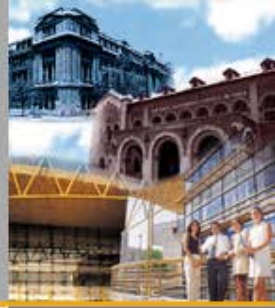
FACULTAD DE EDUCACIÓN
70 años. Pasión por educar



Expanding access to higher education and improving scientific research activities: can Latin America deliver on both?

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Higher education in Chile

- 1.130.000 students.
- 60 universities + 105 non-U postsecondary.
- 55% gross enrollment rate, 45% net.
- 65% funding is private (mostly tuition).
- 50% of students on financial aid: loans and grants.
- Inequitable access, but best nonetheless in Latam.

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Inequitable access, but improving

TABLE 1
Participation in higher education by decile of autonomous household income (Chile, 1990-2011)

	Income decile										
Year	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
1990	4.1	3.5	5.0	7.9	10.2	11.4	14.5	27.0	29.3	47.9	14.3
2000	7.1	9.2	12.5	18.1	23.6	34.1	38.3	48.5	67.1	99.7	30.7
2011	27.1	26.8	32.7	34.9	37.0	42.0	51.7	60.8	78.2	90.9	45.8

Source: CASEN surveys 1990, 2000, 2011.

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Two research oriented Chilean Universities, and a Brazilian benchmark

	Year	Enrollments		Faculty						
		Total	% Graduate	Total	% FT	% PhD.	% of FT w. PhD	Publica-tions	PhDs conferred	Budgets 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

Unless otherwise noted, the data correspónd to the years 2003 and 2011. "% 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 (e) 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 Anuário Estadístico de la UNICAMP, year 2011, except for (g), the source of which is Thomson Reuters' Web of Science.

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What is this telling us?

- There are no research universities in Chile.
- Therefore, Chilean institutions of higher education are essentially teaching institutions for undergraduates.
- There are a few universities that, in addition to teaching, do some research.
- These tend to be the most prestigious, and therefore, the most selective institutions

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Problem definition of “access”

- For the government, equity=access=money
- For elite universities: integrate the underrepresented so that they join in the opportunities offered, preferably without loss of identity and diversity
- For the rest, “minority” are the majority: adapt to their needs or disappear.

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Response: government

- *Focused student aid*: low income students with grades in the top 5% of their high school class, regardless of SAT score.

- Government funding of institutional projects aimed at levelling the basic skills and knowledge base of academically disadvantaged university students.

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Focused student aid

TABLE 2
Proportion of students on tuition scholarships by quintile of autonomous household income (Chile, 2006-2011)

	Year		
Quintile	2006	2009	2011
I	19.5	23.6	36.5
II	15.5	21.7	25.2
III	9.9	15.6	23.9
IV	8.4	9.9	15.9
V	3.0	5.0	8.9

Source: CASEN surveys 2006, 2009, 2011

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Response: institutions

- Admissions:
  - More inclusive admission requirements
  - Outreach
- Retention
  - Diagnosis of college readiness of incoming class
  - Remedial programs: math, Spanish,
  - Workshops: personal development, study strategies
  - Creation of specialized units
  - Support for faculty: improvement of teaching
  - Curriculum reform

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Lessons (somewhat) learned

- Inclusion should not be:
  - The sole problem of some special office
  - The problem of disadvantaged students
- Inclusion should be:
  - A university-wide, system level concern
  - Faculty are key.
- Institutions should service the student body they have as opposed to the students they would like to have.
  - Elite institutions: reach out to bring in and maintain students that better reflect the diversity of the country.
  - Mass institutions: focus no to much on fixing what's supposed to be wrong with the students, but on changing what's wrong with the institution

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