



GRADUATE
SCHOOLS

MELBOURNE GRADUATE
SCHOOL OF EDUCATION

LH Martin Institute

For Higher Education Leadership and Management

Master of Tertiary Education Management

Program Outline 2011



The LH Martin Institute is Australia's national tertiary education leadership and management institute, established with the support of the Australian Government and based at the University of Melbourne.

www.lhmartininstitute.edu.au

Master of Tertiary Education Management

The Master of Tertiary Education Management (MTEM) is a two year, part-time, professionally oriented graduate program awarded by the University of Melbourne. It features expert perspectives on tertiary education systems and institutions from leading scholars and practitioners. Participants will have access to the best and latest research and resources on tertiary education trends and issues in Australia and internationally.

Overview

The MTEM program offers participants:

- expert perspectives on higher education and vocational education and training systems from high profile leaders and scholars, nationally and internationally
- practical skills for leading and managing successfully in tertiary sector institutions
- access to the best and latest research and resources on tertiary sector leadership, and a network of tertiary sector peers facing similar management challenges.

Suitable for

Senior level academic and administrative staff across the tertiary sector.

Previous cohorts have included University, VET and DEEWR managers and directors; academic registrars; associate deans; heads of school; academic program coordinators; policy analysts and executive officers.

Features of the program

Participants undertaking this program can expect:

- a mix of residential, on-line, syndicate group and action learning modes of study, with a strong cohort experience in a group of 25 participants
- integrated learning via theory, case studies, simulation exercises and work-based projects
- scope to choose projects aligned with personal development and career aspirations.



“ The most eye-opening qualification that I have undertaken. ”

“ The immersive nature of the residential workshops not only provides a great learning experience, but makes the course feasible for time-poor professionals. ” *MTEM 2010 Participants*

Learning outcomes

Successful participants will have acquired:

- Well-informed perspectives on the issues and challenges for tertiary education systems and institutions in a diverse and rapidly evolving sector.
- An ability to apply the knowledge and skills gained in this program to engage more confidently and effectively in the tasks of leading people, influencing policy, planning strategy and managing change projects in the tertiary sector.

MTEM credit point requirements

To complete the MTEM program participants will need to accumulate 100 credit points. The three foundation units are 25 credit points each and the final project is 25 credit points.

Graduate certificate exit point

Participants may exit after one year with a Graduate Certificate in Tertiary Education Management, having successfully completed the first two MTEM foundation units.

About the Melbourne Graduate School of Education

The University of Melbourne has a 150-year history of academic excellence. One of the world's top universities, it is a hub for scholarly inquiry and research innovation.

In 2008 the University adopted a graduate school model of education, aligning with leading institutions in the US and Europe. The Melbourne Graduate School of Education is recognised as one of Australia's leading schools of education. The School's 16 research centres and groups are at the cutting edge of current concerns in education, locally and internationally. They continue to be influential in shaping education policy, systems and practice, both within Australia and abroad.

About the LH Martin Institute

Tertiary education is a complex and rapidly changing environment in which to lead and manage. A strong understanding of its unique structure and complex policy and market environment is crucial to the success of institutions.

The LH Martin Institute for Higher Education Leadership and Management has been established to enhance tertiary education in Australia and New Zealand by providing a suite of programs and activities focused on institutional management and leadership within this sector. We are committed to developing the knowledge and skills of both current and aspiring leaders to ensure they meet their personal and organisational goals.

Our activities include postgraduate award programs, executive education programs, conferences, public seminars, research and consulting projects.



“The access to senior policy and strategy experts from institutional and government contexts has given me knowledge that has fed directly into decision-making at my own institution.”

MTEM 2009 Participant

MTEM Program Outline 2011-2012

Program outline

Over two years, participants will undertake three foundation units and a final project. Each of these include intensive residential schools held at the LH Martin Institute in Melbourne:

- **Tertiary Education Policy and Management (Year 1)**
- **Managing Tertiary Education Enterprises (Year 1)**
- **Strategic Resource Management (Year 2)**
- **Final Project (Year 2)**

Each **foundation unit** includes:

- 3 day residential school, presenting key concepts, theories and approaches.
- 4 day residential school, featuring specially designed simulations, case studies and assessment, to encourage mastery of concepts and to provide participants with the opportunity to put theory into practice.

The **final project** includes:

- 3 day residential school focusing on action learning methods; consulting and project management; final problem selection; and project design.
- 4 day residential school where participants present and discuss their final project outcomes with study peers and senior sponsors.

Foundation Unit 1 – Tertiary Education Policy and Management

Includes three main themes, explored by comparing tertiary systems internationally:

The Nature of the Tertiary Education Organisation

How are tertiary sector institutions different from other types of organisations?

Comparative Tertiary Education Policy Studies

How have different tertiary education systems and institutions met the pressures and dynamics of contemporary societies?

Management and Leadership in Tertiary Education

How do managers balance competing demands, multiple values and distributed authority in tertiary sector settings?

Foundation Unit 2 – Managing Tertiary Education Enterprises

Includes three main themes, focusing on the main missions of tertiary institutions.

Managing Teaching and Learning

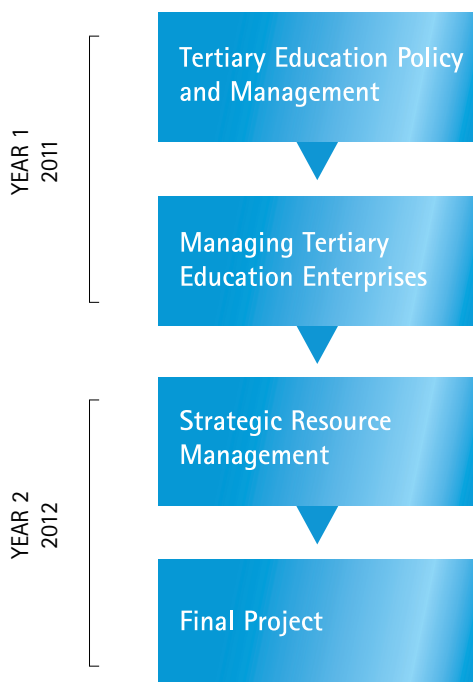
How are institutional strategies for teaching and learning and curriculum development designed and implemented? How do these relate to the rise of new technologies and a new policy focus on quality assurance?

Managing Research and Innovation

Knowledge and innovation are seen as key drivers of economic and social development. What does the rise of the knowledge economy mean for tertiary sector institutions?

Managing Enterprise and Community Engagement

What are the relationships between institutions and wider communities, industry and government organisations? How are these relationships extended and managed to make social and economic contributions? How do 'third stream' projects relate to teaching and research?



“Participating in the MTEM course has provided me with an opportunity to bring together the theory and practice of university management.”
MTEM 2010 Participant

Foundation Unit 3 – Strategic Resource Management

This unit has three main themes: finance, human resources and physical infrastructure.

Financial Resource Management

How do tertiary institutions manage their finances, work with mixed funding sources, administer decentralised budgets efficiently and responsibly, and manage financial risk?

Human Resource Management

How are people with talent and skills attracted, deployed, developed and retained in a tertiary institution setting?

Managing Physical Resources

How is physical infrastructure best planned for, financed and managed in today's tertiary institutions?

The Final Project

In the second year of the program, participants undertake a live project and report to management, arguing a case with data and analysis.

Projects will be designed to:

- tackle a real life institutional issue
- integrate participant learning
- demonstrate mastery of knowledge and skills developed during the program.

Projects may be conducted on an individual or team basis and may be based in another tertiary institution in Australia or New Zealand, or overseas. The LH Martin Institute's international partners can offer office facilities and local supervision. Partner institutions include:

- Centre for Higher Education Policy Studies, University of Twente, Netherlands
- Faculty of Education, University of Oslo, Norway
- Institutional Management of Higher Education program, OECD, Paris
- Institute of Education, University of London, UK
- International Centre for Higher Education Management, University of Bath, UK
- European Centre for Strategic Management of Universities, Brussels, Belgium
- Institute of Higher Education, University of Georgia, USA



“Working with other tertiary managers provides a further strand to the learning environment, that enriches the experience...”
MTEM 2010 Participant

Profile of Presenters

Dr Geoff Sharrock is Program Director for the MTEM at the LH Martin Institute. His research interests are in tertiary sector policy, strategy, leadership and change management.

Associate Professor Leo Goedegebuure is Deputy Director of the LH Martin Institute. His main research interests focus on governance and management at the systems and institutional levels, using international comparisons.

Dr Sophie Arkoudis is Deputy Director of the Centre for the Study of Higher Education, University of Melbourne. Her work involves higher education policy development, particularly on international education and student diversity issues.

Associate Professor Hamish Coates leads higher education research at the Australian Council for Educational Research. His research and publications focus on the definition, measurement and evaluation of educational processes, contexts and outcomes.

Jon File is Executive Director of the Center for Higher Education Policy Studies at the University of Twente, The Netherlands. His interests are in system and institutional planning; higher education reform amid socio-political transformation; and developing higher education managers.

Professor Bill Harley is Head of Human Resource Management at the Department of Management and Marketing, University of Melbourne. His research interests include: work organisation, high performance work systems and human resource management.

Dr Kerri-Lee Harris is Senior Lecturer at the Centre for the Study of Higher Education, University of Melbourne. Her research focuses on higher education policy development and effective university teaching.

Professor Richard James is Director of the Centre for the Study of Higher Education at the University of Melbourne. He is a prominent Australian commentator with wide-ranging research interests in higher education that centre on the quality of the student experience.

Professor Simon Marginson is a leading international expert on higher education, based at the Centre for the Study of Higher Education, University of Melbourne. His current research projects focus on public policy and institutional strategy responses to economic globalisation and international markets for higher learning.

Dr William Massy is Professor Emeritus of Education and Business Administration at Stanford University and President of the Jackson Hole Higher Education Group, Inc. His research focuses on planning models, and resource, quality and cost management in higher education.

Professor Lynn Meek is Foundation Director of the LH Martin Institute. His research interests include: governance and management, research management, diversification of higher education institutions and systems, institutional amalgamations, organisational change and comparative study of higher education systems.

Terry Roche is Manager, Space Management at Victoria University. With extensive experience in University space planning, space management and analysis, Terry has been a consultant and practitioner in Australia, the Middle East and the United Kingdom.

Associate Professor Doug Toma is with the Institute of Higher Education at the University of Georgia, US. He writes primarily about strategy and management in higher education, but also addresses case study research methods and legal issues in higher education in his scholarly work.

Associate Professor Leesa Wheelahan is with the LH Martin Institute. Her research interests include: lifelong learning; tertiary education policy; student equity; recognition of prior learning; credit-transfer and student articulation between the sectors of post-compulsory education and training; cross-sectoral relations between the VET and higher education sectors; and the role of theoretical knowledge in curriculum.



“The presenters are all experts in their field and the material and activities are relevant and professionally engaging.”

MTEM 2010 Participant

Application Details – Eligibility, Fees and Scholarships

Eligibility

Candidates for the MTEM are expected to have:

- an undergraduate degree or equivalent
- at least five years of relevant experience
- current employment in the sector, and employer support to attend the program.

Scholarships

Through the generous support of the Australian Government, a limited number of scholarships will be available in 2011-2012 for selected participants. These cover 50% of the program fees to support outstanding candidates who show evidence of:

- strong relevant experience, potential and a clear commitment to the tertiary sector
- strong support from their institution to study in this program.

Fees

The 2011 fee for the full 100 credit points of the MTEM program is \$AUD 26,700.

Fees are reviewed annually and are expected to rise (by no more than 10 per cent) for the third and fourth units undertaken in 2012.

Please refer to the LH Martin Institute for updates:
www.lhmartininstitute.edu.au

These fees apply to Australian citizens and permanent residents and New Zealand citizens.

Fees include course notes, reading packs and catering during the residential schools. They exclude text books, travel or accommodation related expenses.

Key dates for 2011

- 21-23 February (Foundation Unit 1, 3 day residential school)
- 23-26 May (Foundation Unit 1, 4 day residential school)
- 1-3 August (Foundation Unit 2, 3 day residential school)
- 17-20 October (Foundation Unit 2, 4 day residential school)

These dates are tentative and may change. Please refer to the website for updates: www.lhmartininstitute.edu.au

How to apply

Applications for 2011 are invited from Australia and New Zealand based participants only. Note that places are limited to 25.

To apply, visit the LH Martin Institute website:
www.lhmartininstitute.edu.au

Applications open: 1 August, 2010.

Applications close: 8 November, 2010.



Further information

Contact Dr Geoff Sharrock, MTEM Program Director at gksh@unimelb.edu.au or call the LH Martin Institute on + 61 3 8344 0756

Detailed information regarding the full range of LH Martin Institute programs is available on the website: www.lhmartininstitute.edu.au

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Disclaimer

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As details may change, you are encouraged to visit the Institute's website or contact us for the updated information.

Funded by the Australian Government through the Department of Education, Employment and Workplace Relations.

Statement On Privacy Policy

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