



Strategic processes for governors

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March 8, 2012

Strategy development in HE today

- Context
- Impact on HE
- Implications of new fiscal and regulatory environment on how governing bodies provide strategic direction



Changing context

- Funding model – higher fees being paid by student
 - Funding model was always complicated, now even more so
- Student number control
 - Core and margin
 - AAB
- Student visa rules more strict



Changing context

- OFFA rules
- Easier entry for private providers and FE
- Increased information for applicants
- Pressure on pensions
- Provision of teacher training
- Training of health professionals



What does that mean for the sector?

- More competitive sector
 - Focus on sustainability
 - Survival of fittest (best?)
 - Winners and losers: the two tier sector



What does that mean for the sector?

- Breakdown of national bargaining?
- Increased student expectations
 - Facilities and services
 - Quality and quantity of teaching
 - Employability outcomes and support



What does that mean for the sector?

- More competition for
 - Best staff
 - Best students (including international)
 - Third stream income
- Increased focus on efficiency/cost reduction/shared services
- Need to be able to move quickly



External environment

- Poor economic growth
- High inflation
- Rising unemployment

HEFCE: Role of governing body

- Principle 1: It is the responsibility of governing bodies to ***set the strategic and financial direction*** of their HEI and ***to hold it to account*** in a demonstrable and open way that promotes public confidence in their HEI.

HEFCE circular letter, A shared strategy for relationship management between HEFCE and institutional governing bodies (2011)

HEFCE: Role of members of governing bodies

- Principle 4: Members of governing bodies need to be proactive in the exercise of their responsibilities and commit to developing the knowledge required to exercise them.

HEFCE circular letter, A shared strategy for relationship management between HEFCE and institutional governing bodies (2011)



Increased challenges for governing bodies

- Knowledge of HE regulatory context
- Understanding of the institution
- Skills needed on governing bodies
- Increased government scrutiny
- Need for full engagement

What are the implications for

- How members of governing bodies ensure that they have the tools and information they need?
- How strategies are developed and the role of governing bodies in doing so?
- How strategies are approved?

What are the implications for

- What kinds of strategies an institution needs?
- How long a strategy lasts?
- How many strategies an institution needs and what kinds?
- Optimal size of governing bodies



Do members of governing bodies have the tools and information they need to provide meaningful strategic direction?

- Induction
- Skills
- How much information is enough? Too much?

How strategies are developed and approved and the role of governing bodies in doing so?

- At what stage or stages does the governing body have input into the development of a new or updated strategy?
- How much opportunity to change the course of a strategy?



How many and what kinds of strategies an institution needs

- Single, over-arching strategy?
- Financial strategy?
- Estate strategy?
- Student satisfaction strategy?
- Teaching and learning strategy?
- Human resources strategy?
- Marketing strategy?
- Recruitment strategy?
- Knowledge transfer or enterprise strategy?
- International strategy?

How strategies are monitored?

- Who monitors?
- How are the goals articulated?
- How do institutions report on progress?
- How often are the strategies monitored?
- Are all strategies monitored?

Conclusion

- Need to think strategically about how to use strategies and the development of strategies to advance the institution and to ensure that governing bodies and individual governors are meeting their responsibilities