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Universidades privadas independientes en Chile: ciclo de vida, comportamiento organizacional e inserción en el sistema de educación superior

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Propositions

1. The Chilean independent private universities have managed to transform themselves into high-performance institutions, capable of achieving institutional goals and developing concrete actions to fulfil their academic purposes.
2. The institutional consolidation of private universities in Chile is expressed in the fact that they have a public recognition given by the state regulator (through accreditation) and are endowed with private recognition expressed in the market by the rankings.
3. Chilean independent private universities compete with state universities from a very disadvantageous position as the latter already occupied prestigious positions, facilitated by national regulations that favoured them with greater financing facilities.
4. In their phase of consolidation, the three universities assessed in this study advanced towards higher levels of complexity and academic selectivity, by formulating clear purposes that guided their institutional project.
5. The case studies show that each university has a unique and unrepeatable history, marked by the inspiration that founds and gives its name and seal to the organization, to the important decisions such as creating new faculties.
6. The massification and universalization of access to tertiary education, have generated in many countries concerns about the ability of some private universities to maintain the high-quality standards demanded by the state. This has reduced the state disposition to encourage the creation of private universities.
7. The diversity in the university supply is an expression of the varied worldviews existing within democratic societies, representing a contribution to the socio-cultural plurality of nations.
8. University ranking systems make it difficult for new academic institutions to gain credibility and status when they try to offer a different type of education than that provided by traditional high-prestige universities.
9. The purpose of university education can be public or private, regardless of its origin, funding, or style of government. Therefore, it can be established that the state-private dichotomy is not enough to understand the institutional complexity of universities.
10. The greatest challenge the new President of Chile Gabriel Boric will face is to abandon his initial radical stance and to implement his government agenda in a gradual and consensual way.