

Public Seminar

The sense of public and Chilean universities

UNIVERSITY OF CALIFORNIA, BERKELEY, JUNE 24, 2015

Chile team:

Dr. Carolina Guzmán-Valenzuela, Centre for Advanced Research in Education (CIAE), University of Chile

Dr. Rosa Devés, Professor of Biophysics, School of Medicine, and Provost, University of Chile

Dr. Andrés Bernasconi, Director, Center for Research on Educational Policy and Practice (CEPPE), Pontificia Universidad Católica de Chile

Summary

- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

Summary

- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

Chile: profile



- Henry Kissinger, ca. 1973: “Chile is like a sword, pointing directly to the heart of ... Antarctica.”
- 4,300 kilometres long and on average 175 kilometres wide
- Population: 17 million
- Language: Spanish
- Main Exports: commodities (unfortunately) such as copper, fish, fruit, paper pulp
- Per capita GDP PPP \$24.000 USD (highest in Latin America. Chile is a middle income country)
- In May 2010 Chile became the first South American country to join the OECD

Summary

- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

Characterization of the Chilean higher education system

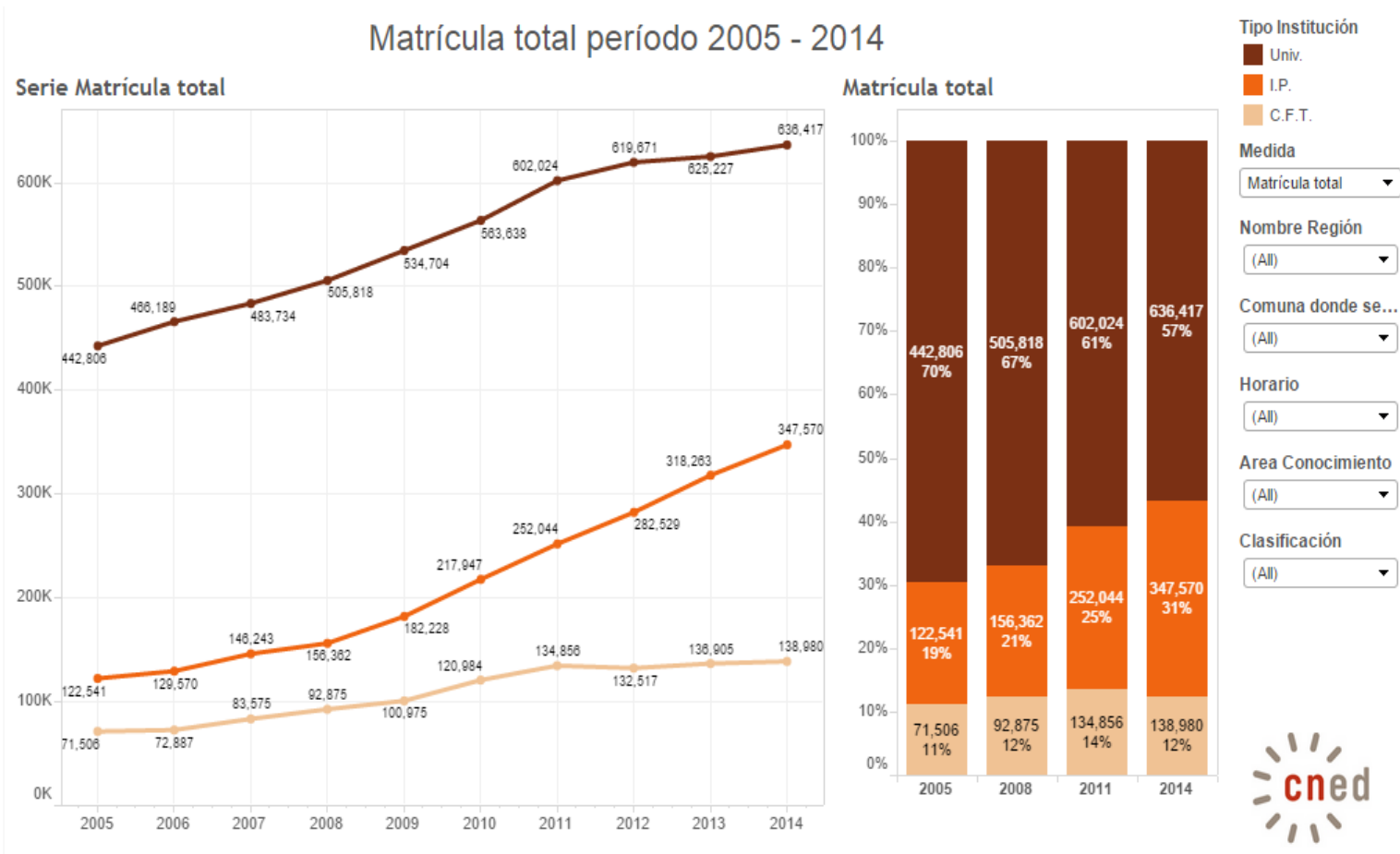
- Composition of the Chilean HE system: institutions

- 60 universities (only universities can deliver academic degrees and graduate programs), some of them established in the 19th century, most created after the Pinochet regime's 1980 privatization reforms. Only 16 are public (state owned).
- 47 professional institutes: all private, they offer 4-year professional-oriented training
- 59 technical training centers (similar to US community colleges, but private and for-profit).

- Students

- Year 2014: 1,215,413 students (undergraduate and graduate programs). Great expansion: in year 1981: 150,000 students.
- 636,417 university students (57%); 347,570 (31%) in Professional Institutes ; 138,980 (12%) in technical training centers
- Most of students are between 20 – 24 years old (48.5%), and 52% are women.

Expansion of enrolments 2005-2014



Summary

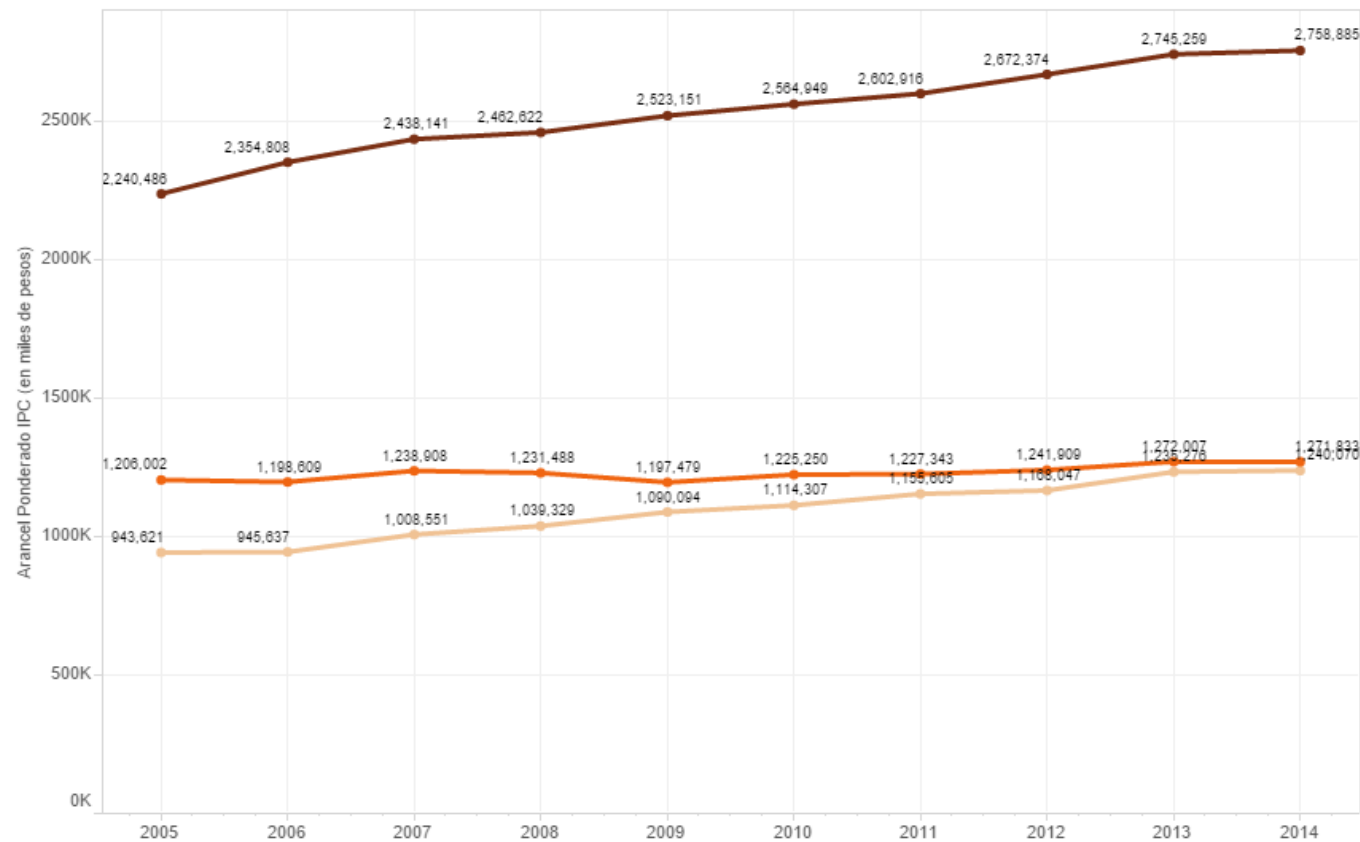
- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

Characterization of the Chilean higher education system: funding

- Since 1923, there's been public financial subsidies for private universities. Chile, with the Netherlands, Belgium, and Japan, is one of the few countries in the world where private universities receive block grants for operational expenditures.
- Yet, these funds are hardly sufficient, either for public or private universities. As in the US, the financial model relies on tuition: high tuition (in public and privates), high student aid. Chile's tuition levels are the highest in the world adjusted by PPP, after US private universities. About 50% of all students receive financial aid from the government, in the form of scholarships and subsidized loans.
- Students in for profits are eligible for student aid.
- So far, demand driven funding, as 70% of all higher ed. funding is spent on student aid.
- Bachelet's government seeks to shake up things: higher education would be tuition-free in the non-profit sector.

Annual students' fees (average)

Arancel anual ponderado por matrícula de primer año de programas de estudios ajustados por IPC periodo 2005 to 2014



Tipo Institución

Univ.

I.P.

C.F.T.

Nombre Región

(All)

Horario

(All)

Area Conocimiento

(All)

Tipo carrera

(All)

Nombre Institución

(All)

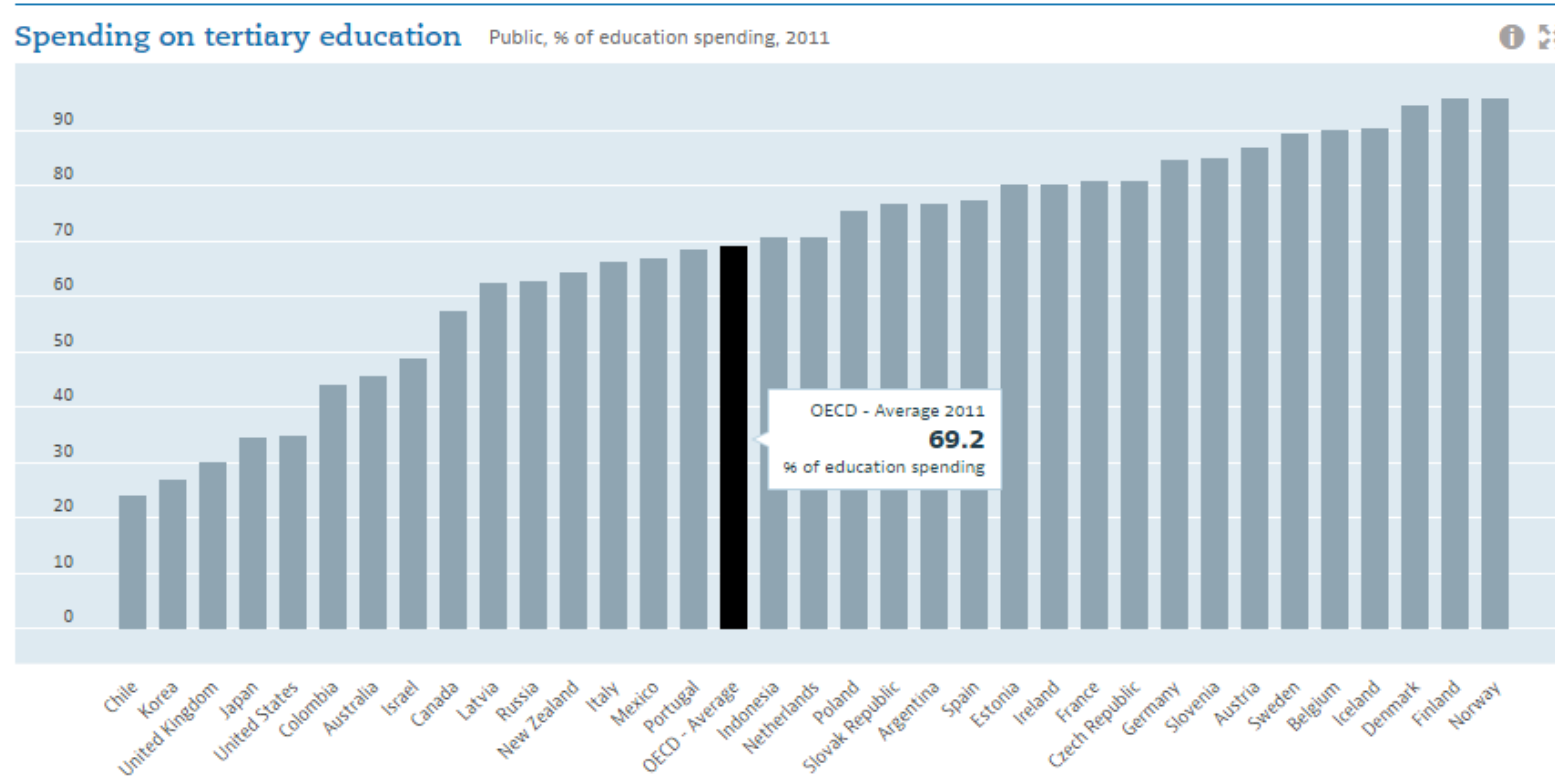
Clasificación

(All)



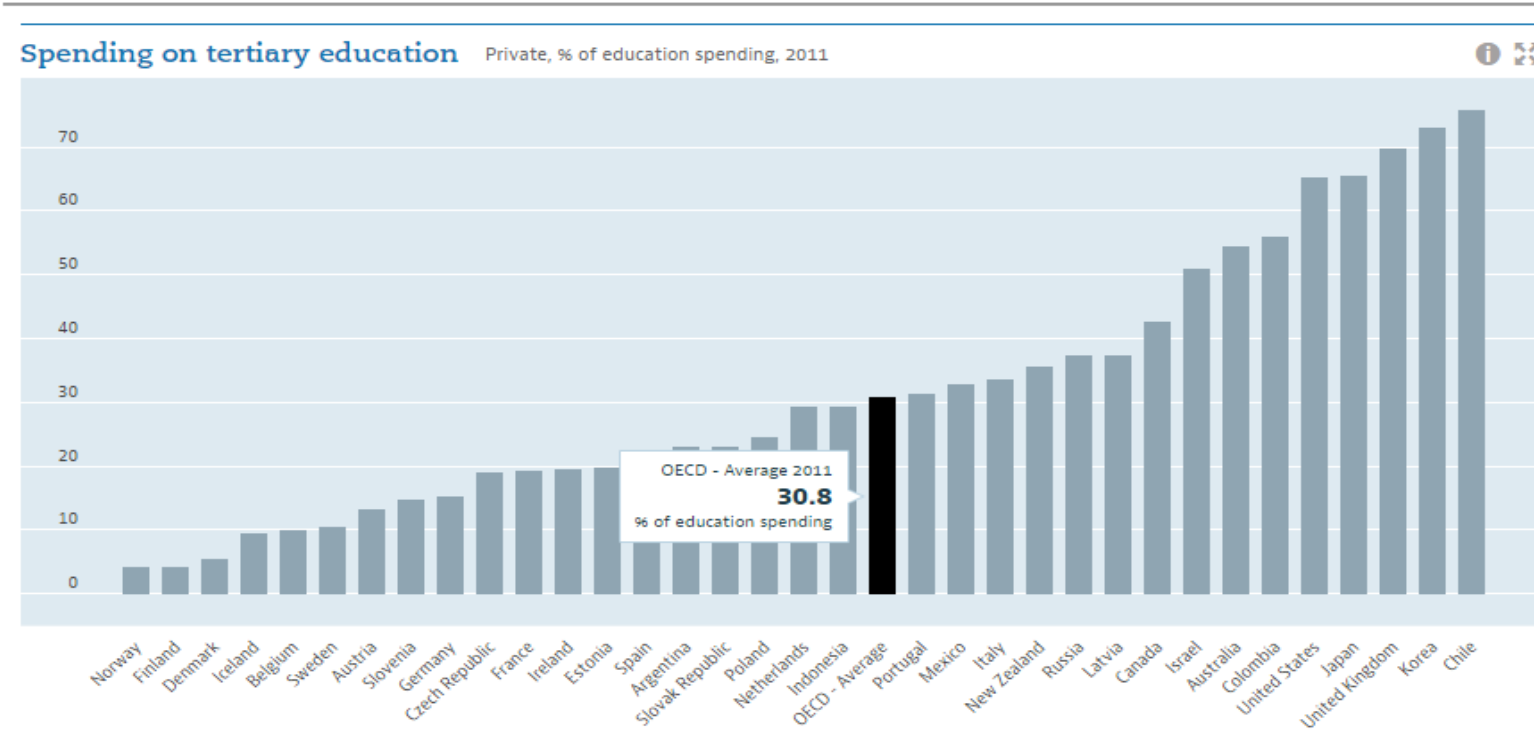
Funding of HE institutions (source: OECD, 2011)

Public spending



Funding of HE institutions, private sector (source: OECD, 2011)

Private spending



Summary

- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

A closer look to the conditions of scientific production in Chile (compared to Brazil's UNICAMP)

	Year	Enrollments		Faculty				Publications	PhDs conferred	Budget
		Total	% Graduate	Total	% FT	% PhD.	% of FT w. PhD			
	(a)		(b)	(c)	(d)	(e)	(f)	(g)		US\$Million
University of Chile	2003	27.731	11,5%	3.392	35,9%	20,7%	34,3%	2.713	50	344
University of Chile	2011	35.339	21,0%	3.005	41,2%	30,7%	53,2%	4.644	142	844
Pont Catholic University of Chile	2003	19.676	10,5%	2.349	43,4%	48,9%	71,6%	1.819	37	359
Pont Catholic University of Chile	2011	25.277	13,9%	2.984	50,9%	52,3%	77,1%	3.856	96	692
UNICAMP (Brazil)	2011	44.519	60,4%	1.727		98,0%		8.383	818	1186

(a) Unless otherwise noted, the data correspond to the years 2003 and 2011.

(b) "% Graduates" is the proportion of graduate students in total enrollments.

Indicators for "Faculty" consider: (c) total headcount, (d) the proportion of faculty who are full-time, (e) the proportion of faculty with a PhD degree, and (f) the proportion of full-time faculty who are PhD holders. (g) publications is the sum of all ISI-indexed articles published in the previous three years.

Sources: For Univ. of Chile and P. Catholic Univ. of Chile: Anuario Estadístico del Consejo de Rectores, years 2003 and 2011, except for (g), the source of which is Thomson Reuters' Web of Science. For UNICAMP, the source is Anuario Estadístico de la UNICAMP, year 2011, except for (g), the source of which is Thomson Reuters' Web of Science

Summary

- 1) Profile of Chile
- 2) Characterization of the HE system in Chile
- 3) Funding of universities
- 4) A closer look at Chilean universities
- 5) A glossary of 'the public'
- 6) Some data to analyse 'the public' in Chile
- 7) Questions for debate

Unfolding the meaning of 'public' (1/2)

a) Legal perspective: public is what is owned by the state.

Some global tendencies: Public expenditure in HE in OECD countries

506 *B. Longden and C. Bélanger*

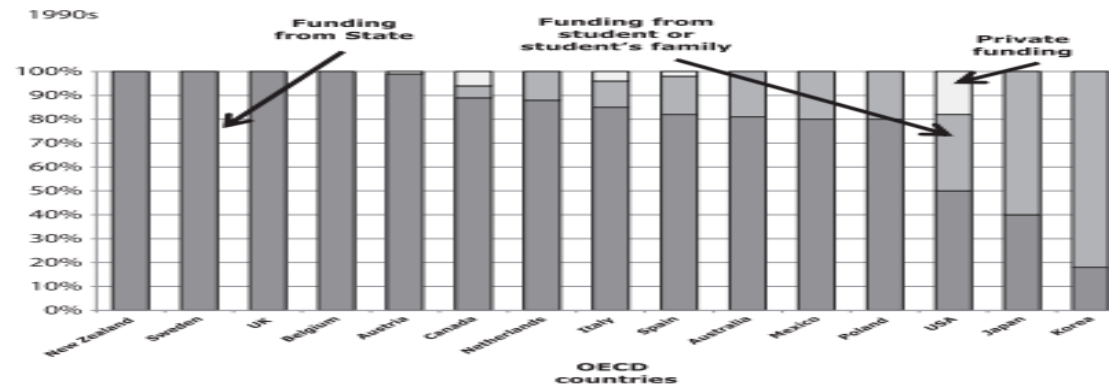


Figure 2. 1990s distribution of source of funding higher education in OECD countries (adapted from Kärkkäinen, 2006, p. 6).

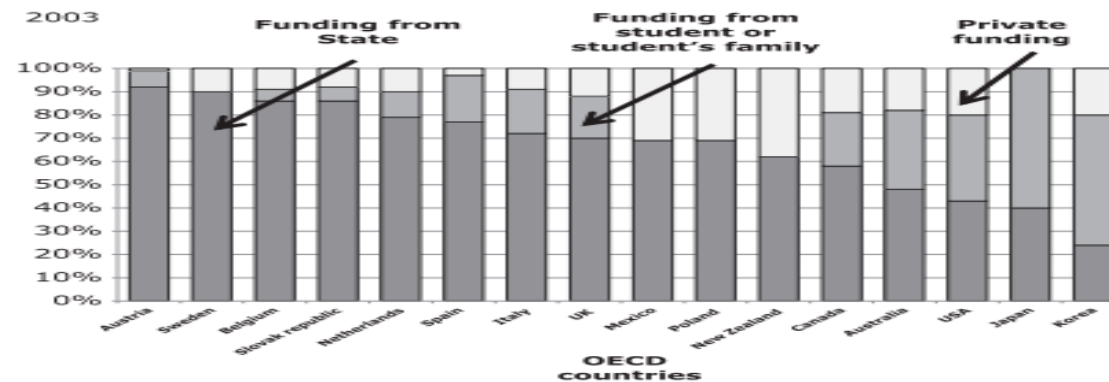


Figure 3. 2003 distribution of funding for higher education in OECD countries (Kärkkäinen, 2006, p. 16).

Some global tendencies: Public expenditure in HE in OECD countries

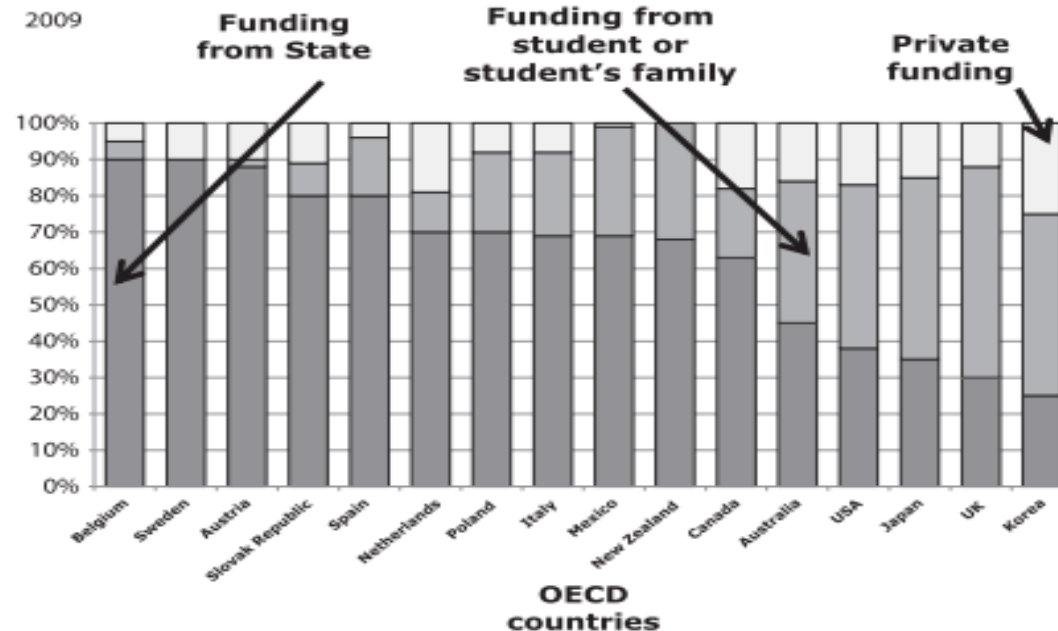


Figure 4. 2009 distribution of funding for higher education in OECD countries (OECD 2012, p. 251 Chart B3.2).

Unfolding the meaning of 'public' (1/2)

a) **Legal perspective:** public is what is owned by the state.

b) **Economic perspective** (Samuelson, 1954; Marginson, 2011). Public refers to both goods and services that are available to everybody:

Without distinction,

Non-rivalry: their use does not reduce availability to others, and

Non-exclusion: use by others cannot be prevented (Holcombe, 1997).

*Example: public (free) library

c) **'Public goods' and 'the public good'**. 'The public good' (singular) refers to what exists in benefit of a society (Marginson, 2011; Barnett, 2015)

*Knowledge, but not books, which are rivalrous and possibly non excludable.

Unfolding the meaning of 'public' (2/2)

d) **Philosophical perspective** (Habermas, 1981): the public sphere is basically a discourse (that includes practices) in which citizens share, reflect and comment on their perspectives and thoughts about some current events that call for social attention.

e) **Civic perspective**: public commitment to society, beyond the responsibilities that arise from any public funding that universities may receive (Nixon, 2012). The 'civic university' (Watson, 2007); the 'public engagement' of the global university (Masschelein & Simons, 2009).

Unequal access to HE: is it HE a public good *for* the public good?

- Chile: stratification of the HE system: Complex universities versus teaching universities (prestige); traditional universities (both private and state) receive funds from the state.
- Entrance examination tests: students with highest scores go to more prestigious universities. These students come from the richest families. Prestigious universities receive more money from the state (receiving students with the highest scores involves funding).
- Poorest students go to less prestigious universities.
- Cultural capital + social capital (Bourdieu). Vicious circle?
- Most prestigious state universities promote social stratification as well.

Data (work in progress)

Diverse sources

- Documents of public policies in HE (Consejo para la ES, 1990 and 2008)
- University missions (60)
- Newspapers and magazines (2013-2014)(El Mercurio 46; El Mostrador, 143)
- Documents by University of Chile and Pontificia Universidad Católica students' unions (5)

Some preliminary results (1/3)

The concept of 'public' in universities is linked to:

- The production of scientific knowledge for the benefit of the broader society
- The formation of professionals as both an individual good and a public good
- Public service (the nexus between the university and the local community)

Documents of public policies in HE

1990: The documents mainly refers to the 'public' as public funds or institutions owned by the state

2008: Turn in the discourse: 'public' means both public funding and institutions owned by the state *or* the contribution that any university (both private and state) could do to the society for its benefit.

Some preliminary results (2/3)

University missions:

Surprisingly, the concept of 'public' is hardly mentioned. When it is mentioned it mainly refers to the production of public goods for the benefit of the society

Magazine articles (ideological divide)

Conservative position: successful global tendencies of hybrid public/private provision that gives choice to customers. All the universities (both public and private) create public goods for the public good so all of them should be financed by the state

Non-conservative position: denouncing role about the lack of regulation on the part of the state and around the scandals in the accreditation system. Free public education is conceived as a social right for everybody. Public universities might mean either state universities or universities with public aims

Some preliminary results (3/3)

Students

Students understand 'public education' as tuition free, quality education. They have been protesting for years in order to modify the relationship between the state, the private sector and the higher education system (regulation, funding). They also have a vision of the university as a democratic institution (freedom of speech and association).

To sum up

- Privatized HE system where 'public' does not necessarily mean state funding/state ownership
- Public does not mean regulation from the state. Importance of the private sector and the idea of 'choice' and individual freedom to choose HE institutions

The 'missing dimension' : the public as the promotion of a more equalitarian society (contrary to stratification in both access and among universities)

Questions for the debate

How do the concepts of public differ between Chile and California, in relation to universities?

Is there a distinction to be made between a university being in itself a public good and a university acting *for* the public good?

What is desirable in relation to the public role of universities? in Chile? In California?

What is feasible? in Chile? In California?

Is it possible to think and advance new public role (s) of the contemporary university?

THANK YOU!!!
