

## MGMT90113 Tertiary Education Policy and Management

<b>Credit Points:</b>	25
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught online/distance. Off campus
<b>Time Commitment:</b>	Contact Hours: 56 hours Total Time Commitment: 240 hours commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	Participation in weekly discussion boards and webinars, online exams and surveys and final exam. These subjects are offered online only and do not require attendance on campus.
<b>Coordinator:</b>	Dr Geoff Sharrock
<b>Contact:</b>	LH Martin Institute
<b>Subject Overview:</b>	<p>This unit has three main themes.</p> <p>The Nature of the Tertiary Education Organisation. How are tertiary sector institutions different from other types of organisations? Key concepts examined are: professional organisations and professional autonomy, distributed decision-making structures, fragmentation and specialisation, organisational culture, power and politics, and managing and leading in a context of ambiguity.</p> <p>Comparative Tertiary Education Policy Studies. How have different tertiary education systems and institutions met the pressures and dynamics of late 20th and early 21st century tertiary education? Key issues examined are: the broadening of access, mass higher learning and internationalisation, and system governance, steering and diversity.</p> <p>Management and Leadership in Tertiary Education. A critical overview of theories and principles on effective management and leadership. How do these fit the tertiary context, and what kinds of leadership and management roles can be played in administrative, educative and scholarly domains? How do managers balance competing demands, multiple values and distributed authority in these settings?</p>
<b>Objectives:</b>	<p>Upon successful completion students will be able to:</p> <ul style="list-style-type: none"> <li># Understand the history and nature of tertiary education institutions;</li> <li># Locate Australian tertiary education policy issues in a broader international context</li> <li># Assess the implications of policy change for effective institutional management.</li> </ul>
<b>Assessment:</b>	Active participation in class discussion, syndicate group work and simulation exercises; two syndicate project reports during the first and second residential school; one on-line multiple choice examination on core texts due prior to the second residential school; one 2500 word essay due after the end of the semester. This is a pass/fail subject. Participants receive feedback for each task, and must pass all tasks.
<b>Prescribed Texts:</b>	Robert E. Quinn, Sue R. Faerman, Michael P. Thompson, Michael R. McGrath and Lynda S. St.Clair, <i>Becoming a master manager; a competing values approach</i> , 4th edition, Hoboken NJ: John Wiley & Sons, 2007.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.

<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"><li># A grasp of the complexities of tertiary education policy and management;</li><li># Ability to work as a team member;</li><li># Ability to apply theoretical insights to issues and problems encountered in practice.</li></ul>
<b>Related Course(s):</b>	Graduate Certificate in Quality Assurance Master of Tertiary Education Management