

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Managing Universities in the Global Context: Policies and Strategies
Course Code	: PPG6018
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Higher education has overwhelmingly reformed in the past two decades, and those involved in the academic enterprise have yet to tackle with the implications of these changes. The expansion of articulate policies and plans is vital to bring about real and sustainable change in education systems throughout the world. This course intends to expose students via the experience of leading speakers in managing global and local universities, to issues like managing ranking, internationalization, media and communication, system governance, finance and strategic recruitment, intellectual property and higher education, institutional autonomy and academic freedom etc.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁* : Obtain knowledge about and discuss critically the technique of managing universities in a global perspective.
- CILO₂* : Relate and understand the policies and strategies of managing universities.
- CILO₃* : Analyse and develop the importance of managing comprehensive academia.
- CILO₄* : Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on managing universities in the global context.
- CILO₅* : Communicate critically the findings and analysis of the group research project both orally and in writing..

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview on policies and plans that have brought about vital change in education systems throughout the world.	<i>CILO₁₋₂</i>	➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➤ Seminars: Students present case relevant to current communication management issues, topics and scenarios. ➤ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society. ➤ Web and library search. ➤ Reading lecture notes and key references. ➤ Videos, case studies and group discussion.
Develops the theoretical and applied background to how higher education institutes function.	<i>CILO₁₋₃</i>	
An understanding on crucial issues like managing ranking, internationalization, media and	<i>CILO₁₋₅</i>	

communication, finance and strategic recruitment.		
--	--	--

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Seminar Presentation and Discussion Individual or group case study analysis/presentation.	30%	<i>CILO₁₋₄</i>
(b) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	<i>CILO₁₋₃</i>
(c) Individual Essay Written presentation of information and argument in a systematic and coherent manner in around 2500 words.	50%	<i>CILO₁₋₅</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Alonderiene, r., & Majauskaite, M. (2016). leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*, 30(1), 140–164.
<https://doi.org/10.1108/ijem-08-2014-0106>

Bush, t. (2018). transformational leadership: exploring common conceptions. *Educational Management Administration & Leadership*, 46(6), 883–887.
<https://doi.org/10.1177/1741143218795731>

Choi, u. B., kim, k., & kang, s.-W. (2017). transformational & shared leadership styles.pdf. *Social Behaviour and Personality*, 45(3), 377–386.
<https://doi.org/10.2224/sbp.5805>

Fan, J. (2016). the role of thinking styles in career decision-making self-efficacy among university students. *Thinking Skills and Creativity*, 20, 63–73. <https://doi.org/10.1016/j.tsc.2016.03.001>

Gaikwad, h., & Pandey, s. (2022). Determination in leadership: a study on women's leadership in indian government services and armed forces. *Pertanika Journal of Social Sciences and Humanities*, 30(1), 97–119. <https://doi.org/10.47836/pjssh.30.1.06>

Gaikwad, h., Pandey, s., & sharma, n. (2025). Breaking barriers - exploring the leadership trajectories of women in indian civil services. *Social Sciences & Humanities Open*, 11, 101449. <https://doi.org/10.1016/j.ssaho.2025.101449>

Mgaiwa, s. J. (2023). Predicting academics' job satisfaction from their perceived leadership styles: evidence from tanzania. *Cogent Psychology*, 10(1), 2156839. <https://doi.org/10.1080/23311908.2022.2156839>

Oplatka, I. (2017). Fifteen years of publication: leadership and policy in schools and its scholarly contribution since its foundation. *Leadership and Policy in Schools*, 16(1), 1–26. <https://doi.org/10.1080/15700763.2016.1270334>

8. Related Web Resources

Name of the Web Page	Web Link
OECD Higher Education Programme	https://www.oecd.org/en/topics/sub-issues/higher-education.html
Publications on Higher Education Reform and Innovation	https://unesdoc.unesco.org/ark:/48223/pf0000051974

9. Related Journals

Name of the Journal	Web Link (if any)
Academy of Management Learning & Education	http://aom.org/amle/
Advances in Developing Human Resources	N/A
American Educational Research Journal	https://journals.sagepub.com/home/aer
Educational Research Review	http://www.journals.elsevier.com/educational-research-review/
Review of Educational Research	https://journals.sagepub.com/home/rer

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 31 March 2026