

**University Governance**  
**Meeting the Challenges of a New Decade**



Leading education  
and social research  
Institute of Education  
University of London

# IRISH UNIVERSITIES ASSOCIATION

## Moving from compliance to performance

**Michael Shattock**

[www.ioe.ac.uk](http://www.ioe.ac.uk)



# Pressures on universities: the wider European university context

- Mass higher education—costs
- The market
- The rise of the “Evaluative State”—accountability: governance and academic performance
- The bottlenecks—over-regulation (CEC 2005)

# The UK experience

- Governance: advocacy of a corporate model—reinforcement of governing body responsibilities for strategy, solvency and accountability; governance codes; ‘tick boxing’
- Quality Assurance: the ‘light touch’—an audit service emphasising process not teaching; ‘gold plating’; quality management
- The costs of compliance: % growth 2003-08—managers 33%, academics 9.9% (*FT* 23 Feb 2010)

# Reactions to the “Audit Society”

- Governance
  - “People, team work, leadership, enterprise and skills are what really produce prosperity. There is no single formula to weld these together and it is dangerous to encourage belief that rules and regulations about structure will deliver success” (Hampel Report 1998)
- Quality
  - The “official university” and the “clandestine university” (Docherty 2008)

# What is the core business? Teaching and Research

- Reputation
- Who does it?
- What are the implications for governance and management?

# How do you enhance performance in the core business?

- Essential but not sufficient
  - providing the right conditions for academic work—investment in infrastructure
- In addition
  - the student learning partnership—assessment (and the NSSS)
  - peer review (the RAE)
  - HR policies—rigorous appointment and academic promotion processes; incentives

# Governance and its contribution to performance

- Governance of the whole institution: departments, faculties, academic boards/senates and governing bodies not just governing bodies
- The relationship between governing body and academic board/senate
- The danger of over-dominant management and managers—distributed leadership

# The conditions where universities succeed

- Competition: internal and international (league tables)
- The diversified funding base
- Institutional self reliance
- Morale

# References

CEC (2005) *Mobilising the brain power of Europe*  
Brussels

*The Committee on Corporate Governance The  
Hampel Report* 1998 London: Gee Publishing

Docherty, T (2008) *The English Question* Brighton:  
Sussex Academic Press