



Universiteit
Leiden
The Netherlands

**Entre la utopía tecnocrática y la colegialidad académica:
aseguramiento interno de la calidad en universidades chilenas**
Valdés Raczynski, F.

Citation

Valdés Raczynski, F. (2023, October 26). *Entre la utopía tecnocrática y la colegialidad académica: aseguramiento interno de la calidad en universidades chilenas*. Retrieved from <https://hdl.handle.net/1887/3646082>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3646082>

Note: To cite this publication please use the final published version (if applicable).

Propositions

1. Leading authorities of Chilean universities express high expectations regarding the transformational nature that their respective internal quality assurance systems could have. Although the rhetoric is aimed at improvement, these systems can be subject to inflexible rules, preventing them from doing more than just talking about improvement.
2. The cases of Chilean universities studied show a paradoxical situation. On the one hand, the existence of a rationalizing and bureaucratized power, often identified with the work of managers and technocrats. On the other hand, the presence of a transformational power that operates from the bottom up, especially through scholars and their collegial culture.
3. In the university context, collegiality and bureaucracy are modes of cooperation that contribute in different ways. The first serves for creative, deliberative work and the generation of agreements between co-responsible peers. The bureaucracy serves to organize and coordinate the necessary administrative support. There is no contradiction between the two but tensions that can be positive for the university.
4. The challenge of developing an internal quality assurance system of a transformational nature rests on the possibility of involving and engaging the academic body. However, academics are mainly concerned with pursuing their individual academic career and meeting the goals and indicators determined by the university authority.
5. The experience of Europe and several countries from Asia Pacific region shows that the evaluation role of national or supranational quality assurance agencies does not need to be intensive to have a substantial effect on the quality of universities.
6. State policies and market forces alone are insufficient to regulate and coordinate the provision and quality of complex public goods such as higher education.
7. Universities need to be subject to external policies and a regulatory framework that defines regulations, procedures and expected results. Only in this way is it possible for these institutions to fulfill their social purpose.
8. Contemporary organizations, including universities, tend to build a new technocratic social order. With the rise of managerialism, this order is progressively more complex, based on the market and the adoption of new technologies, leading to a profound reshape of individual and collective activities.
9. The power of social media is drastically changing youth culture. Within universities, communicative interaction between students is increasing and this is gradually modifying their power vis-à-vis teachers.
10. ChatGPT has become popular by virtue of its ability to generate and evaluate information that can perform different functions, as a standalone tool or integrated into other systems. However, it is not a substitute for creativity and human critical thinking.