

Title

Higher Education as Research Object. A multidisciplinary doctoral programme course

Credits:

7,5 hp.

Level:

PhD-student level

Aim:

The aim of the course is to introduce to main traditions in the study of higher education and to discuss how higher education is constructed as a research object with regard to concepts, materials, methods and results and relate these traditions their historical, social and intellectual contexts. Five dimensions will be focused: ideas, financing, organisation, leadership, and social structures.

Upon completion, the student should be able to

- * describe the evolution of the idea of the University and higher education in general;
- * analyse different steering models in terms of power and relate them to the idea of the university and higher education;
- * describe the characteristics and conditions of modern university organizations;
- * analyse different systems of higher education and how these are currently changing;
- * discuss current issues in financing of higher education in an international perspective;
- * discuss and critically assess different traditions in the study of recruitment to higher education;
- * analyse different approaches to higher education, and the problems associated with each, with special attention to concepts, methods, materials and results.

Content:

- The idea of a university
- Organisational features of higher education systems and institutions
- Steering models in higher education institutions
- Social structures and recruitment patterns in higher education
- Funding of higher education

Teaching:

Lectures and seminars

Course syllabus:

Theme 1: The Idea of a University

Selections from *The Idea of a University*, Vol. 1, Michael Peters & Ron Barnett (eds.), Peter Lang 2017. Ca 250 pages.

Swedish:

Universitetets idé (Daidalos 2016), red. Thomas Karlsohn. Ca 250 pages.

Theme 2: University Governance

Engwall, Lars (2014). "The recruitment of university top leaders: Politics, communities and markets in interaction". *Scandinavian Journal of Management*, 30(3): 332–343. (22 pages)

Rider, Sharon & Ahlbäck Öberg, Shirin, (forthcoming), "The Decollegialization of the Swedish University". (Ca 20 pages)

Sahlin, Kerstin, & Eriksson-Zetterquist, Ulla (2016). "Collegiality in modern universities –the composition of governance ideals and practices". *Nordic Journal of Studies in Educational Policy*, 2016(2–3), 1–10. (11 pages)

Ledningsutredningen [The Government Inquiry of the Management of Universities'] "Summary", SOU 2015:92 p. 31-47, (https://www.regeringen.se/4aa971/contentassets/8f7d8be9a47a4b2ea6baa1e48173bf84/utvecklad-ledning-av-universitet-och-hogskolor-sou-2015_92.pdf). (17 pages)

Birnbaum, R. (2004). "The end of shared governance: Looking ahead or looking back". *New Directions for Higher Education*, 127, p. 5–22. (18 pages)

Swedish (the above literature and chapter below):

Ahlbäck Öberg, Shirin & Sundberg, Elin (2017), "Vad har hänt med det kollegiala styret?" i Wedlin, Linda & Pallas, Josef (red.) *Det ostyrda universitetet? Perspektiv på styrning, autonomi och reform av svenska lärosäten*, Göteborg: Makadam.

Theme 3: University Organizations and the dynamics of a global higher education market

Maassen, P. & Olsen, J.P. (eds.): *University dynamics and European integration*, Springer, 2007. (Ca 100 pages)

Krücken, G., Kozmütsky, A., and Torca, M. (eds): *Towards a Multiversity? Universities between global trends and national traditions*, Bielefeldt: Transcript, 2006. (Ca 100 pages)

Clark, B. *The Higher Education System: Academic Organization in Cross-National Perspective*, Berkeley, CA: University of California Press, 1983. (Ca 100 pages)

Hazelkorn, E. & Gibson, A. (2017) "Global science, national research, and the question of university rankings", *Palgrave Communications* (3): 21 (12 pages)

Wedlin, L. (2011) "Going Global: Rankings as rhetorical devices to construct an international field of management education" *Management Learning*, 42(2): 199-218. (20 pages)

Theme 4: Higher education and its social structure

Pierre Bourdieu: *La noblesse d'État. Grandes écoles et esprit de corps*. Paris : Minuit. 1989. (Une machine cognitive; Troisième partie : Le champ des grandes écoles et ses transformations) ca 150 pages

Arum, Richard; Gamoran, Adam; Shavit, Yossi: "More inclusion than diversion: expansion, differentiation, and market structure in higher education", pp. 1–35 in: Yossi Shavit, Richard Arum, Adam Gamoran: *Stratification in Higher Education: A Comparative Study*, Stanford, California: Stanford University Press, 2007.

Theme 5: Funding of higher education

Johnstone, D. Bruce & Marcucci, Pamela Nichols (2010). *Financing higher education worldwide: who pays? who should pay?*. Baltimore, MD: Johns Hopkins University Press (322 sidor). (Urval om ca 200 sidor).

Ca 200 sidors valbar litteratur tillkommer som innebär att doktoranden kan fördjupa sig i en viss fråga eller tradition.