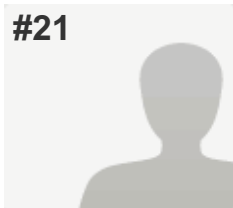


#21

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, September 29, 2016 8:57:19 PM**Last Modified:** Thursday, September 29, 2016 9:33:47 PM**Time Spent:** 00:36:28**IP Address:** 86.167.87.152**PAGE 3: Respondent information****Q1: Are you responding as an individual or an organisation?**

Organisation

Q2: Please enter your full name or the organisation's name

Educational Institute of Scotland

Q3: Contact details

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Q4: The Committee of Scottish Chairs would like your permission to publish your consultation response. Please indicate your publishing preference. NOTE - If you are responding on behalf of an organisation, anonymous publishing refers only to your name, not your organisation's name. If this option is selected, your organisation name will still be published.

Publish response with name

PAGE 4: Review questions**Q5: How well has the Scottish Code of Good HE Governance served its purpose?**

The EIS does not believe that the Code has served the purpose of improving governance at Scottish HEIs. It has not improved the oversight of senior leaders and, thus, it has not improved leadership or management within HEIs. The Code also failed to convince the Government that a HE Governance Act was not required.

Q6: What effects has the Code had on the governance of Scottish higher education? Please provide specific examples of any improvements it has brought, or ways in which it has failed to serve its purpose.

The Code has generated some positive activity within some governing bodies, and may have improved some administrative elements of HE governing bodies in particular - such as publishing minutes more timeously. The Code may also have supported wider pressures to improve gender diversity.

The EIS sees HE governing bodies as providing the strategic direction of HEIs, and setting a collegiate culture and ethos within the academy. Furthermore, the EIS expects a governing body to provide effective scrutiny of the leadership team.

The EIS sees the Code as a means of maintaining governing bodies as rubber stamping bodies, in which true power and influence is maintained by senior leaders. The Code has not improved the oversight of senior leaders. Arbitrary decisions that university staff have little role (and therefore ownership) are common. The Code has not supported the development of a more collegiate ethos within HEIs. Internally, Scottish HEIs remain very tribal and there is pressure on lecturers and middle management to conform to the direction of the senior management team - and different views are often considered as dissent.

Q7: What (if any) changes to the Code would help to improve the governance of Scottish higher education? Please provide evidence of how any suggested changes would improve governance.

A revised Code needs to strengthen the ability of the independent members and staff members of governing bodies to make informed decisions, to challenge proposals and to deliver more effective scrutiny.

This requires better support from HEIs for these members, including more briefings and potentially staff.

The University Secretary needs to be an independent role and separate from other duties, or from the senior management team.

The Code should limit the number of senior leaders that attend governing body meetings, as they often stifle discussions and make scrutiny more difficult.

The Code does not have a staff section as the Scottish Colleges and NHS Codes on Good Governance have. Such a section would for example codify the rights of staff to be involved in decisions that affect them.

The Code needs to better reflect the primacy of Senates/Academic Boards in HEIs, since these bodies are weak or non-existent in a number of Institutions.

Q8: Should the Code be changed to reflect the Higher Education Governance (Scotland) Act passed by the Scottish Parliament in 2016, or any other legislative or regulatory changes made since 2013? If so, what changes would you like to see?

Yes, a revised Code will have a limited shelf-life and credibility if it does not address statutory duties.

Q9: Does anything need to change in the current Code to improve its clarity or presentation, even if not changing the substance?

The current Code is well presented.

Q10: Is there any good practice in higher education or other sectors, and from Scotland or elsewhere, which you would particularly highlight?

The EIS commends the recently revised Code of Good Governance for the College Sector in Scotland. This was drawn together by a broad based steering group from the sector.

Q11: Please provide any other relevant comments you may have.

Respondent skipped this question
