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Mercados en disputa: Respuestas organizacionales de las universidades chilenas a la agenda de empleabilidad

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Propositions

1. The role of knowledge and its function as a source of competitive advantage for the economy has been normalized in the Chilean university institutional environment. Thus, the demand to increase the performance of graduates in the employment system operates by strengthening the labour market position as an apparently neutral conditioning influence for the university.
2. The notion of employability has been installed in the Chilean higher education system as a reference for the relationship between higher education and the world of work. Its institutionalization acquired great public visibility and concrete organizational repercussions. However, this does not imply the incorporation of a new function to universities.
3. The organizational appropriation of the employability issue by Chilean universities reproduces a homogeneous set of recurrent problems. These are expressed in the lack of consensus on the notion of employability within and between universities and in their institutional environment, the disputed power imbedded in the dominant notion of employability and dissociation of actions to strengthen employability from its formative dimension.
4. The installation of career services is characterized by processes of normative and coercive isomorphism by which universities adopted certain characteristics established as a canon in the institutional environment. In turn, the adjustments experienced during their development refer to processes of mimetic isomorphism with respect to other services of the same type that are considered to be referential.
5. The expansion of higher education has become instrumental to knowledge economies and societies. As a result, multiple actors, forces of supply and demand as well as disputed interests have amplified their scope and degrees of influence by common hegemonic patterns. Namely, the economization of the university as a strategic axis for economic growth and social progress, hand in hand with the emergence of modernizing agendas of global scope for its realization.
6. The emergence and installation of international agendas in higher education encourages reactive a behaviour in universities. These behaviours tend to generate unbundling effects.
7. Beyond the philosophical positions held on the functions of higher education, positioning them as a determining factor for graduate employment and work has become one of the characteristics of modern universities of post-massified access.
8. The relationship between the university and the world of work is mediated by the institutionalization of a global agenda around the notion of employability. Its dominant manifestation - derived from the premises of human capital theory - has proved insufficient to address the multidimensionality of the issues involved. At the

same time, it has overshadowed the interdisciplinary contributions that provide comprehensive approaches to strengthen teaching and learning in higher education.

9. The radicalization of the Chilean feminist movement of 2018 succeeded in establishing a gender equity agenda in universities. Despite the growing questioning of the status quo resulting from the post covid19-pandemic scenario and the social uprising in place in Chile, the androcentric character of the university is likely to remain de facto. This is due to ritual organizational responses and to the dissociation of the issue from its roots located in the role of women in science and society.