


BATH SPA UNIVERSITY

TO: BOARD OF GOVERNORS – 27TH APRIL 2011

FROM: VICE-CHANCELLOR

DATE: 24TH MARCH 2011

PREPARED BY: DR ALUN THOMAS (DEPUTY VICE-CHANCELLOR)

**APPROVED BY
VICE-CHANCELLOR:**  8/4/11

SUBJECT: REVIEW OF BOARD'S EFFECTIVENESS: RESULTS FROM QUESTIONNAIRE

1. PURPOSE

- 1.1 To provide an analysis of members' responses to sections A and B of the Board's Effectiveness Review questionnaire.

2. BACKGROUND

- 2.1 The Board were circulated on 9th February with a Board Effectiveness Review questionnaire in line with CUC guidance that such a review be carried out quinquennially. The last such review, using a similar questionnaire, was effected in 2006.

- 2.2 The responsibilities of the Board are laid down in the Articles. They are:

The Board of Governors

- (1) The Board of Governors shall be responsible for:
- (a) the determination of the educational character and mission of the University and for oversight of its activities;
 - (b) the effective and efficient use of resources, the solvency of the University and the Corporation and for safeguarding their assets;
 - (c) approving annual estimates of income and expenditure;
 - (d) the appointment, assignment, appraisal, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts;
 - (e) setting a framework for the pay and conditions of service of all other staff.

- 2.3 A summary of all the responses to section A and B is appended as annex A. Answers given to questions under Section C, 'Self Evaluation for Governors', will be taken to the next meeting of the Nominations Committee for consideration.

3. **DISCUSSION**

- 3.1 The responses show a high degree of satisfaction generally with the Board's effectiveness. The range in marks is from 2.7 to 3.9 (out of 4) with an average of 3.4. Only six questions received scores less than 3.0:

<u>Question Number</u>	<u>Average Score</u>	<u>Question</u>
A9(b)	2.9	new Board members are provided with a thorough induction into the role and responsibilities of the Board.
A9(c)	2.9	the role and responsibilities of individual Board members
A10(a)	2.7	the Board has the opportunity to determine training needs for members.
A10(b)	2.8	individual Board members have the opportunity to discuss their contribution and training needs.
A14(f)	2.9	The work of the Board and its Committees is well organised, well run and meetings produce a high quality of discussion and debate.
A14(h)	2.8	produce decisions which are communicated within the University and beyond.

- 3.2 It would appear that these represent three main themes:

- Providing new members with a thorough understanding of the role of the Board and its members
- Determining and meeting the training needs of members
- Having a good level of discussion at the meetings and dissemination of the Board's decisions.

- 3.3 Notes annotated to the questionnaires would appear to support these findings:

- "The Board needs to be more critical of decisions being made, not afraid to give their input and context motions if they feel necessary"

- “I am not convinced that the Board members are aware of these issues [finance, audit, estates] in the context of BSU’s strategic plan”
 - “We need to find a way of making Board members feel more responsible for the success and progress of the university.”
- 3.4 The Clerk to the Board will respond to the first two themes by ensuring that the new members, including staff and the SU representative, are better briefed, and by meeting directly with those members who expressed concern about the training available.
- 3.5 Members should be encouraged to take a more active role in the discussions at Board meetings. This may extend the meetings a little, but would undoubtedly increase both members’ satisfaction and, critically, the Board’s effectiveness in meeting its responsibilities.

4. **CONCLUSION**

- 4.1 There is a high degree of overall satisfaction expressed by members in the Board’s effectiveness. However, some areas have been identified as capable of improvement and these can be addressed by an improved induction and making training more widely available. Members should be actively encouraged to discuss items at Board meetings.

5. **RECOMMENDATION**

- 5.1 That the Board notes this analysis of members’ responses to the Review of the Board’s Effectiveness questionnaire and the action being put in place to address induction, training and members’ involvement.

QUESTIONS																
A1 a)	4	4	4	4	3	3	3	3	2	4	4	4	2	4	4	3
b)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
c)	3	3	4	4	3	3	3	3	4	3	3	4	2	4	4	3
d)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
e)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
f)	3	3	3	4	3	2	3	3	4	3	4	3	3	4	3	3
A2	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3
A3	4	4	3	3	4	4	4	4	4	3	3	4	3	4	4	3
A4	4	3	3	3	4	4	4	4	4	3	3	4	3	4	4	3
A5	4	3	3	3	4	3	4	4	4	3	3	4	4	4	4	3
A6	3	3	3	3	3	2	4	3	3	3	3	4	3	4	4	3
A7	2	3	3	3	2	2	3	3	3	3	3	4	4	4	4	3
A8	4	3	3	3	2	2	3	3	4	3	4	4	4	4	4	3
A9 a)	4	3	3	3	2	3	3	3	4	3	3	2	2	4	4	3
b)	4	3	3	3	2	3	3	3	2	2	2	3	2	4	4	3
c)	4	3	3	3	2	3	3	3	3	3	3	2	2	4	4	3
d)	4	3	3	3	2	3	3	3	3	2	2	4	3	4	4	3
A10 a)	2	3	3	3	2	3	3	3	3	2	2	4	1	4	4	3
b)	3	3	3	3	2	3	2	4	3	3	2	4	1	4	4	3
c)	4	4	3	3	3	3.5	3	3	4	3	3	4	4	4	4	3
A11	4	3	3	3	-	4	3	3	3	3	3	4	1	4	4	3
A12 a)	4	3	4	4	-	4	4	4	4	4	4	4	-	-	-	3
b)	4	3	3	3	-	4	4	4	4	4	4	4	4	4	4	3
c)	4	3	4	4	-	3	4	4	4	4	4	4	-	-	-	3
A13	4	3	3	3	3	3	4	4	3	3	3	3	3	4	4	3
A14 a)	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	3
b)	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	3
c)	3	4	3	3	4	4	4	4	4	3	4	4	4	4	4	3
d)	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	-
e)	4	4	3	3	4	3	4	4	3	3	3	4	4	4	4	3
f)	3	3	3	3	3	2	3	3	3	4	4	4	2	4	4	3
g)	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3
h)	4	3	3	3	?	2	4	4	0	3	3	4	3	4	4	3
A15	4	3	3	3	4	3	4	4	4	3	4	4	2	4	4	3
A16	4	4	3	3	4	3	4	4	4	3	4	4	3	4	4	3
A17	4	3	3	3	3	3	4	4	4	3	3	4	4	4	4	3
A18	4	4	3	3	4	3	4	4	4	3	4	4	4	4	4	3

B1	4	4	4	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4	3
B2	4	3	3	4	2	4	3	4	3	3	3	4	4	3	3	3	3	3	3
B3	4	3	3	4	3	3	2 1/2	3	3	3	3	4	4	3	3	3	3	3	3
B4	4	3	3	3	2	3	3	3	3	3	3	4	4	3	3	3	3	3	3
B5	3	3	3	4	3	3	3	4	3	3	3	4	4	3	3	3	3	3	3
B6	3	4	4	4	3	4	4	4	4	3	4	4	4	4	2	3	3	3	3
B7 a)	4	4	3	4	3	4	4	4	3	3	3	3	3	4	4	4	4	3	3
b)	4	4	3	3	3	3	4	4	3	3	4	3	3	4	4	4	4	3	3
c)	4	4	3	3	3	4	4	4	3	3	4	3	3	4	3	3	4	4	3
d)	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	3
e)	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	3
f)	4	4	3	3	3	4	4	4	4	3	4	4	4	4	3	4	4	4	3
g)	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4
h)	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3
i)	3	4	3	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	3
j)	3	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3
k)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
B8	3	3	3	?	3	4	0	3	3	3	4	4	-	3	4	4	4	4	3