SUBJECT OVERVIEW

This online subject provides an overview of the key elements of effective institutional governance in tertiary education.

It gives participants knowledge and insight in areas such as:

— The principles of good governance;
— Roles and responsibilities of governing bodies and executive officers;
— Defining mission, setting strategy, developing policy;
— Managing stakeholder relations;
— The relationship between system and institutional governance;
— Systems for ensuring legal compliance, financial control and risk identification;
— Types of risk such as strategic, financial, compliance, operational, reputational;
— Performance information and accountability reporting.

— Learning outcomes

Upon completion students should be able to:

— Understand the legal basis of the institution and how its mission is defined;
— Describe different models of governance in tertiary education institutions;
— Identify different stakeholder groups affected by a new policy or strategy;
— Plan a consultation process to win support for a new policy or strategy;
— Assess the effectiveness of performance information systems;
— Assess the effectiveness of a committee;
— Communicate with people who work in different cultures and contexts;
— Investigate policy and strategy problems, and generate options to resolve them;
— Assess the risks and benefits of different solutions to management problems;
— Apply accepted policies and principles to different kinds of cases;
— Make well-informed management decisions that consider specific contexts.

— Benefits

— If you are involved in your institution’s governance framework you can use this subject to keep your professional knowledge up-to-date by accessing the latest research, academic and professional expertise in institutional governance.
— If you are currently studying for another degree, you can use this subject to tap into areas outside your field of study or degree so you can pursue a specific interest.
— If you are considering further study in our Masters or Graduate Certificate program, you can explore your options by doing this subject first before leaping into the full degree.

— Subject facilitator

Professor Leo Goedegebuure
Director of the LH Martin Institute.

Professor Goedegebuure is active in the field of higher education policy research and management.

Prior to his move to Australia in 2005 (to the University of New England’s Centre for Higher Education Management and Policy), Leo was Executive Director of the Center for Higher Education Policy Studies (CHEPS), at the University of Twente, Netherlands, Europe’s largest research centre in this field.
— Teaching dates and contact hours
This subject is taught over the period: 17 July to 10 September 2017. The total number of contact hours over this period is 23.5. These include four compulsory discussion board tasks and attendance at three webinars that are held at set times. Outside of these times students are expected to organise their own study schedule; the recommended total number of study hours for this subject is 120.

— Delivery modes
This subject is delivered entirely online. Students can choose to undertake either the non-assessed or assessed mode.

Non-assessed mode
Students undertake and finish the compulsory components only, made up of four discussion board tasks and three webinars.

Assessed mode
Students first undertake and finish the compulsory components, i.e. the four discussion board tasks and three webinars held at set times. They must then submit a 3000-word essay at the end of the subject. Students who successfully complete this mode gain 12.5 credit points, which may be credited towards one of our Masters or Graduate Certificate courses. Please contact us if you would like more information about how this works.

— Fees
Non-assessed mode: A$3,200
Assessed mode: A$3,992
Fees include course materials but does not include text books (if applicable). Fees are subject to change each year. Please check with us prior to applying to confirm.

— How to apply
Please apply online via our website or the University of Melbourne’s application system. The documents you will be required to provide include:

— Copies of testamurs and transcripts of all degrees listed in the application
— Your CV
— Proof of English language proficiency if you have English as a second language or if the language of instruction of previous degrees was other than English.

Note: limit of 1.5 MB per document

— More information and contact person
Detailed information on the subject is available in the University of Melbourne handbook: https://handbook.unimelb.edu.au/view/current/SGMT90169
Find out more information about this subject or request an information pack by contacting:
Dina Uzhegova
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+61 3 8344 3087
ABOUT THE LH MARTIN INSTITUTE

The LH Martin Institute for Tertiary Education Leadership and Management was established in 2007 with the vision to create a nationally and internationally recognised hub of teaching and research on tertiary education leadership and management. Our mission is to develop more effective governance as well as leadership and management capacity in tertiary sector institutions so that they may fulfill their missions more successfully. We do this by providing an integrated set of research, programs, events and projects tailored to the needs of the sector’s academic and professional leaders. The LH Martin Institute is based at the Melbourne Centre for the Study of Higher Education.

— Find out more
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Join the LH Martin Institute for Tertiary Education Leadership and Management discussion group
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ABOUT THE MELBOURNE CENTRE FOR THE STUDY OF HIGHER EDUCATION

The Melbourne Centre for the Study of Higher Education, or Melbourne CSHE, conducts research and development in the fields of higher education teaching and learning, research, engagement and leadership and management.

We aim to deliver quality and innovation in each of these fields through our signature research themes, distinctive projects, practical professional development programs and special events. The Centre is part of The University of Melbourne.

— Find out more
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