

Slajdar till konferenspresentation

Mikael Börjesson, Ida Lidegran, Mikael Palme & Donald Broady,
The Social and Credential Structure of the Elite Segment of Swedish Higher
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The Social and Credential Structure of the Elite Segment of Swedish Higher Education

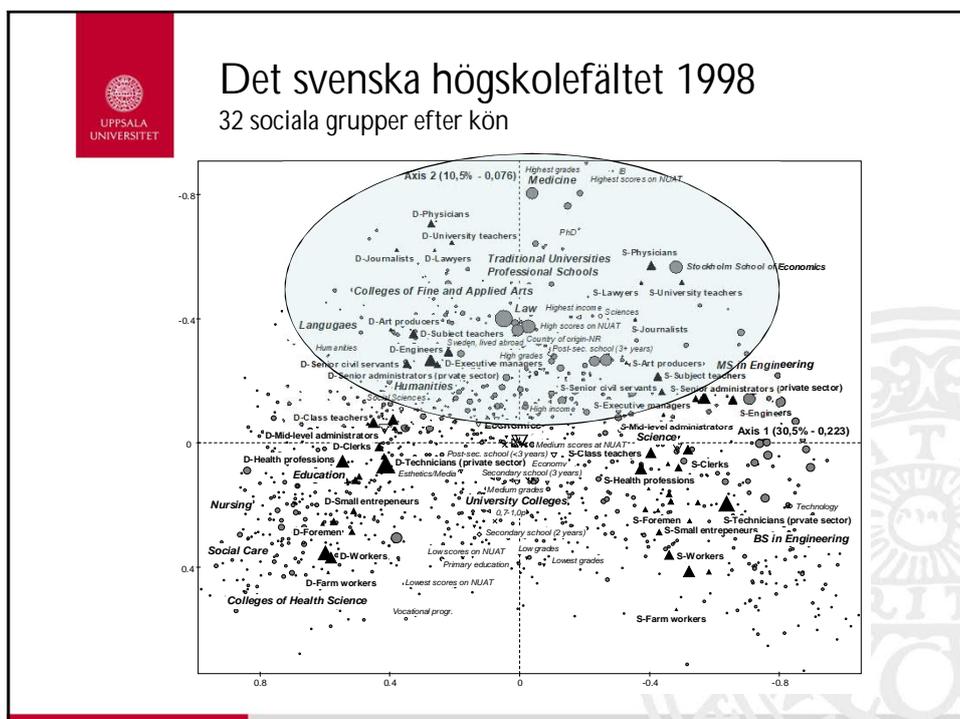
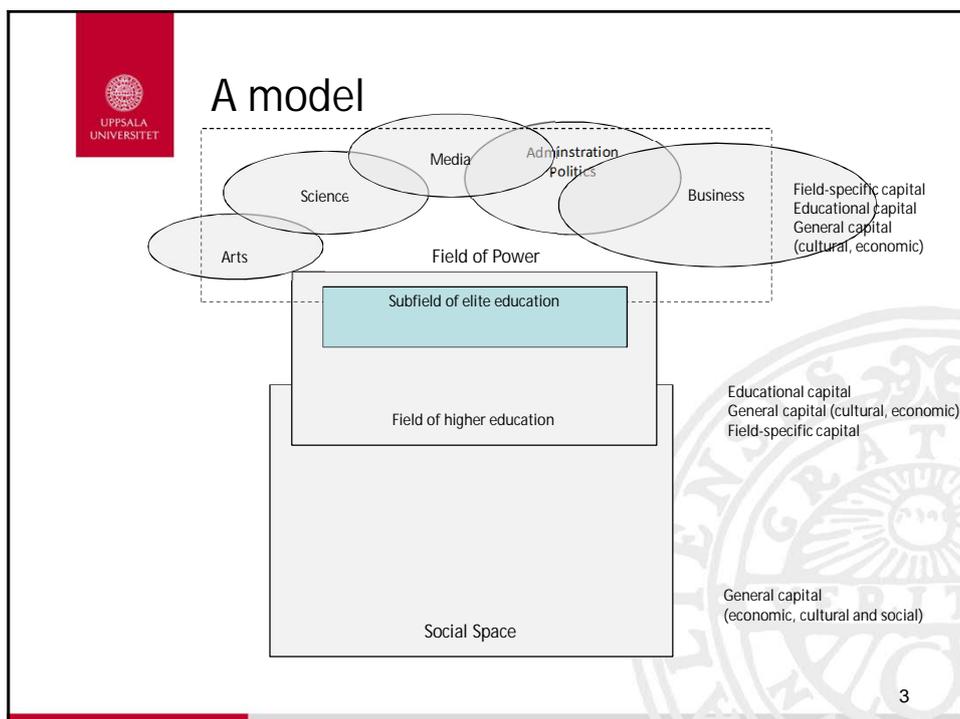
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Elite education

- Says something essential about the structure of the whole field of higher education as well as the field of power
- The field of elite education is homologous to the field of power
- Three definitions
 - Meritocratic (high grades)
 - Social (upper middle class, upper class recruitment)
 - Functionalist (central for careers within its domain)
- These definitions are often intertwined
- A crude definition, the upper compartment of the field of higher education





An analysis of elite education based on national statistical data – methodology

- Students registered in the fall 2006
- 759 units of educational programmes and courses by institutions with 100 students, ranked according to two criteria with two variables each:
 - Meritocratic criterion:
 - Proportion with high grades
 - Proportion with high scores at the NUAT
 - Social criterion:
 - Proportion with parents in upper middleclass professions
 - Proportion with parents with longer higher education



An analysis of elite education based on national statistical data – results

- The 30 highest ranked according to each variable gives 56 unique educational units
 - 22 in the Stockholm-Uppsala region, 12 in Lund and 12 in Gothenburg
 - 32 at the large and old universities, 14 at specialised universities, 9 at large and semi-old universities, 1 at a new university (thus no university colleges or art institutions)
 - 38 longer professional programmes; 22 in technology, 17 in social sciences and 9 in medicine.
 - A handful professional programmes with a distinct elite profile can be identified: programme in medicine, programme in psychology, programme in engineering, especially industrial economics, engineering physics and architecture.
- 10 units at the top according to all four variables 6 medicine, 2 engineering physics, Stockholm school of Economics and politics at Uppsala.
- Differences with regard to grades and NUAT. Grades: medicine engineering in physics and industrial economics. NUAT: medicine and social sciences, especially psychology, and engineering architecture.



A survey on elite education in Sweden

- A survey including more than 25 elite programmes and courses in Stockholm and Uppsala, 2004 to 2006
- Questionnaire, 24 pages, 84 questions covering study careers, social origin, practices and attitudes in various areas
- 1,206 individuals included
- Selected here assets and characteristics related to
 - Parents' social position and international orientation (4 questions, 18 categories)
 - Student's educational assets (4 questions, 26 categories)
 - Students' social position and international orientation (6 questions, 23 categories)



Educational programmes and courses include

Faculty	Subject/education	Institutions	Antal
Humanities	Archeology/History	Stockholm University	30
		Uppsala University	39
	Art History	Stockholm University	41
		Uppsala University	17
	Culture studies	Stockholm University	75
Other humanities		Stockholm University	9
		Uppsala University	11
		Uppsala University	11
Fine arts/Acting	Acting	Stockholm Academy of Dramatic Arts	21
	Art teachers	University College of Arts, Crafts and Design	23
	Fine Arts	University College of Arts, Crafts and Design	33
Social sciences/Law	Economics	Stockholm School of Economics	87
	Law	Uppsala University	85
	Political sciences	Uppsala University	46
	Psychology	Stockholm University	30
		Uppsala University	33
Natural sciences	Natural sciences	Uppsala University	43
Engineering	Architecture	Royal Institute of Technology	70
	Engineering-Bio-technology	Uppsala University	34
	Engineering-Chemistry	Uppsala University	28
	Engineering-Industrial Economy	Royal Institute of Technology	138
	Engineering-Physics	Uppsala University	66
Veterinary	Veterinary	Swedish University of Agricultural Sciences	45
Medicine	Bio-medicine	Karolinska Institute	22
		Uppsala University	23
	Dentist	Karolinska Institute	46
	Medicine	Karolinska Institute	69
		Uppsala University	54
Total			1,218

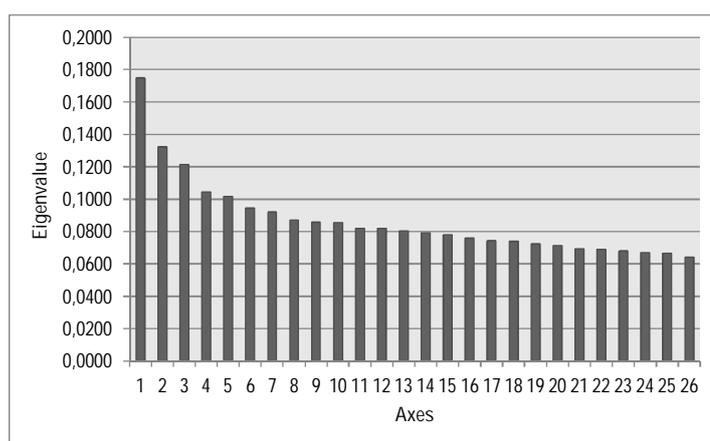


Variables and categories

PARENTS' SOCIAL POSITION AND INTERNATIONAL ORIENTATION		STUDENTS' EDUCATIONAL ASSETS		STUDENTS' SOCIAL POSITION AND INTERNATIONAL ORIENTATION	
Variables/Categories	n %	Variables/Categories	n %	Variables/Categories	n %
1. Parents' class fraction	7 0.6	5. Upper secondary programme		9. Study financing	
Class-NR		Upper sec. pr. -NR	98 8.1	Loans-Only other source	50 4.1
Worker/Lower middle class	121 10.0	Vocational track	48 4.0	Only grant	256 21.2
Middleclass-Economic	167 13.8	Aesthetics and media	94 7.8	Grant and loans	142 11.8
Middleclass-Public	133 11.0	Business studies	54 4.5	Only full loans	758 62.9
Middleclass-Cultural	98 8.1	Social sciences	216 17.9	10. Housing	
Upper middleclass-Economic	321 26.6	Humanities	52 4.3	Student apartment	344 28.5
Upper middleclass-Public	103 8.5	Technology	66 5.5	Tenancy	190 15.8
Upper middleclass-Cultural	256 21.2	Natural sciences	535 44.4	Condominium	237 19.7
2. Place of residence		Other upper sec. pr.	43 3.6	Sublease	152 12.6
Big city	501 41.5	6. Grades from upper secondary school		Stays with parents	172 14.3
Medium size city	220 18.2	Grades-NR	58 4.8	Other	111 9.2
Small city	217 18.0	Grades-Don't remember	135 11.2	11. Number of languages spoken	
Countryside	216 17.9	0.10-14.95	109 9.0	1-2 languages	460 38.1
Other country than Sweden	52 4.3	14.96-17.10	220 18.2	3 languages	525 43.5
3. Immigration		17.11-19.30	335 27.8	4 or more languages	221 18.3
No immigration	916 76.0	19.31-19.90	219 18.2	12. Future studies abroad	
Immigration	290 24.0	20.00	130 10.8	No future studies abroad	590 48.9
4. Parents worked abroad		7. Languages in upper secondary school		Future studies abroad	584 48.4
Par-Not worked abroad	724 60.0	No language	128 10.6	13. Future career abroad	
Par-One worked abroad	320 26.5	Other than German/French	125 10.4	No career abroad	183 15.2
Par-Both worked abroad	162 13.4	German	436 36.2	Career abroad, <2 years	399 33.1
		French	381 31.6	Career abroad, >2 years	558 46.3
		Both French and German	136 11.3	Career abroad, don't know	59 4.9
		8. National University Aptitude Test		14. Regions travelled to	
		NUAT-No	474 39.3	Max 1 region without fam.	465 38.6
		NUAT-points-Don't remember	65 5.4	2 region abroad without fam.	384 31.8
		0.1-1.0	107 8.9	3 regions abroad without fam.	217 18.0
		1.1-1.5	237 19.7	4+ regions abroad without fam.	140 11.6
		1.6-1.8	226 18.7		
		1.9-2.0	97 8.0		



Axes 1 to 26





Axes 1 to 10

Eigenvalue, modified rates, cumulated modified rates

Axes	Eigenvalue	Modified rates (%)	Cumulated modified rates
1	0,1748	43,0	
2	0,1323	16,4	59,3
3	0,1214	11,6	70,9
4	0,1044	5,8	76,7
5	0,1017	5,0	81,7
6	0,0944	3,3	85,0
7	0,0920	2,8	87,8
8	0,0873	1,9	89,7
9	0,0857	1,7	91,4
10	0,0855	1,7	93,1

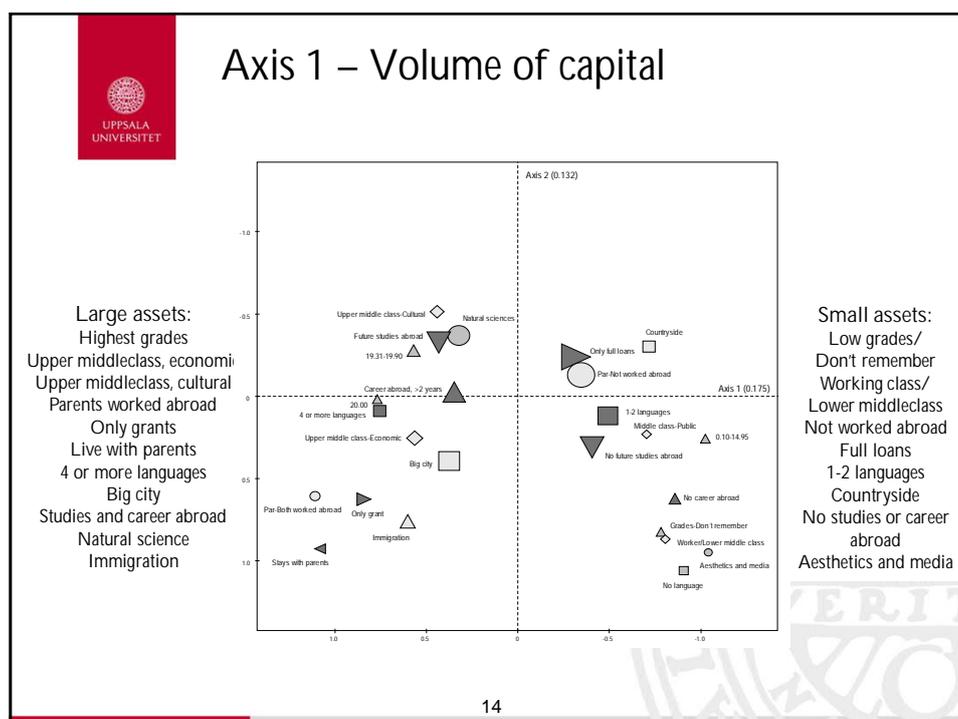


Contributions of headings, axes 1-3

Heading	Axis 1	Axis 2	Axis 3
Parents' social position and international orientation	32.9	30.0	20.3
Students' educational assets	26.9	35.5	23.2
Students' social position and international orientation	40.2	34.6	56.5
Total	100.0	100.0	100.0

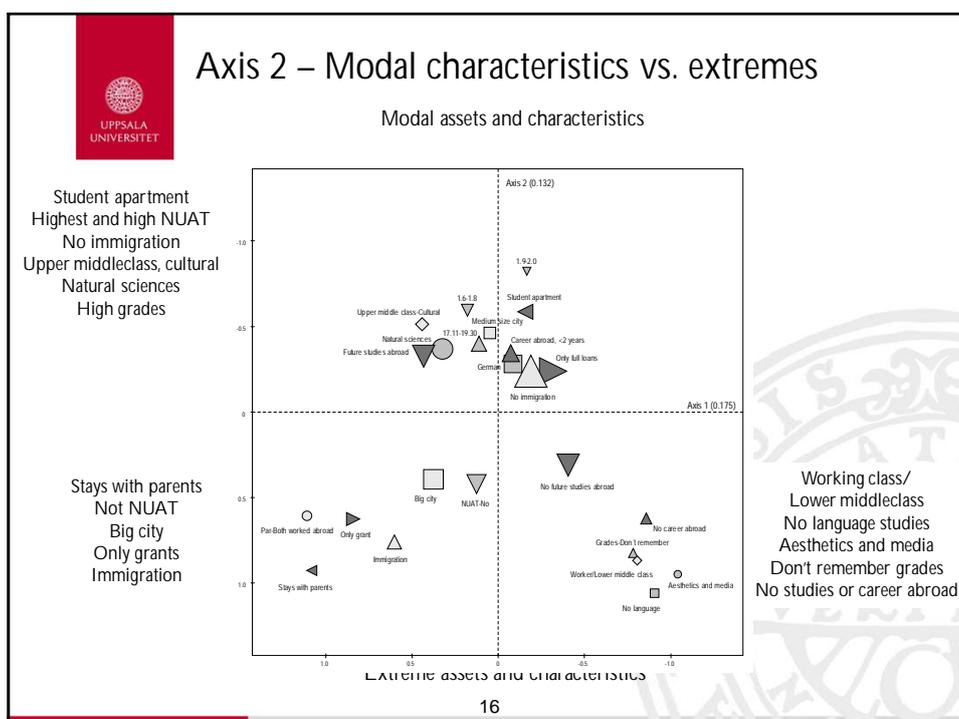
Axis 1, contributing categories

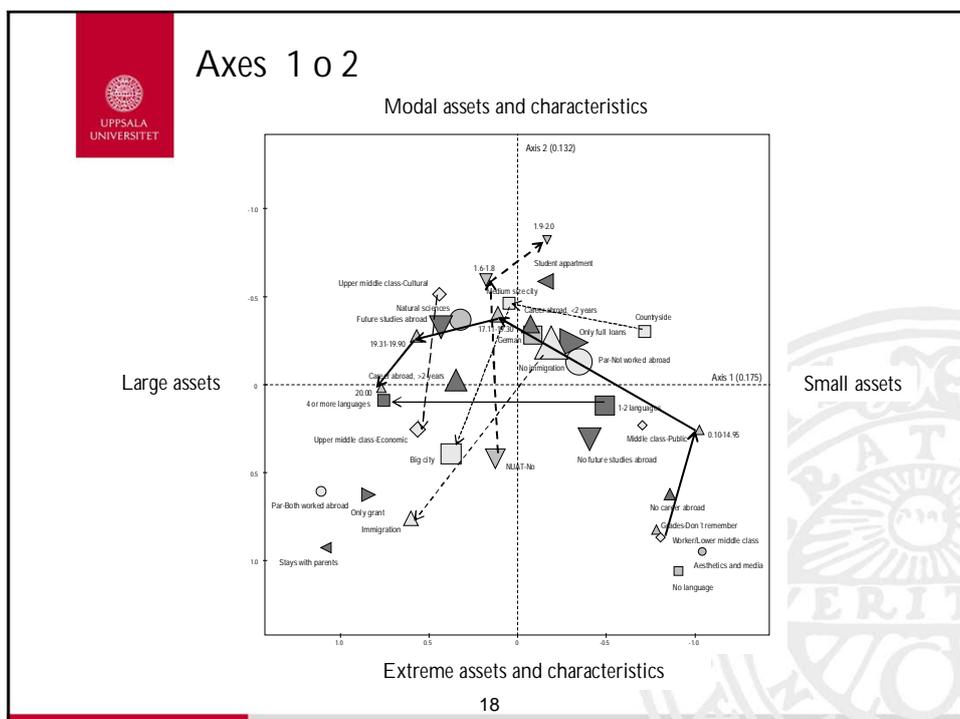
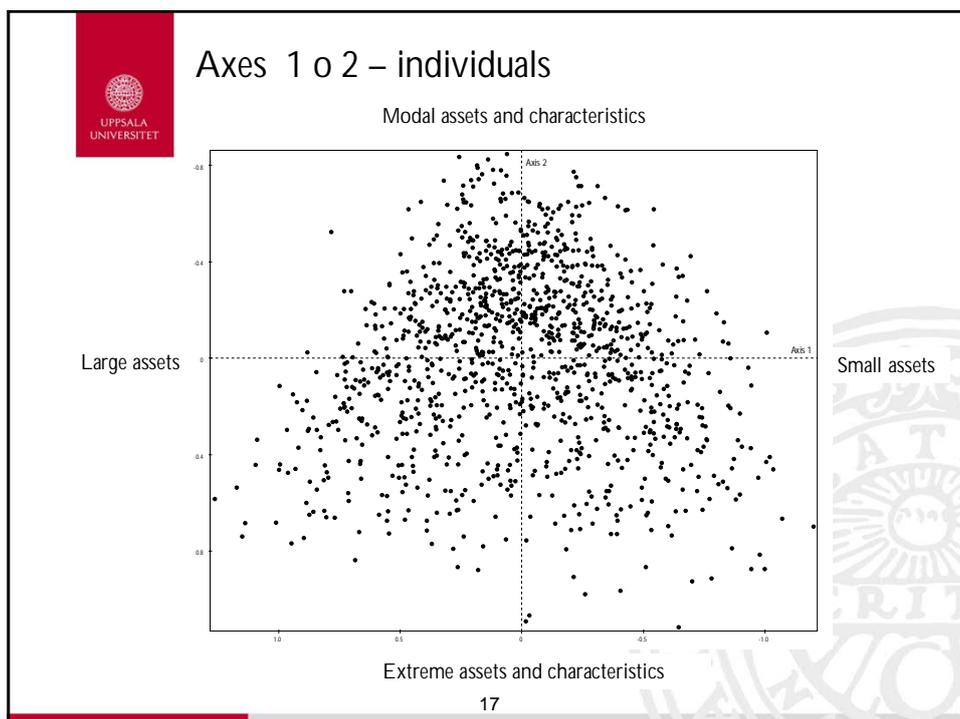
Grades from upper secondary school	12,2	20.00	2,6	0.10-14.95	3,9
		19.31-19.90	2,4	Grades-Don't remember	2,8
Parents' class fraction	11,1	Upper middleclass-Economic	3,5	Worker/Lower middle class	2,7
		Upper middleclass-Cultural	1,7	Middleclass-Public	2,2
Parents worked abroad	10,2	Par-Both worked abroad	6,7	Par-Not worked abroad	2,9
Study financing	8,9	Only grant	6,1	Only full loans	2,6
Housing	8,8	Stays with parents	6,8		
Number of languages spoken	8,3	4 or more languages	4,3	1-2 languages	3,8
Place of residence	7,0	Big city	2,4	Countryside	3,8
Future studies abroad	7,0	Future studies abroad	3,7	No future studies abroad	3,3
Future career abroad	6,9	Career abroad, >2 years	2,3	No career abroad	4,6
Upper secondary programme	6,7	Natural sciences	1,9	Aesthetics and media	3,5
Languages in upper secondary school	6,1			No language	3,6
Immigration	4,7	Immigration	3,6		
National University Aptitude Test	1,8				
Regions travelled to	0,3				
Total	97,9		13	47,8	12
					39,6

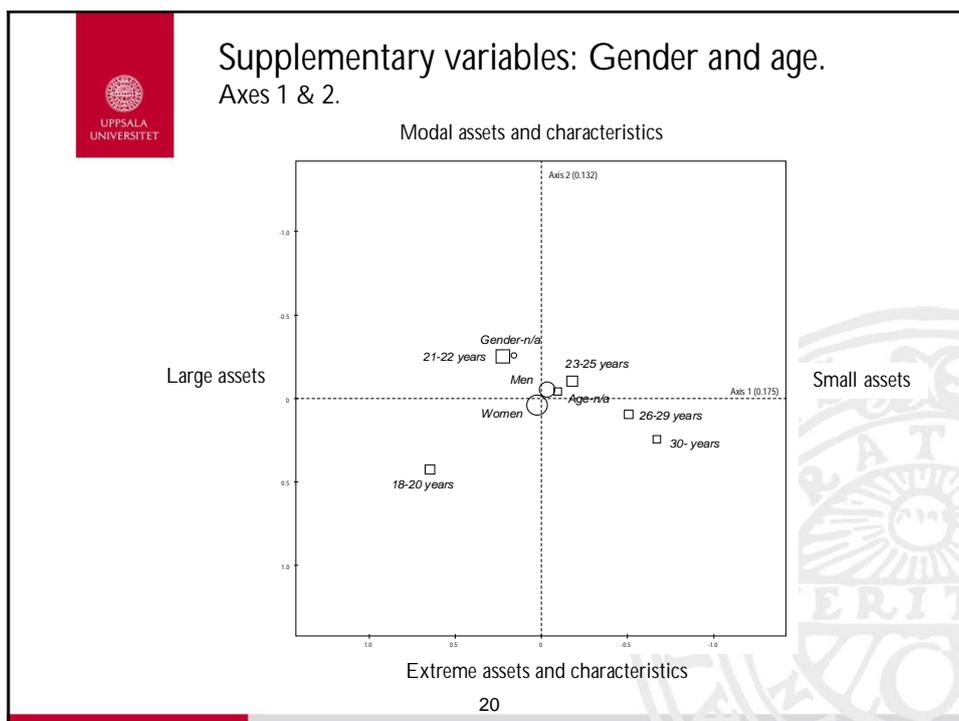
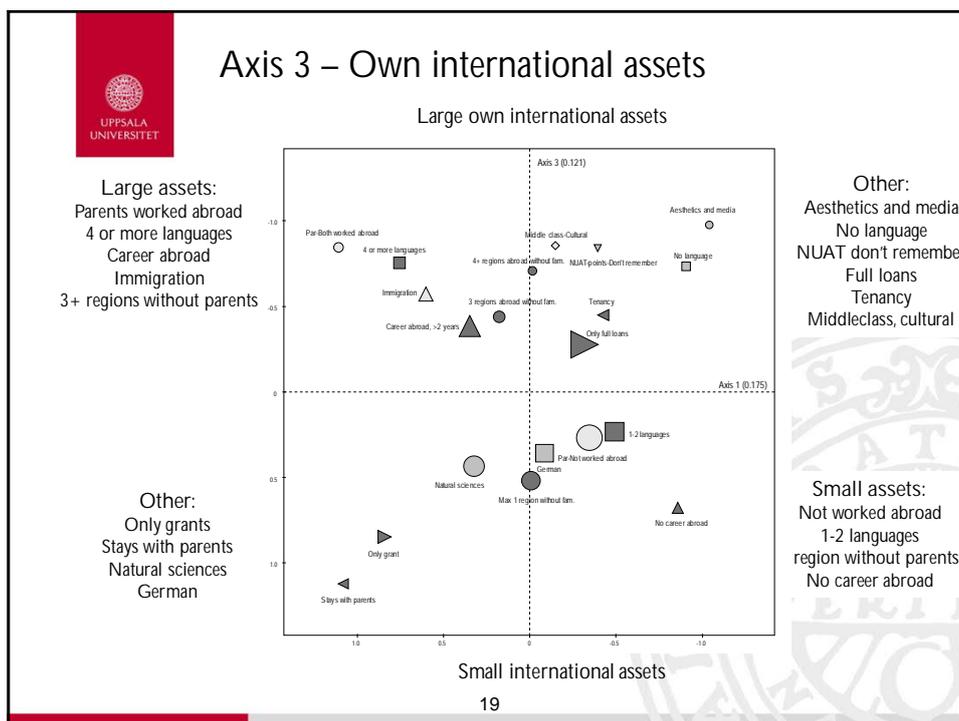


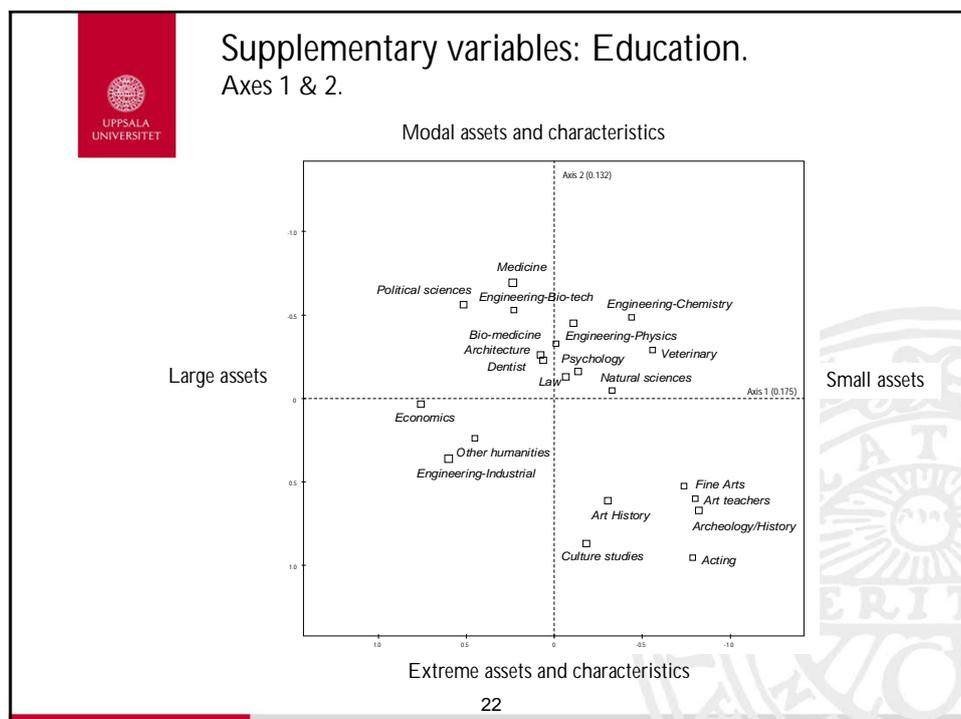
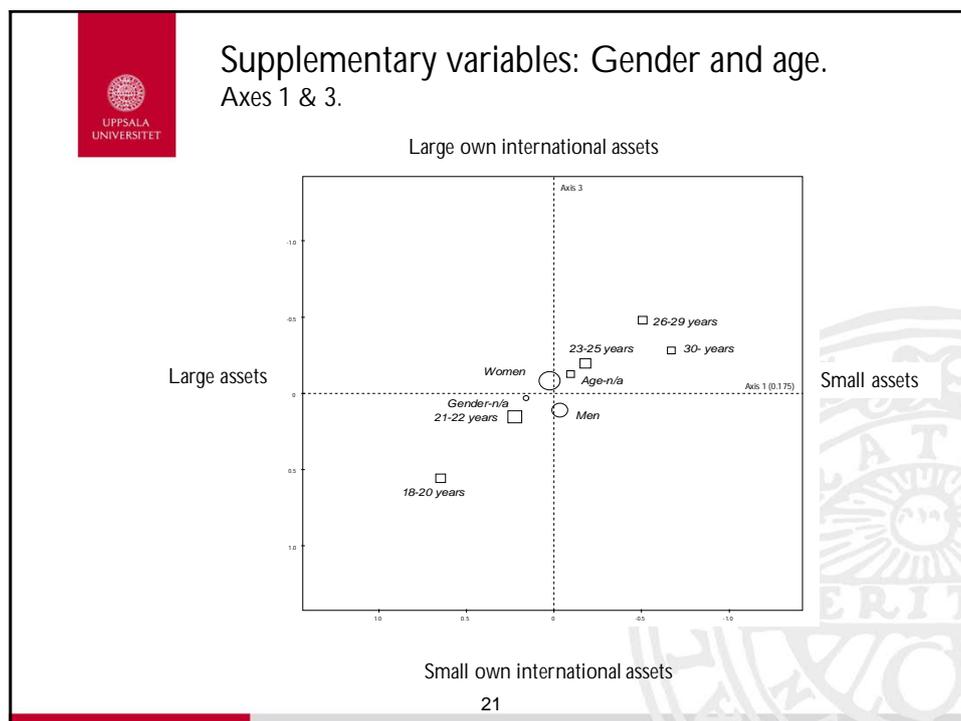
Axis 2, contributing categories

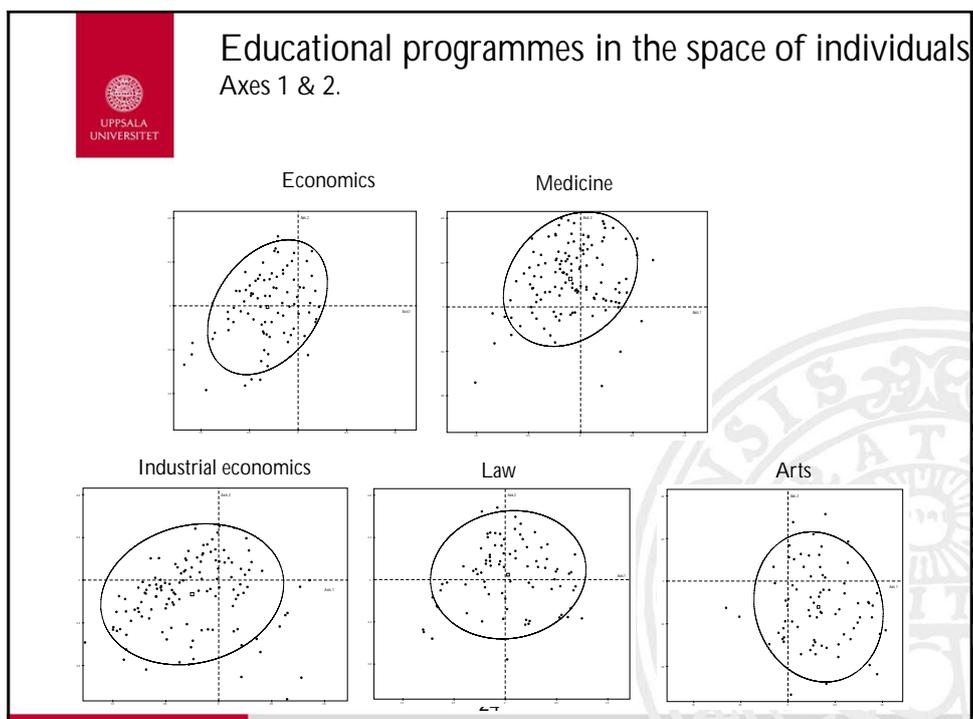
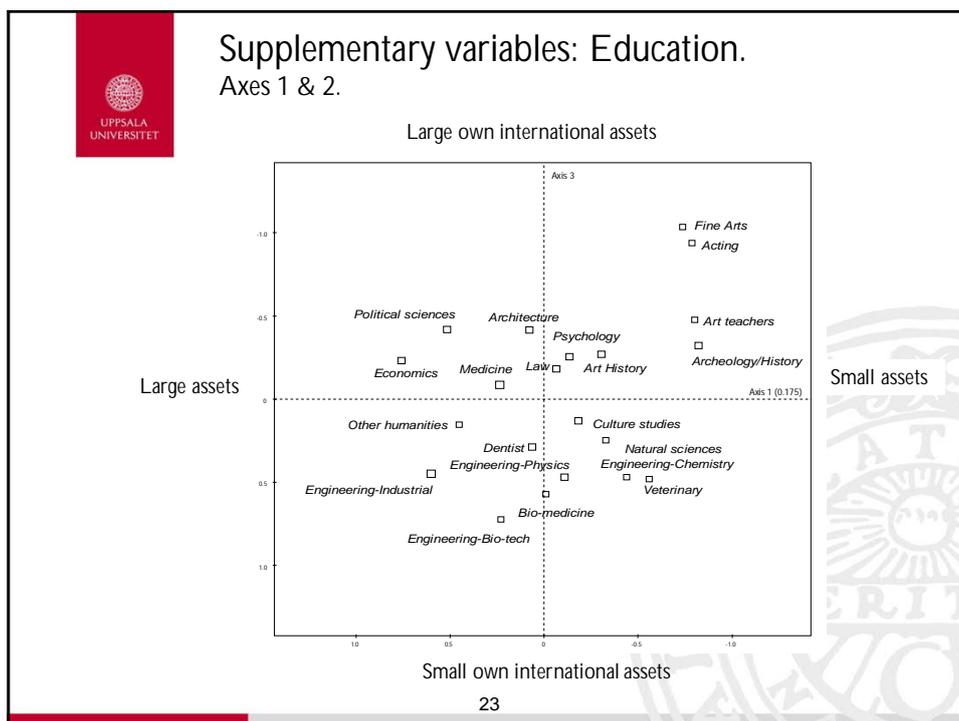
Housing	13,6	Stays with parents	6,8	Student apartment	5,3
National University Aptitude Test	10,9	NUAT-No	3,7	1.6-1.8	3,6
				1.9-2.0	3,0
Immigration	9,9	Immigration	7,5	No immigration	2,4
Parents' class fraction	9,3	Worker/Lower middle class	2,7	Upper middleclass-Cultural	3,0
Languages in upper secondary school	9,1	No language	6,5	German	1,5
Upper secondary programme	7,8	Aesthetics and media	3,8	Natural sciences	3,3
Grades from upper secondary school	7,7	Grades-Don't remember	4,1	17.11-19.30	2,4
Place of residence	7,6	Big city	3,5	Medium size city	2,1
Study financing	6,5	Only grant	4,5	Only full loans	2,0
Future studies abroad	5,3	No future studies abroad	2,5	Future studies abroad	2,8
Future career abroad	5,3	No career abroad	3,2	Career abroad, <2 years	2,1
Parents worked abroad	3,2	Par-Both worked abroad	2,7		
Regions travelled to	3,0				
Number of languages spoken	0,9				
	96,1	12	51,3	12	33,4

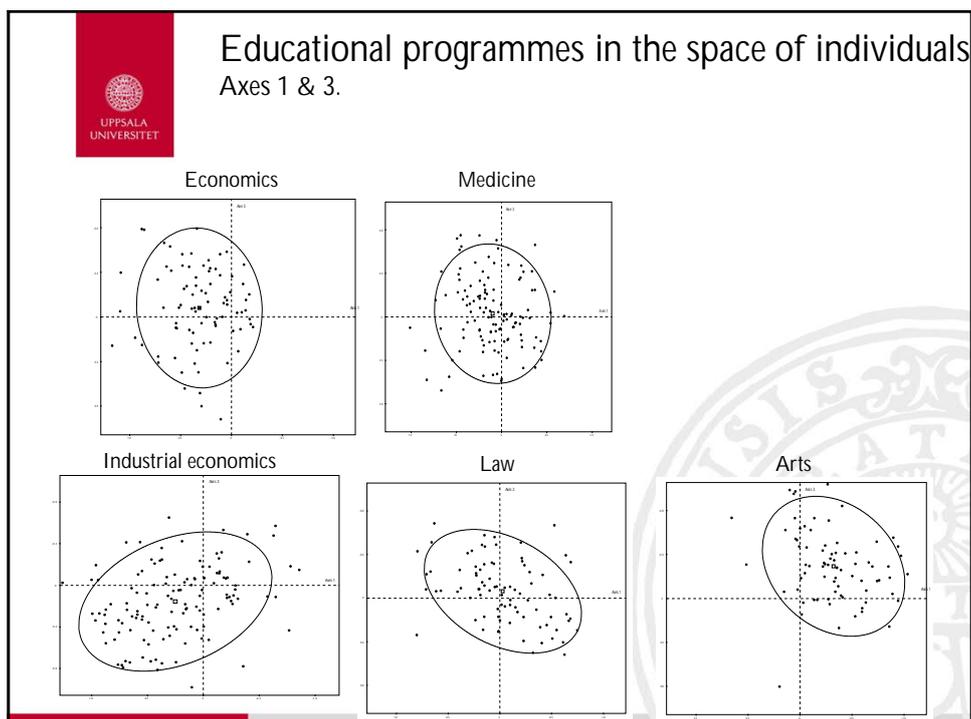






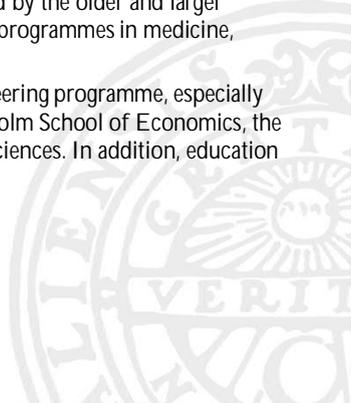






 Conclusions I

- Elite education crucial for understand the structure of the whole field
- Three criteria for elite education: credentials, social origin and function
- Overlapping criteria, but accents
- The field of elite higher education is heavily dominated by the older and larger universities and specialised schools; long professional programmes in medicine, engineering and social sciences
- More precisely the programme in medicine, the engineering programme, especially physics, industrial economics and architecture, Stockholm School of Economics, the psychology programme and programmes in political sciences. In addition, education in arts and the humanities.





Conclusions II

- The field of elite education analysed according to fundamental assets, such as inherited and acquired educational capital, in addition to social situation and international orientation has three principle dimensions:
 - Volume of capital
 - Modal assets vs. extreme
 - International orientation and social position
- Three distinct poles are identified in the plane of the first two axes:
 - One pole lacking educational capital and inherited resources,
 - One where international assets are combined with inherited economic resources
 - One with substantial investments in the Swedish educational investments
- Corresponds with three different types of programmes, also defined according to different admission logics:
 - Art education (admission test, otherwise no formal qualifications required)
 - Industrial economics and Stockholm School of Economics (high grades)
 - The programme in medicine, many programmes in engineering (high scores at the NUAT)
- International assets are closely related to national, but the educational capital is predominantly defined nationally