings. Prof. Victor Roriz, Univ. Dom Pedro.

IAU5832. Urban Studies SP: New ways of Mobility. Prof. Marcelo Montaña, EESC/SHS. IAU5834. Practices of Lighting and Thermography: Support Methodology to Studies on Energy Efficiency. Prof. Andrea Saladin, Univ. Valencia, Spain.

This has resulted in diversifying and updating topics of research and has stimulated more student mobility.

2.8.2.1 Describe the policy governing how scholarships are distributed from the School's Programa de Aperfeiçoamento de Ensino (PAE) [Teaching Training Program].

R: The criteria to classify students registered in the process of the Teaching Improvement Program (PAE) are:

1. (Compulsory) to be up-to-date with the chronogram of activities of the Postgraduate program at IAU; to have finished or be doing the teaching preparation course (exclusive);
2. Less frequency as a PAE scholarship previously;
3. Those registered on a Doctorate course have priority over Master's students;
4. Coordination for the Improvement of Higher Education Personnel (CAPES) scholarship holder;
5. Sao Paulo Research Foundation (FAPESP) scholarship holder;
6. Scholarship holder from another funding agency;
7. More hours of subjects where the placement is;
8. Time on the Postgraduate Program;
9. Time of scholarship held;
10. More credits done until registering in the PAE selective process.

2.8.2.2 What is the relationship between demand for and availability of scholarships from the School's Teaching Improvement Program?

R: The relation between the demand and the scholarships granted to those interested in doing the PAE is 100%.

2.8.2.3 Report dropout rates of the School's Graduate students in the last 5 years. Are there policies to avoid dropout in these Programs? Comment

R: Over the last 5 years, 11 students left the Program for the following reasons: dropped out of the course, did not fulfill the rules of the Program, requested to leave or failed the final step.





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2.8.2.4 List the support services provided by the School to Graduate students (not considering those provided by the Central Administration).

R: The postgraduate academic staff counts on the support of the Postgraduate Service, which has 2 administrative technicians and access to the laboratories of the Institute, the Documentation Centre and the Infrastructure of the research Groups.

Architectural Models and Maquettes Laboratory: It includes a maquettes workshop and a Laboratory of Plastics, providing equipment to work with wood, metal, plastic and ceramics. It has an area of 292.68 m<sup>2</sup> and two specialized technicians. Since 2014, a section was made for Prototipagem and 3d printing.

Civil Construction Laboratory: As well as meeting the needs of the Undergraduate courses in Architecture and Urbanism and in Civil Engineering, it supports the educational activities and research of the Postgraduate Program, concerning materials and components for buildings, developing new materials, such as special concrete and mortar, composite materials based on polymers associated to agroindustrial waste. Over the last three years, new equipment has been installed which has made it possible to widen the range of activities developed, including offering outreach services to companies and the community in general. There are three specialized technicians and there is an area of 672,95 m<sup>2</sup>.

Environmental Comfort Laboratory: The Environmental Comfort Laboratory offers support to research activities in Environmental Comfort and Energy Efficiency in Buildings and the City. It has equipment which can monitor, collect and analyse data in terms of Thermal Comfort, Light Comfort and Sound Comfort. These measures can be done in the urban space or in buildings, on a real or reduced scale.

The laboratory has an area of 54,27 m<sup>2</sup> and has one technician

From the second semester, the postgraduate students make use of the services offered by the Digital Production Centre (CPDig), which include: a classroom with computers; teleconference services; a studio to capture image and sound; desktop publishing section

2.8.2.5 What is the profile of Graduate Alumni expected by the School?

R: The main aim of the Program is to train teachers, researchers and professionals, providing them with the skills to teach and do research. The course emphasizes critical perspectives concerning theory and innovative perspectives in a technological environment in Architecture and Urbanism. This profile has proved to be successful due to the kind of work our graduates have found after completing the course, Most of them work in research and teaching.

2.8.2.6 Are the subjects and teaching and learning processes implemented in the Graduate courses within the School consistent with this profile? Comment.

R: The Course Syllabus is designed to reflect the profile of the program and is approved by the Postgraduate Commission (CPG) having adherence to the program profile as one of the predominant criteria.

Moreover, graduates' performance in their professional careers after doing postgraduate studies are signs of this consistence.

2.8.2.7 Does the School have any formal relationship with Graduate alumni? Is there any system within the School to track these alumni?

R: The Program has kept track of graduates by researching their Curriculum Vitae on-line (Lattes) (restricted to the last 5 years), as mentioned in Item 2.8.2.5. Sometimes, ex-alumni are invited to give speeches on the program and take part in examining boards. Some return to do postdoctoral research. As previously mentioned, the IAU is one of the 6 Institutes at USP to integrate the pilot phase of implementing the Graduate Website at USP. Using this website, graduates' progress can be followed and



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evaluated more precisely in real time.

2.8.2.8 Comment on the fields and areas of professional practice of the School's Graduate alumni (both in the academic and non-academic fields).

R: The program has tracked the progress of graduates through their Curriculum Vitae (Lattes) (restricted to the last 5 years).

Analysing the results of a sample of up-to-date curriculums of 90% of the graduates (Master's and Doctorates), it confirms the profile of Higher Education teachers. 61% of the total number of graduates from 2009 and 2013 are currently teachers, and 34% at Public Higher Education Institutes. Concerning doctorates, 36 graduates (88%) work as teachers, and 18 in Public Higher Education Institutes and 18 in Private Institutes.

The profile of Academic Research is clearly confirmed by the 43% of Master's students who went on to do a doctorate in the period.

However, data shows that 13% of graduates from this period work in public organs, even though this is not the focus of the Program. This fact confirms that there is a un-met demand in Urban Public Policy, which reinforces IAU's strategic project to train professionals in this area.

Following the progress of graduates over the last five years has also enabled us to observe characteristics related to intellectual production. The production of articles in journals is what best shows this: among the doctorates, 29 articles were published and among the master's students, 27 articles. Concerning the publication of papers in conference annals, doctorate graduates published 97 articles and master's graduates 107.

2.8.2.9 Mention outstanding performances of the School's Graduate alumni.

R: As previously mentioned, various graduates have passed public examinations to become teachers at public and private Higher Education institutes in Brazil and overseas. Furthermore, due to the graduate website we can track them more accurately.

Many of our graduates work in academic management in these institutes or in public administration sectors. To mention one case, a postgraduate from IAU currently co-ordinates research at the Faculty of Architecture and Urbanism at the University of Portsmouth in England.

2.8.3.1 Is qualification to work in the Graduate Program taken into account when hiring new faculty members? Comment.

R: Yes. Public procurement notices from USP have rules to contract doctorate degree holders and its regulations significantly value the performance of academic staff in research and postgraduate studies.

2.8.3.2 Indicate initiatives intended to strengthen the internationalization of the School's Graduate Programs.

R: Concerning the academic staff, as already mentioned there is a double movement: one to bring more foreign students and one to encourage Brazilian students to go overseas.

Regarding foreign researchers and lecturers, as previously mentioned, many workshops and speeches on Special Topics have been held.

Lecturers from the program travel widely around Brazil and overseas to do activities related to their research.

The policy of the Program is to make this movement of faculty members more institutional, establishing

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cooperation ties in a consistent and formal way. As an example we can site two initiatives that have been taken recently.

Considering the Ibero-American collaboration, defined by the Program as one of the priorities, cooperation has been established with the Faculty of Architecture at the University of Porto (UP), Portugal. Based on the general agreement between USP and UP, which involves the Research and Postgraduate Studies Provosts, a team from the IAU (three lecturers) was included in the announcement in 2011 to set up a program of research activities and architecture design at the universities. Renewed in 2013, this agreement has enabled 3 lecturers to come from UP and offer courses, faculty members from IAU to go on missions to Porto and to hold the International Colloquium on "Drawing + Design - A Dialogue between Porto and São Paulo" in 2013

Another cooperation program which has had results is with HafenCity Universitat, in Hamburg, Germany. It started during the International Biennial of Architecture in São Paulo in 2009, through a workshop of urban design involving Brazilian and German students and lecturers, and was continued with the same format in Hamburg with the theme of a situation in a German suburb. From then onwards, many student and lecturer exchanges have taken place, amounting to the agreement called UNIBRAL CAPES DAAD in 2014. The first event to be promoted through the agreement was a new workshop in São Paulo sponsored by the German Centre of Science and Innovation and support from the Urban Development Office from São Paulo City Council, involving lecturers, as well as undergraduate and postgraduate students from IAU, from Environmental Engineering at the Sao Carlos School of Engineering (EESC) and from HafenCity. The workshop resulted in Scientific Initiation research at the IAU USP and co-supervision of a Master's on the program: Resource Efficiency in Architecture and Planning in HafenCity.

Recently collaboration from profs. Tramontano and Pratscke with faculty members from HafenCity resulted in Frontier Zones: International Summer School, held in São Carlos in July, 2015 with participants from all over the country and three other German universities.

2.8.3.3 Indicate the School's projects and Programs collaborating with each other and/or with other Schools within USP and also with other public and private institutions.

R: In terms of cooperation with other universities, it is worth mentioning the DINTER and PROCAD programs mentioned previously.

2.8.3.4 Are the School's Graduate Programs prepared to receive international students? What are the initiatives and difficulties faced?

R: The program has made an effort in terms of facilitating foreign students' registration, making announcements available in English and sending tests to students who live overseas. The program accepts and does the selection process in English, Italian, French and Spanish. Currently, 2 students from Portugal, 3 from Colombia and 1 student from Spain are enrolled on the Program.

We intend to advertise the program more widely to attract new students, especially from Ibero-America countries.

It would be important to go to the universities to advertise the Program overseas, but the current USP budget does not allow this at the moment.

2.8.3.5 Does the School promote actions to encourage students to participate in supervised training programs in Brazil and abroad?

R: As mentioned in 2.2.1.d, the Institute currently has 17 international cooperation agreements which include postgraduate student exchanges.

Recently, the following students from the program were awarded scholarships:  
Cynthia Nojimoto - Austria, Netherlands and Sweden - BEPE Scholarship- FAPESP;



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Cláudio Robert Pierini - Canada;  
Gradisca Capistrano Werneck - Portugal - USP Scholarship;  
Marieli Azoia Lukiantchuki - Portugal - BEPE Scholarship- FAPESP;  
Rodrigo Sartori Jabur - Portugal - BEPE Scholarship - FAPESP;  
Camila Chagas Anchieta - USA - FAPESP;  
Michele Marta Rossi - USA - BEPE Scholarship - FAPESP;  
Ana Paula Oliveira Favretto - USA - BEPE Scholarship - FAPESP;  
Camila Moreno de Camargo -Spain - SANTANDER;  
Jéssika Paiva França - Argentina - SANTANDER;  
Huana Assanuma Ota de Carvalho - France - BEPE Scholarship - FAPESP.  
Renata Campello Cabral - Italy - CAPES Scholarship - PDSE - Doctorate overseas  
Fúlvio Teixeira de Barros Pereira - USA.  
In 2014, the first dual degree of the Program was finished: Thiago Lopes Ferreira. ENS d´Architecture de Grenoble, France/ IAU USP.

2.8.3.6 Is there an incentive policy encouraging entrepreneurship in the School's Programs?  
Comment.

R: No, there are no policies nor specific training for this. The program focuses on training top class researchers and teachers, as well as professionals skilled to work with innovative problem solving in Architecture and Urbanism, which could possibly indirectly result in entrepreneurship activities.

#### Research

2.9.1.1 Outline the profile of the School's research activities, describing the main fields, groups and lines of research.

R: The research activities in our Institute have always been designed to be intertwined with lecturer practices, as well as undergraduate and postgraduate students' practices. Around 2/3 of the undergraduates take part in research activities organised by lecturers, in research groups or laboratories, by doing projects funded by the University or by funding agencies.  
Today there are 11 groups registered with the CNPq Research Group Directory and 2 Research Support Centres (NAPs) as integration organs of USP. The objective is to join specialists from one or more institutes and organs around research programs of an interdisciplinary nature and/or instrumental support to research.  
The research lines are those already mentioned in the section related to postgraduate studies.  
There is encouragement to develop thematic projects from the NAPs which already exist, as well as from research groups and interlocutors from other institutes at USP and other universities in Brazil and overseas.  
The number of CNPq Productivity Scholarships per category, listed below, shows an increase in the last four years: Akemi Ino - PQ 1C; Cibele Rizek - PQ 1D; Manoel R. Alves - PQ 2; Marcio Minto - PQ 2; Miguel a. Buzar - PQ2; Renato Anelli - PQ 1C; Sarah Feldman - PQ 1D; Telma Correia- PQ 2; Eduvaldo Sichieri - PQ 2 ( 2010-2013).  
From 2010 to 2014, the Institute developed and completed 20 research projects financed by CNPq and 15 projects financed by Fapesp. Currently, there are 17 Research Projects underway funded by CNPq and 13 projects funded by Fapesp.

#### Research Groups:

Some of the existing research groups at IAU started their activities in 1994, still linked to the former Department of Architecture and Urbanism.  
Today there are 11 groups registered with CNPq which includes almost all the faculty members at IAU and around 120 postgraduate students and associated researchers.



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Research Groups at IAU registered on the Plataforma Lattes (database for curriculums)

1. ArqBras / LabLat -Research Group in Architecture and Urbanism in Brazil and Latin America;
2. ArqTeMa - Architecture, Technology and Materials;
3. Architecture, Technology and Innovation (ARQUITEC);
4. Art and Architecture, Brazil - dialogues in the modern and contemporary city;
5. N-ELAC - Language Studies in Architecture and the City;
6. HABIS - Research Group in Housing and Sustainability;
7. LEAUC - Laboratory of Studies in Contemporary Urban Environments;
8. NEC - Contemporary Spatiality Study Centre;
9. NOMADS.USP - Interactive Living Study Centre;
10. Heritage, Cities and Territories;
11. Urbis - Research Group in the History of Architecture, Cities and Landscape

2.9.1.2 Highlight from three to five research activities that best represent your School. Comment on the relative impact of three to five main research products (e.g. manuscripts, patents, and public policies) from the School in the period.

R: In this period, due to the large number of researchers or a larger allocation of resources, we highlight the two NAPs as high impact factor projects. Among the different projects concluded, it is worth mentioning that IAU was awarded with 3 out of the 28 projects approved by the Ministry of Cities/CNPq, regarding the Program Minha Casa Minha Vida (My House, My Life).

These research projects included 5 lecturers from the Institute, as well as 35 researchers among which were undergraduate students who had Scientific Initiation scholarships, Master's students and Doctorate students from the Architecture and Urbanism Program.

It is worth mentioning that 2 or 3 research teams integrated the National Network concerning Urban Inclusion of projects financed by the program and together wrote a book published on the website of Observatório das Metrópoles - IPPUR UFRJ. As well as the book, the research projects produced innumerable international and national articles and seminars, including the research seminar held at IAU in September, 2014, supported and encouraged by the Institute's Research Commission.

It is also worth mentioning the strong presence of researchers from the IAU (lecturers and students) in national meetings promoted by the following associations : the National Association of Postgraduate Studies and Research in Regional and Urban Planning (ANPUR); the National Association of Research and Postgraduate Studies in Architecture and Urbanism (ANPARQ) and the National Association of Constructed Environment Technology (ANTAC), This participation can also be seen in other important national scientific events (Seminar of the History of Urbanism and Cities (SHCU), PROJETAR, DocoMomo and others) and international events ( SIGraDi - Ibero-American Society of Digital Graphics and others).

In 2012, the first two Research Support Centres were created at the Institute. They are: the Research Support Centre for Language Studies in Architecture and Cities and the Research Centre 'Urbanisation and Globalization: new processes of urban space production'. These are centres that obtained initial funding from the Research Main Administration Office at USP and that throughout these two years have managed to obtain other funding from CNPq and Fapesp.

2.9.1.3 Describe the development of scientific and technological production in the School in the last 5 years (papers, books, patents, curatorship, and expositions, etc.).

R: One of the difficulties resulting from the delay in the formalisation process of the IAU library is not having a registration for intellectual production at the Institute. We are currently training a librarian to do the registration for 2013 and 2014.

A preliminary study shows that, in this period, there were 139 articles and 44 books or book chapters published





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Patents: Based on the creation of the Innovation Agency at USP, there was more encouragement to search for (always complex) patent registration. There are currently 5 patents from faculty members and 1 patent from a laboratory technician, which are being registered with the National Institute of Industrial Property (INPI).

Exhibitions held in this period:

2010/2011. Liminar Zones- Works from the Workshop with Antoni Muntadas. SESC-São Carlos

2010/2011. The exhibited works are the result of a workshop held in August, 2010 at the Institute of Architecture, USP São Carlos coordinated by the Spanish artist Antoni Muntadas (Lecturer from the Art, Culture and Technology Program (ACT) at MIT (USA) and David Sperling, Fábio Lopes and Ruy Sardinha, lecturers from IAU-USP, researchers from the Study Centre of Contemporary Spatiality (NEC.USP).. Sesc São Carlos - USP.

2012. Luís Saia: Memory and Politics. IAU-USP / Sao Carlos Pro-Memory Foundation/ IPHAN-SP. CPC/USP - São Paulo, May to 6 June, 2012. The exhibition addressed the professional path, ideas and works of the Sao Carlos born engineer and architect, Luís Saia, who turned 100 years old in October, 2011. Curator: Carlos M. Andrade e Francisco Salles.

2013. Liminar Zone Exhibition - 10th Biennial of Architecture in São Paulo - Cultural Centre, São Paulo. David M. Sperling, Fábio Lopes de Souza Santos and Ruy Sardinha Lopes.

2014. Studies, Sketches and Poetic Essays: on Architecture and Territories (Galeria Carbono, São Paulo: February to March). Exhibited work: Tridimensional Object developed in Research: Drawings of Andrea Palladio. Curator Joubert Lancha (IAU)

2015. Homo Faber Exhibition. Digital Fabrication in Latin America. The exhibition houses examples of digital production from 25 laboratories or research centres in Latin America. Organised by the International Seminar CAAD Futures. The Next City. São Paulo, July. Curator: David Sperling (IAU) and Pablo Herrera.

2.9.1.4 What are the indicators used by the School to assess the relevance of scientific and technological production (number of citations received in ISI, SCImago, Scopus, impact of periodicals and others, deposited and licensed patents)? Describe the development of the main indicators in this period.

R: All the researchers that have funding or scholarships from FAPESP are obliged to use the instruments recommended to them, among which are: SCOPUS. As previously mentioned, due to difficulties of setting up the library at the Institute, we still do not have a reliable series record for suitable evaluation. The postgraduate studies have checked this yearly, but their data does not cover the production of the total number of faculty members.

2.9.1.5 Describe the development of scientific papers published in the period by the School with the collaboration of International Universities. What is the percentage of these papers in relation to the total number published by the School?

R: The percentage is still small in relation to the total number of papers published.

From the 129 articles or book chapters registered over the last four years, only 10 were in collaboration with overseas researchers:

- CIUFFOLINI, M. A., SHIMBO, L. Z. Editorial. *Studia Politicae.* , v.29, p.5 - 9, 2014;

- CIUFFOLINI, M. A., SHIMBO, L. Z. Urban and Housing Policies and their Social Effects. A Study of the Program 'Minha Casa, Minha Vida' in Brazil and Argentina : and Social Change in Brazil and Argentina. 1 ed. São Carlos/SP : Compacta Gráfica e Editora, 2013, v.1, p. 241-270. 3. REIS, DANIEL C.;



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- FABRÍCIO, MÁRCIO M. ; SOUSA, JOSÉ M. . Project Management in a Sustainable Construction Environment. In: National Meeting of Technology in Built-up Areas, 2014. p. 3161.;
- CAIXETA, M. C. B. F. ; BROSS, J. C.; FABRICIO, M. M. ; FAZENDA, P. T. . Value generation through user involvement in healthcare design. In: 21st Annual Conference of the International Group for Lean Construction IGLC 21, 2013, Fortaleza. 21st Annual Conference of the International Group for Lean Construction IGLC 21, 2013;
- CAIXETA, MICHELE CAROLINE BUENO FERRARI ; FAZENDA, P. T.; FABRICIO, M. M. . User Involvement at the early stages of Design: A Case Study in Healthcare. In: 1th International Postgraduate Research Conference, 2013, 2013, Salford, UK. IPGRC13. Salford, UK: University of Salford, 2013.;
- MELHADO, S. B. ; FABRICIO, M. M. ; EMMITT, S. ; BOUCHLAGHEM, D. . The Building design process in the context of different countries: Similarities and differences of professional practices.. In: CIB-W096 Architectural Management, 2011, Viena. Architectural Management in the Digital Arena. Eindhoven: University Press, Eindhoven University of Technology (TU/e), 2011. p. 241-255.;
- GEORGES, Isabel ; RIZEK, C. S. ; CEBALLOS, M. . Brazilian Social Policies: what's new?.. Caderno CRH (Online), v. 27, p. 475, 2014. RIZEK, C. S. ; Georges, Isabel ; SILVA, C. F. . Labour and migration patterns: the clothing industry and Bolivian migrants. In: Khayaa Fakier; Ellen Ehmke. (Org.). Socio-Economic Insecurity in Emerging Economies. 1ed.London: Routledge, 2014, v. 1, p. 44-55.;
- GEORGES, Isabel ; RIZEK, C. S. . A la périphérie des droits: travail, pr[ecaritat]e et politiques publiques. In: Isabel Georges and Marcia de P. Leite. (Org.). Les Nouvelles Configurations du Travail et l'économie solidaire au Brésil. 1ed.Paris: L'Harmattan, 2012, v. 1, p. 65-91.;
- RIZEK, C. S. . Habitat et travail: entre travail associé et salariat, entre quartier dortoir et territoire productif. In: Isabel Georges and Marcia de P. Leite. (Org.). Les Nouvelles Configurations du Travail et l'économie solidaire au Brésil. 1ed.Paris: L'Harmattan, 2012, v. 1, p. 53-65.

## 2.9.1.6 What is the School's scientific policy?

R: Consequently, we created and adopted criteria to monitor and evaluate the Scientific Initiation and postdoctoral research processes.  
Through research seminars, we also attempted to create a culture of research, prioritizing providing knowledge to the whole IAU community based on developed research and stimulating and improving collaboration processes between researchers and the IAU community. We especially highlight the previous lack of criteria to approve and monitor Scientific Initiation researchers and Postdoctoral researchers. Furthermore, we set rules gave incentives to enrich Postdoctoral researchers' participation in educational activities and research at the Institute.  
Recently, the IAU Congregation starting discussing guidelines to stimulate the development of FAPESP thematic projects.

## 2.9.2.1 Comment on the School's participation in research networks and academic projects (CEPIDs, INCTs, Thematic Research Groups, Pronex, and CNPq's Integrated Projects, PADCT's Projects, FINEP, etc.) and the School's interaction with public and private sectors.

R: The Institute's collaboration in thematic networks still needs more stimulus.  
Below is the research that has been developed:  
CNPq-IRD - International Cooperation. Universal CNPq - CENEDIC - Unequal and Combined - New and Old Social Policies in Brazil. Collaboration and Development of Research in International Cooperation: University of Porto, Hafencity Universität Hamburg, Polytechnic of Milan.

## 2.9.2.2 Provide information on the Centers linked to the School. What is their contribution to the School's academic development?



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R: The Research Support Centres (NAPs), integration organs at USP, set up to join specialists from one or more centres Institutes and organs concerning research programs of an interdisciplinary nature and/or instrumental support to research.

The two centres of the Institute of Architecture and Urbanism.

NAPUrb: Research Centre: Urbanisation and Globalization: new processes of urban space production'. The centre analyses transformations that are found in contemporary cities, especially Brazilian ones. Along these lines, it studies the processes of conformation and configuration of cities and their spatiality, based on investigations from new spatial and social morphologies and relations with new content from the urbanisation process, at a moment in which production and specialization of urban space assume is of central importance in the modern world from the point of view of accumulation - mainly concerning ways of entrepreneurship in the city. Along these lines, research is guided by: unveiling the world based on analysing urban phenomena - insofar as the society today is considered urban; increasing research exchanges and exposing research; in-depth training as a necessary aspect of academic work at the university of the size and reputation of USP; organizing scientific events of a conceptual and methodological nature as a necessary aspect of "interdisciplinary meeting".

NELAC - Research Support Centre for Language Studies in Architecture and Cities. The contribution of this centre meets the needs of a closer look at the impacts on cognitive processes, which are inherent to perception and design, resulting from the consolidation of infomeans. The aim is to study operating logic where approximation takes place between the act of representation and the subject that produces this act, where the perceptive outlook becomes constructed in the experience itself with language.

The various uses and functions that physical models and drawings acquire in practicing architectural production and teaching practice makes it possible to adopt these ways as privileged objects of research..

O N.ELAC aims to investigate this scenario by taking a closer look at the ways of representation and its function in constructing the perceptive act and act of designing, establishing actions that construct knowledge (international network of research), dissemination (research and consulting system specialized in the topic) and application (teaching practice strategies), comprising therefore, an academic reference centre about the subject.

### 2.9.2.3 What is the School's fundraising policy? What are the indicators to measure success?

R: Finding extra-budgetary resources is based on any contract offering outreach services and, mainly in requesting support for research from notices or requests from national funding agencies and, in some cases, international (DAAD).

The Research Groups and NAPs were able to benefit from the announcements from the Research Provost at USP in 2011 and 2012 but, due to the cuts made in 2013, part of these resources was retained by the Central Administration

The Institute would like to encourage requests of larger projects, such as FAPESP Thematic Projects, but this agency also currently has budget restrictions.

### 2.9.2.4 What is the School's policy regarding support of core activities (publishing books or chapters, papers, patents, other research publications and the creation of public policies)?

R: Until 2013, the Institute supported, with its own budgetary resources, the participation of researchers and lecturers in national and international scientific events with additional daily allowances obtained from funding agencies to help with expenses such as conference registration fees and transportation. Since 2014, due to cuts, this has not been possible

There is also no possibility of funding for publications. The Institute has sought support from the Provosts for this activity.

The two scientific journals from the Institute are supported by the Scientific Publication Support Program (SIBI USP).



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2.9.2.5 Provide information on the number and describe the development of post-doctoral and young researchers supported by funding agencies in the period? Comment on the development in regard to the previous period.

R: The number of postdoctoral researchers over the last four years has increased substantially. There were 11 Postdoctoral researchers who concluded their research from 2010 to 2014 and in 2015, it is expected that another six will finish. These researchers were supported by the following funding agencies: FAPES, CNPq and Capes or by Higher Education Institutes.

2.9.2.6 Analyze the School's post-doctoral activities, or the perspective on implementing it, as well as the impact of post-doctoral scientific publications.

R: From 2010 to 2011, there was only one researcher in these circumstances and from 2012 to 2014, this number increased to 11, which shows the stimulus given to these activities.

The participation of postdoctoral researchers at the Institute has started to have more impact and this reflects directly on the Research Groups. The perspective is to encourage these researchers to participate even more in the undergraduate and postgraduate programs.

The Institute has accompanied the work together with the Research and Undergraduate Provosts at USP aiming to have more precise rules of the postdoctoral activities, specifically concerning the collaboration in undergraduate and postgraduate studies.

2.9.2.7 In addition to research activities, does the School have policies to include post-doctoral and young researchers in Undergraduate and Graduate teaching activities? Comment on the impact of these activities in the post-doctoral scientific publications.

R: As said above, the postdoctoral and young researchers are encouraged to participate in undergraduate and postgraduate teaching activities. The students linked to the postgraduate program participate in the PAE Program at USP, developed in two steps: Teaching preparation and Supervised Teaching Placement. The number of students doing PAE placements, per semester, reached: 2nd semester 2012 - 12 students; 1st semester 2013 - 12 students; 2nd semester 2013 - 17 students; 1st semester 2014 - 12 students; 2º semester 2014 - 17 students.

2.9.2.8 Indicate the main scientific meetings organized by the School.

R: Since the Institute was created the following scientific meetings have been organized:

Research Group Seminar IAU - 2013. Coordination: Research Commission IAU - USP São Carlos. Auditorium Paulo de Camargo e Almeida - 26/03/2013;

International Colloquium - Drawing and Design - dialogue between Porto and São Paulo. The colloquium integrated through the International Cooperation Agreement research between the University of Porto (UP) and the University of São Paulo (USP), in this case, between researchers from the Faculty of Architecture (FAUP) and IAU.USP). Auditorium Fernão Stella de Rodrigues Germano - 20 and 21 March, 2013;

Colloquium Luis Saia: memory and politics. IAU-USP / Pro memory foundation of São Carlos / IPHAN-SP. 18 October, 2011. Local: São Carlos - SP / Campus 1 at USP / IAU-USP. Auditorium "Paulo de Camargo Almeida";



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ENTAC - 2014 - XV National Meeting of Constructed Environment Technology: Advances in construction performance - research, innovation and professional skills - November, 2014.

XIV - Seminar of the History of Cities and Urbanism. The next seminar will be held at the Institute. The organising committee is made up of seven lecturers who are preparing the topics and advertising the event which will take place in September, 2016.

2.9.2.9 Is there any initiative to improve and expand the School's Scientific Training for Undergraduate Students.

R: There are initiatives linked to research groups and the NAPs, such as: annual seminars where the Scientific Initiation students are invited to present and discuss their research collectively and are encouraged to publish their work and take part in congresses. The first Scientific Initiation Seminar held in 2014 is also a way of advertising and discussing research with lecturers and researchers from the institute, This is an initiative that should take place every year. Another initiative that is being organised by the Research Commission from IAU is a publication of a book with all the Scientific Initiation work from the Institute in it. For the second semester of 2015 the PIBIC is expected to be organized with FAU USP.

#### Culture and extension

2.10.1.1 What is the School's Culture and Extension policy?

R: The Institute of Architecture and Urbanism, despite its recent creation, has been doing relevant cultural and outreach activities, involving many of the faculty members, as well as undergraduate and postgraduate students..

Aware of its role in society, the city of Sao Carlos and indeed the USP campus- characterized by exact science courses -, the institute, through Culture and Outreach, attempts to encourage, carry out and participate in activities that not only benefit different parts of society, but also take part in those that reinforce the role of arts and humanities on the campus.

It is worth mentioning an example of this importance of the institute in the local context of the university, which is the first presidency of the Coordination Group of Outreach and Culture activities , created by the Culture and Outreach Provost on 10 October, 2013, It joins the representatives of all the Culture and Outreach Commissions from the campus and is responsible for organizing the main cultural and outreach events promoted by the university in São Carlos.

Concerning the Institute, activities such as outreach and cinema courses, speeches, and workshops aimed at disseminating constructive techniques, adaptation to spaces, studies for material and systems application, research and proposals concerning popular housing etc., show this proposal.

2.10.1.2 Describe the main activities of the School's Culture and Extension programs and projects and how these have developed in the last 5 years.

R: Over the last 5 years, the institute has counted on funding through the Culture and Outreach Provost, out of 10 projects (6 subsidized by the funding program and 4 relative to PRCEU), 30 projects concerning the Program: Learning with Culture and Outreach (38 scholarship holders) and the participation of 2 people in Projeto Rondon.

It has also held and participated in:

- 1) The workshop and exhibition at SESC São Carlos about the Liminar Zones project, 2010/2011;
- 2) The Luis Saia exhibition: memory and politics in 2012, exhibited at the Cultural Centre at USP São Carlos, at IPHAN, in Brasília and at Casa de Dona Yayá, in São Paulo;
- 3) The exhibitions: Cartographies and Liminar Zones, member of the X Bienal of Architecture in São





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Paulo, held in 2013;

4) Organising and putting on an exhibition in Sao Carlos prepared by the Cultural Preservation Centre (CPC) at USP, Student Journals at USP, 2013, at the EESC central library;

5) The film showings and debates about intolerance: Territories and Frontiers, 2012;

6) A series of debates Brazil 64: 50 years after, in 2014.

The Institute participates in the Program of "Monitored Visits" which shows secondary school students around the Institute to get to know about the course, installations and laboratories. It also takes part in University programs aimed at socially including its students. The annual visits have on average 50 students per visit.

Concerning dissemination courses, the following was carried out:

1) In 2013 the courses: The model reduced as an instrument of conception, register and dissemination of culture in wood (21 students) and Educational Facility for Construction: Taipa Japonesa (33 students);

2) In 2013-2014, the course: Educational Facility for Construction: producing popular housing using techniques in wood and earth (98 students) and;

3) In 2014, Urbanisation in the Córrego Santa Maria do Leme waterbasin: guidelines and environmental aspects (21 students).

Another activity developed by the Institute - and which expresses its concern with relations between the University and Society - was the assistance to revise the Strategic Master Plan of the city of São Carlos, presenting alternatives for planning and guidelines for urban development in the city.

Work was also carried out to diagnose and recommend procedures to recuperate the outsides of buildings due to pathologies which took place in residential buildings. Based on the result of this consultancy, speeches were structured and given in various local and regional professional environments.

The lecturers also offered their services, through support foundations, to a local company, aiming at adapting spaces to meet the standards of existing accessibility. This study resulted in a project to create a cultural space, not only for collaborators of the company, but also for the city's population.

### 2.10.1.3 Does the School use indicators to assess the Culture and Extension activities?

R: In line with registration policies and valuing culture and outreach activities that have been developed and consolidated by the PRCEU, the Institute has participated and contributed to developing mechanisms of Monitoring Activities - a fundamental instrument for proper standards and valuing such activities. This process involves including registers in information systems developed for the inventory of activities and defining performance indicators.

### 2.10.1.4 Indicate the impact of the Culture and Extension activities performed within the School in terms of effective or potential benefits.

R: The culture and outreach activities carried out by the lecturers have contributed to reinforcing the dialogue between institutes and with the society in Sao Carlos and the region, as well as playing a role in teaching students and postgraduate researchers. In its dissemination courses, the issues concerning construction technologies aimed at housing and social housing have deserved special attention, enabling students and lecturers to update their knowledge in a practical way. The film showings and debates regarding current issues - such as intolerance and 50 years after the military coup in Brazil, were welcomed by the USP and Sao Carlos community, showing the need to have more activities of this kind. Another activity of relevant social impact, as previously mentioned, was the assistance offered to São Carlos City Council to revise the City Master plan. The impact of this work was reflected in the processes of discussion about local development and in the political and technical context of the city's growth.

### 2.10.1.5 Does the School have a policy designed to encourage valuing culture and extension



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activities in considering the faculty's activities? Comment.

R: The Institute replicates, internally, registration and computation mechanisms of activities defined by instances and regulations of lecturers' activities (CERT, mainly). On the other hand, unlike many of the institutes on the campus, the Institute has defined, since its creation, the destination of exclusive resources, as a separate item, to fund culture and outreach activities.

It is worth mentioning the decisive intervention of the Institute, together with the Management Council of the São Carlos Campus, in the defense of orientating resources from industrial income obtained from renting property found on the campus, wholly to support cultural and outreach activities that have been carried out.

2.10.2.1 Report the main professional training and continuous education activities, the number of issues and participants (report amounts in the context of fundraising):

a) Specialization Courses

R: Not offered

b) Training Courses

R: Not offered

c) Updating Courses

R: Not offered

d) Residence Activity

R: Not offered

e) Vocational Practice

R: Not offered

2.10.2.2 What is the importance of and what are the consequences/impact of the School's participation in advising, consulting, and the delivery of specialized services to public and private institutions, scientific entities and other organizations in society? List the agreements and contracts managed by the School in recent years (with scope, timing and amount).

R: Considering the specificities of its campus, the Institute of Architecture and Urbanism has contributed, over the last five years, to the consolidation of real articulation between teaching, research and outreach.

Through the work developed by undergraduate students in the context of the Program: Learning with Culture and Outreach, students can come face to face with practical reality on various topics related to the area of urban architecture.

The dissemination courses have also contributed to (since their first versions) widening the field of

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concrete articulation of knowledge gained from teaching and research, always faced with real demands, technically complex and socially urgent.

On the other hand, the agreements and contracts produced by the Institute are still restricted to offering services and consultancy, including evaluation activities, diagnosis and technical recommendations, having merely a situational impact - with the exception, of course, of helping to revise the São Carlos City Master Plan, which greatly extends the reach and impact of subsidized actions from the IAU.

2.10.2.3 What is the production of the School's faculty in regard to educational activities and dissemination of scientific, artistic, cultural, technical or technological knowledge, reporting the number of issues and participants:

a) Outreach Courses (e.g. workshops, lectures, etc.)

R: Regarding dissemination courses, the following was carried out:

- 1) In 2013, the courses: The Reduced model as an instrument of conception, registering and disseminating constructive culture in wood (21 members); and Educational Facility for Construction: Japanese Taipa (33 members)
- 2) From 2013 to 2014, the Educational Facility for Construction course: creating popular housing with techniques in wood and earth (98 members).
- 3) In 2014, urbanization in the Santa Maria do Leme waterbasin: guidelines and environmental aspects (21 members).

b) Professional Continuing Education

R: Not offered

c) Projects directed to basic education

R: Completed in the context of the "Learning with Culture and Outreach" Program (3 projects): heritage education through interactive recreational systems (educational games in digital media/ educational games in three-dimensional model folded paper/ games in three-dimensional blocks.

d) Exhibitions and fairs

R: Careers Fair in the Interior: 3 fairs (2010, 2012 and 2013), 30 participants (exhibitors)  
Learning with Culture and Extension Symposium: 4 symposiums (2011 to 2014), 30 participants (scholarship holder exhibitors)  
Exhibition of the Nascente Program: participation in 1 program (2013), 6 participants.  
Student Journal Exhibition: 1 exhibition (2013), 3 organizers.  
São Paulo Architecture Biennial: participation in 1 event (2013), 10 participants.

Exhibitions promoted by the Sustainability and Housing Research Group (HABIS) > Reduced Expo Models (Roaming in Progress).

e) Texts, teaching material or other products directed to the community.

R: Editions of Journals and Periodicals

RISCO Edition: Architecture and Urbanism Research Journal - n. 11,12,13,14,15,16,17,18.



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Edition of Technology and Management Journal (editor in charge Prof. Dr. Marcio Minto) - vol5, n.1, vol6.n.1, vol.7, n.1, vol.8 n.1, vol.9, n.1 and 2  
Edition of the Virus Journal (editor in charge Prof. Dr. Marcelo Tramontano) - n.3, 4, 5, 6, 7, 8 and 9  
Edition of the Graffiti Journal (editors Leo Correa and Ricardo Secuela), n.1 and 2  
Books (particularly focused on Culture and Outreach)  
The book "Hybrid Territories: cultural actions, public space and digital media" (92 p.; ISBN 978-85-66624-01-4; IAU-USP, 2013) was written during the Hybrid Territories Project development and the main aim was to publicize both the practical part of the project, which presents the cultural actions carried out, and theoretical issues and their references.  
The book consists of 8 (eight) chapters and 5 (five) photo sections, as well as the presentation, acknowledgements, summary, cartographic map, biographies of the authors who wrote the chapters, list of partners and participants' actions. The book is mainly for cultural producers, cultural collectives and public managers from the cultural area, but also for researchers and people interested in public spaces, public policies and cultural actions.  
Video and Documentary Production  
Within the Hybrid Territories Public Policies Project, developed by the NOMADS Research Team, 11 videos were produced: 6 of which are short films that present the actions of the Hybrid Territories Project: Captas (5'55"), Digital Graffiti (7'27"), Street Radio (12'42"), Urban Scenes (8'18"), Slice (5'37") and Backstage (20'40"). The other 5 videos were produced in Cross action, proposing an exchange of glances between people from São Carlos and Rio Branco AC. The documentaries are about various themes, while maintaining the focus elsewhere. The Graffiti Documentary (25') is about four young graffiti artists in a city in the interior of Brazil.

The New Contemporary Spatiality Research Group (NEC) produced cartographic videos: space + information and liminar zones, presented in the X Architecture Biennial in São Paulo.  
The Sustainability and Housing Research Group (HABIS) recorded the construction of the Suindara House on video, in the Educational Facility for Construction Dissemination Course: producing popular housing with techniques in wood and earth.

2.10.2.4 What is the participation of Graduate and Undergraduate students in the School's extension programs?

R: There were a total of 38 scholarship holders in the Learning with Culture and Extension Program. Over the last 5 years, 50 undergraduate students and 5 postgraduate students participated as exhibitors in the USP Careers Fair.  
In the dissemination courses, 2 undergraduate students and 6 postgraduate students worked as monitors.

2.10.2.5 Report on the culture and extension centers linked to the School and their contribution to academic development.

R: There are no Culture and Outreach Centres related to the Institute.

### Internationalization

2.11.1 Analyze the internationalization of core activities and its impact on the School's performance in the last 5 years

R: Since its creation, the Institute of Architecture and Urbanism (IAU) has made institutional internationalisation one of its key targets and recognises the importance of encouraging student and faculty member exchanges, as well as academic collaboration with international research centres of excellence,



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Various faculty members have maintained and extended their collaboration with international institutes and, based on these relations, as well as technical visits and scientific meetings, various agreements and letters of intent of collaboration were signed, opening up possibilities for our undergraduate and postgraduate students, and also faculty members and staff, to go on exchanges and do work placements in institutes of excellence and promote activities together such as workshops, congresses, joint research and visits from academics in undergraduate and postgraduate activities.

The impacts of this are clear concerning the increase in cultural references and the educational experiences the undergraduate and postgraduate students have had, as well as the diversification of faculty members' research activities. One relevant indicator is the increase (which will be encouraged even more) in publications in international journals and conferences and co-authorship with foreign researchers.

#### 2.11.2 Indicate and analyze the student, faculty and administrative modalities

R: IAU has encouraged student and faculty member exchanges, based on incentive programs for cooperation and exchanges available within USP and general programs.

Concerning student exchanges, the main programs are the Science without Borders Program (Ministry of Science, Technology and Innovation, and the Ministry of Education), USP Scholarship Programs, divided into Academic Merit and Entrepreneurism and the Santander University Program.

The numbers show a substantial growth in sending and receiving undergraduate students. The figures from 2015 are not yet available, but the tendency is expected to remain. It is worth mentioning that exchange programs with Latin American universities, considered strategic by the Institute, are still new. Undergraduate scholarships (2011-14): In 2011, none of the 7 exchange students received scholarships. In 2012, the 10 students that did an exchange program received scholarships: 2 from the Science without Borders program (PCsF); 2 from ENSA Grenoble; 5 from the Academic Merit Scholarship and 1 from the Santander Scholarship. In 2013, out of the 15 exchange students, 10 received scholarships, 5 from PCsF and 5 from the Academic Merit Scholarship. In 2014, out of the 12 exchange students, 9 with scholarships: 1 from AUCANI, 6 from PCsF and 2 from the CAPES-UNIBRAL program.

Students received (2011-14): In 2011, the IAU received 8 exchange students: 3 from Germany; 1 from Spain and 4 from France. In 2012, 16 exchange students came from the following countries: 1 from Germany; 3 from Colombia; 6 from Spain; 2 from France and 4 from Mexico. In 2013, 15 exchange students came from the following countries: 2 from Germany; 2 from Chile; 1 from Colombia; 3 from Spain; 4 from France, 2 from Mexico and 1 from Uruguay. In 2014, 10 exchange students came from the following countries: 4 from Germany; 2 from Spain and 4 from France.

Students from IAU sent overseas (2011-14): In 2011, 7 students from IAU did an undergraduate exchange program overseas: 5 in Spain; 1 in France and 1 in Italy. In 2012, 10 students from the IAU did an undergraduate exchange program overseas: 2 in Germany; 1 in Colombia; 5 in France and 2 in Portugal. In 2013, 15 students from IAU did an undergraduate exchange program overseas: 2 in Australia, 2 in Spain; 6 in France; 1 in Italy; 2 in Portugal and 2 in the UK. In 2014, 12 students did an undergraduate exchange program overseas: 2 in Germany, 1 in Canada, 2 in Spain; 2 in France; 1 in the Netherlands; 1 in Hungary; 1 in the UK; 1 in Switzerland and 1 in Turkey.

Faculty member mobility is supported by individual requests in agencies, notably The Sao Paulo Research Foundation (FAPESP) and the Coordination for the Improvement of Higher Education Personnel (CAPES) or special agreements, like UNIBRAL DAAD and University of Porto.

The mobility of technicians is not supported from AUCANI. One technician went on a short visit to the Portugal supported by IAU and spontaneous collaboration from colleagues.

#### 2.11.3 Identify the repercussions of international initiatives (workshops, missions, the involvement of students and professors in national and international scholarly exchanges, agreements).





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R: The relation of cooperation agreements is presented in Item 2.2..1.d.

As previously mentioned in 2.8.3.2., international initiatives which have more consistent results are the USP Cooperation Agreement (UP) and the partnership with HafenCity Universität, supported by the CAPES/DAAD UNIBRAL project.

The specific dynamic of each one of them shows that there are various possible ways. The cooperation agreement with the University of Porto began by formalizing it and has brought developments such as Symposiums and Workshops held in São Carlos and in Porto, visits from academics to participate in undergraduate and postgraduate courses and academic staff from IAU going to activities at FAUP. The proposal of a specific agreement of a dual degree is currently being evaluated in the two institutions. In the case of Germany it was the initial contact with academic staff and researchers in a joint activity with the Architecture Biennial that produced contacts that resulted in the CAPES/DAAD/UNIBRAL agreement to promote workshops and speeches in São Carlos, São Paulo and Hamburg and, more recently, in the International Summer School Frontier Zones. It was based on this established cooperation process that agreements were set up.

The agreement with the University of Sevilha has also showed developments as some university lecturers came from the Spanish university to do some activities (seminars and speeches) at IAU, and some faculty members from IAU went to give seminars and participate in postgraduate projects in Spain.

#### 2.11.4 Identify international strategies.

R: The various ways of internationalisation (student exchanges, visiting academics' exchanges, promoting events and workshops in common, etc.) are considered fundamental to improve and consolidate academic excellence at IAU.

We consider it key to emphasize, whenever possible, full cooperation between the institutes.

As previously mentioned, the Institute works with a strategic perspective of reinforcing cooperation in Latin America, but without neglecting relations with international centres of excellence.

#### 2.11.5 Identify the main management and infrastructure demands related to meeting the School's internalization strategies.

R: Internationalisation at IAU is coordinated by the International Cooperation Commission (CCIInt) advisory to the director, and not envisaged in the Rules of the Institute.

Its formalization as a Statutory Commission is the reason of evaluation in the Institute and at USP in general.

Regardless of this formalization, the CCIInt IAU requires attribution from a budget just to meet the demands relative to internationalisation: producing leaflets, welcoming activities, trips and technical courses.

In terms of the university, it is expected to maintain the Scholarship programs and logistic support to foreign students (obtaining a permanent residence visa, lodging, etc.)

The creation of an agency to support national and international mobility is currently being discussed at USP.

The Institute would need support of resources from USP to accomplish missions of advertising its programs, especially in Latin America.

## INSTITUTIONAL PLAN (GOALS AND ACTIONS)

### Institutional Plan (Goals and Actions)

#### 3.1.1 Relate and comment on the primary goals and actions proposed by the School for the

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medium and long terms (5 and 10 years) concerning:

a) Management;

R: 5 years:

To complete the Institute's institutionalization process,

- a) To review the Institute's rules and complete the development and approval of the collegiate bodies and the advisory commissions' rules
- b) To update the Institute's organizational structure including the Technical-Administrative Assistance formalization, creating services for Building Maintenance and new Laboratories and supporting sectors (Center of Digital Production, Library and others);
- c) To complete the definition of the flowcharts and/or guidelines to carry out the main processes and activities in the academic, administrative and financial areas.
- d) To complete the implementation of budgetary management system;
- e) To complete the policy for internal communication implementing internal reports for periodical dissemination of activities, events and deliberations of collegiate bodies to the whole community.

b) Infrastructure;

R: 5 years:

To expand and requalify the Institute's physical space, reaching, at least, the parameters set by SEF - Superintendence for Physical Space:

- a) To build a new Administration block with space for Library, administrative areas and the Congregation's Room.
- b) To Requalify and expand the classrooms and workshops;
- c) To expand the area available for teaching staff;
- d) To expand the area available for the Groups and Research Centres;
- e) To expand the area of Laboratories and update their equipment;
- f) To complete the adaptation of the physical space to comply with universal accessibility and building security rules.
- g) To initiate the occupation of sector 6 - Urban and Regional Studies - of area 2 at the São Carlos campus.

10 years:

- h) To design and build the auditorium and Exhibition Space.

c) Technical and administrative employees;

R: 5 years:

- a) To reach adequate levels in the relationship administrative/academic staff and administrative staff/student in the administrative, academic and financial areas, as well as in Laboratories and supporting bodies;
- b) To make a forecast for staff leave periods due to retirement and a plan for replacement;
- c) To implement permanent policies for recycling and/or professional requalification;
- d) To implement Press Advisory and Institutional Communication.

d) Faculty;

R: 5 years:

- a) To expand the number of Full Professors up to the University's average standard, considered as
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excellence standards;

- b) To encourage Associate Professors to do public examinations.
- c) To make a forecast for leave periods of academic staff and a plan for replacement;
- d) To establish institutional planning for postdoctoral researcher leave periods.

e) Teaching and learning processes;

R: 5 years:

- a) To implement a new curricular structure for the Architecture and Urbanism Course and new didactic-pedagogical strategies;
- b) To implement supporting mechanisms brought about by new communication and information technologies to complement on-site activities for all subjects of the undergraduate course.

f) Student body;

- R: a) To implement a permanent process for the characterization of undergraduate and postgraduate students' sociocultural and repertoire profile;
- b) To expand supporting mechanisms for extracurricular activities as essential training factors;

g) Undergraduate Program;

R: 5 years:

- a) To conclude the Architecture and Urbanism renewal process and implement the course's new Political-Pedagogical Project.
- b) To increase national mobility in cooperation with other courses of the area, seeking to host, at least, two external students per year.
- c) To implement cooperation agreements for dual degrees with other USP IES.
- d) To implement the Geography Course, already approved, on academic merit, by USP's Undergraduate Council;
- e) To draw up a proposal for a Political Pedagogical Project and for a Curriculum Structure for the new courses in History and Design.

10 years:

- f) To implement the Course in History.

h) Graduate Program;

R: 5 years:

- a) To evaluate and expand the policy for the Program national nucleation.
- b) To implement International Doctorates in cooperation with overseas Higher Education Institutes;
- c) To define a policy for professionalizing Postgraduate Courses.
- d) To reach score of 6 in CAPES' evaluation.

10 years.

- e) To implement the professionalizing Postgraduate course.

i) Research;

R: 5 years:

- a) To define and implement policies for strengthening activities in the Groups and Research Centres;
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- b) To update and implement an expansion policy for postdoctoral researchers at the Institute;
- c) To strengthen the Institute's profile as a reference center in the areas of work;
- d) To promote the initiatives for interdisciplinarity and research at the frontiers of knowledge of architecture and urbanism;
- e) To stimulate research for undergraduate research projects and their organization among the Research Groups and Centres.

j) Culture and extension;

R: 5 years:

- a) To define a policy to offer courses of Specialization, Improvement, Recycling and Practice;
- b) To define a policy to implement a Program for Professional Residence;
- c) To implement NEP - Experimental Project Centres - as a space for the institutionalization of offering services in the area of projects and of public policies and extracurriculum training for undergraduate and postgraduate levels;

k) Internalization.

R: 5 years:

- a) To increase the number of visits from lecturers for research and teaching activities at the undergraduate and postgraduate levels;
- b) To improve the dissemination of IAU among associated IES to increase the number of visits from overseas undergraduate and postgraduate students;
- c) To participate in creating a sector for the permanence of overseas students and lecturers in the Campus of São Carlos;
- d) To implement an optional subject for the Introduction to Brazilian Culture for exchange students;
- e) To define a policy to offer subjects in foreign languages;
- f) To complete the implementation of the Institute's website, and its translation into English and Spanish.

3.2 Explain the main indicators to be used for monitoring goals and actions proposed by the School.

R: The last four and a half years have meant an institutional effort, only partially described above, of implementing the whole academic and administrative structure required for a Teaching and Research Institute to work at USP.

From the macro level (defining the organizational structure, rules, establishing collegiate bodies) to implementing rationalization and optimization instruments of administrative procedures (service orders, decrees, defining flowcharts, etc.) and defining high academic targets (project to create the Undergraduate course in Geography, renewing accreditation of the Architecture and Urbanism course, etc) the institutional dynamic does not allow for the development of a complete planning system.

These difficulties, which the Institute is currently experiencing, have become significantly worse due to the budget cuts at the University over the last two years. The need to adapt and have immediate responses to situations such: as retaining the budget balance from 2013; suspending funding programs; prohibiting hiring new staff, even though the public jobs were previously distributed; the unplanned loss of staff through the Voluntary Resignation Incentive Program (PIDV); suspending the replacement of retired academic staff, etc. addressed - and still address - the need to reply and adapt in the short term and postpone necessary work of reflecting, evaluating and approving planning and assessment instruments.

Some indicators are partially or implicitly presented in 3.1. and others will be developed and defined based on the evaluation process itself.

Feedback from external peer evaluation to the University is always important to improve academic



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careers. However, the importance of the contribution from the Evaluation Commission takes on another meaning and dimension when this is the first institutional evaluation of an Institute that is still undergoing the final phase of its implementation process.

We believe that one year after the evaluation process will be adequate time to internally develop a complete system of objectives, targets, actions and indicators, based on the objectives and goals set out here and the contribution of the External Evaluation Commission.

#### OTHER COMMENTS

#### OTHER COMMENTS (if any)

R: Concerning the institutional development perspectives, two aspects should be mentioned that have already been addressed in the report, but deserve special attention.

The first aspect concerns the situation of physical space which is one of the main barriers to fully developing the academic potentials already in place. Despite understanding the current budget restrictions, we feel it is necessary to put on record the complete lack of physical space and the need to establish a chronogram, which can attain at least the required amount of area per activity established by the Superintendence of Physical Space (SEF) in relation to classrooms, faculty members' rooms and research laboratories. Furthermore, support from central University organs is fundamental in terms of plans to build an Auditorium and an Exhibition space in the medium term, essential in a school of Architecture.

Another aspect is an academic one and affects the development of the Institute. The project to create the IAU made it clear that the autonomy of the former Department of Architecture and Urbanism was not an objective in itself, but rather an institutional condition that was necessary to expand operations at USP in São Carlos in the area of Social and Human Sciences, by creating new courses (Geography, History and Design). The priority of the Geography course is based on the perspective of establishing synergy between the areas and groups already in place on the Campus, such as Environmental Engineering, Transport Engineering, Soil and Geotechnics. This synergy will offer conditions to develop an important multidisciplinary hub in the fields of urban, regional and environmental policy. Interrupting it once again, due to budget cuts, will significantly hinder the extent of the institutional plan which is the basis of the proposal to create it at the Institute.