

EQ943-30 Global Challenges for Higher Education Leadership

20/21

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Justine Mercer

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

The module will explore global challenges in the leadership and management of higher education institutions (HEIs). It will adopt a critical leadership perspective in order to challenge taken-for-granted assumptions about the positive impact of leadership and related concepts including academic identity, professionalism, meritocracy, collegiality and academic freedom. It will draw upon research, policy and contemporary thinking in the fields of educational leadership and organisational studies in order to better understand how HEIs function in different contexts, and whether the kinds of leadership and management practices that are most prevalent in HEIs are the most appropriate.

Module aims

Students will develop an understanding of what makes the higher education sector distinctive and the implications of this for leadership and management. They will develop their knowledge of the global challenges facing the sector and what higher education leaders at different levels can do to address them. They will examine the extent to which critical leadership theories can account for the persistence of marginalisation and inequality in the higher education workforce. Throughout the course, students will be required to apply the course material to their own context and to learn

from each other.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will incorporate the following areas:

- Higher education and the public good • Globalisation and internationalisation of higher education • Changes in the higher education policy landscape • Global competition and the prestige economy • Critical leadership theories • Academic leadership • Middle management in higher education • Employment relations in the Academy • Meritocracy and marginalisation • Managing change in higher education

Learning outcomes

By the end of the module, students should be able to:

- Understand the economic, social and political impact of globalisation on higher education leadership and management;
- Analyse aspects of the leadership and management enacted in a specific higher education sector and/or institution using relevant critical leadership theories and policy analyses;
- Evaluate how far higher education leadership has the potential to reduce or perpetuate marginalisation on grounds of gender, race and class.
- Develop a nuanced understanding of different ways to address the ethical dilemmas that might arise when reflecting on one's own personal practice and that of others.

Indicative reading list

Core text:

Jameson, J. (ed) (2019) *International perspectives on leadership in higher education*, Routledge, Abingdon and New York.

Indicative reading:

Collinson, D., Bryman, A., Grint, K., Jackson, B. and Uhl Bien, M. (eds) (2011) *Handbook of Leadership Studies*, London, SAGE.

Deem, R., & Brehony, K. J. (2005). Management as Ideology: The case of 'new managerialism' in higher education. *Oxford Review of Education*, 31(2), 217-235.

Gibbs, G., C. Knapper, & S. Picinnin. (2007). *Departmental Leadership for Quality Teaching – an international comparative study of effective practice*. University of Oxford.

Lumby, J. (2019) Leadership and Power in Higher Education, *Studies in Higher Education*, 44(9), p.1619-1629.

Morley, L. (2013) *Women and Higher Education Leadership: absences and aspirations*. Leadership Foundation for Higher Education, London.

Mercer, J., Barker, B. & Bird, R. (2010). Human resource management in education: Contexts, themes and impact. London: Routledge.

Whitchurch, C. (2013) Reconstructing identities in higher education: The rise of third space professionals. New York: Routledge

Interdisciplinary

The module will draw upon different disciplinary perspectives including organisation studies, policy studies and sociology.

International

The module will draw upon international case studies and literature. For the second assignment, students will need to select a specific higher education system and/or institution with which they are familiar. This could be the site of their own undergraduate studies or another country context they know well.

Subject specific skills

Students should demonstrate a critical understanding of:

- the underlying values, theories and concepts relevant to higher education leadership and management
- the diversity of learners, staff and leaders in higher education institutions
- the complex interaction between local, national and global contexts
- the societal and organisational cultures, structures and purposes of higher education systems, and the possible implications for learners, staff and leaders
- ways to constructively critique theories, practice and research in the area of higher education leadership and management.

Transferable skills

Analysis and decision making

Cognitive flexibility

Communication skills

Complex problem solving

Critical thinking

Intellectual ability

International cultural awareness

Judgement and decision making

Planning and organisational skills

Problem solving

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (3%)
Seminars	10 sessions of 2 hours (7%)
Private study	170 hours (57%)
Assessment	100 hours (33%)
Total	300 hours

Private study description

Students will be provided with comprehensive reading lists for independent study. Pre-seminar materials and tasks will be provided as well as post-seminar activities and readings, via Moodle and during contact time. Students will be expected to undertake considerable independent study for both the seminars and for assignment preparation.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

Assessment component	Weighting	Study time	Eligible for self-certification
Analysing and Resolving a Higher Education Leadership Dilemma Presentation based on case study material distributed by the lecturer.	20%	20 hours	Yes (extension)

Reassessment component is the same

Assessment component

The Impact of Particular Global Challenges on	80%	80 hours	Yes (extension)
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National and Local Higher Education Leadership

Students will be given a choice of essay title and will be expected to draw on relevant HE leadership theory and literature.

Reassessment component is the same

Feedback on assessment

Written and oral feedback on the individual presentation; written feedback on the essay.

Availability

Courses

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
 - Year 1 of X3X8 Education [EdD]
 - Year 1 of X3X8 Education [EdD]
 - Year 2 of X3X8 Education [EdD]
- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 2 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- Year 4 of TIEA-X31L Postgraduate Taught Educational Innovation
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- TEQS-X3AN Postgraduate Taught Global Education and International Development
 - Year 1 of X3AN Global Education and International Development
 - Year 2 of X3AN Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 1 of C8X3 Psychology and Education
 - Year 2 of C8X3 Psychology and Education
 - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

- Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list B for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TIEA-X31L Postgraduate Taught Educational Innovation
 - Year 2 of X31L Educational Innovation
 - Year 3 of X31L Educational Innovation
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)