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# Marketising the university

## Unraveling accounts of market making in higher education

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## Outline

- About the case study
- How are markets (in higher education) examined
- Conceptualisation of markets in higher education
- Conclusions and implications

## The study – Newton University

- English university
- Data (statistical, financial, strategies and documents)
- Interviews
- Focus on administration
- Public funds left out (even though there are principles of competition and quasi-markets)

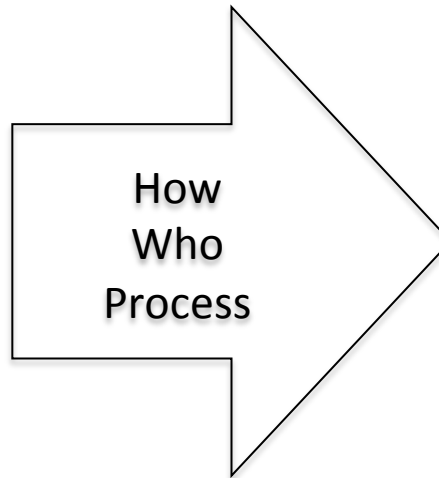
# How might we study higher education markets

Discourse and policy

Simple

One market

E.g.: Dill, Curry, Brown,  
Marginson, Jongbloed;  
also Ball, Massy, Teixeira



Constituted

Complex, processual

Multiple and dynamic

E.g: drawing on Carl  
Polanyi; Robertson, Callon  
and Caliskan

# Towards a conceptualisation of market-S in higher education

## Conclusions

- There is no 'one real' market in higher education, but a complex set of processes at work (from inside-out and outside-in)
  - all are part of marketizing the sector
  - are relational and involving people, skills, datasets, techniques, procedures, tools
  - dynamic, innovating, enclosing, commodifying, valuing, encountering, reinterpreting
  - pressure for moving inside, outside and around the boundary of the sector
- The process of market making has agency outside as well as inside the university – multiplicity of actors, sociotechnical arrangements
- Complex markets: several forms of market exchange at once – capitalist market, but also reciprocity, favours or gifts. All are parts of this dynamic transformation - but this does not mean there are no 'real' markets in HE
- Boundaries are getting porous – where does the university stop

# THANK YOU FOR YOUR ATTENTION

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