

'Mission and Strategy in Professionally Oriented Institutions - The Irish Institutes of Technology'

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bridges for a more professional higher education'** in
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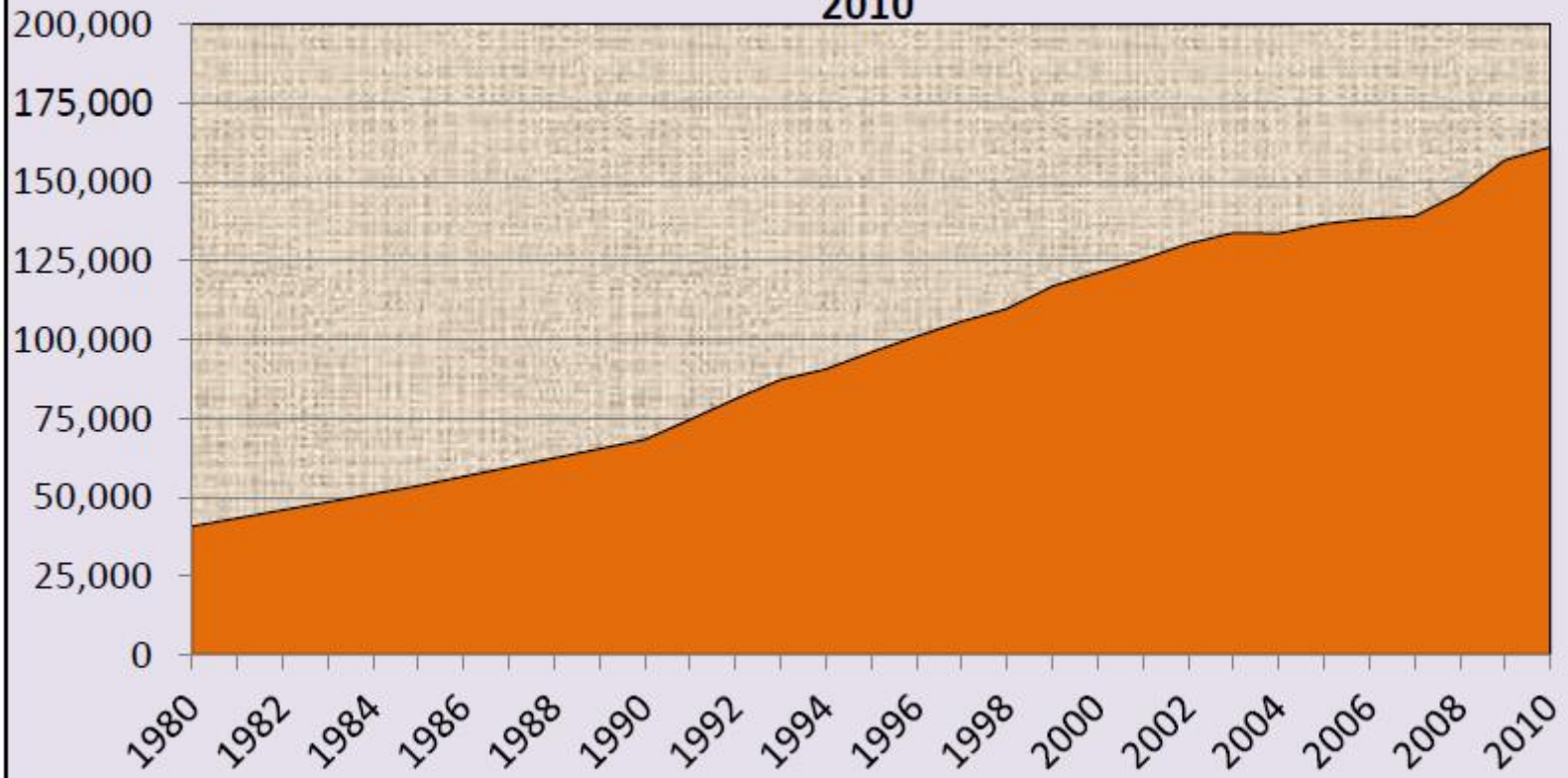
- Irish Higher Education
- Institutes of Technology
- OECD Review
- National Strategy to 2030
- Some Policy Considerations

The Irish Higher Education System - 2014



- 160,000 students (120k FT and 40k PT)
- Fragmented – 7 universities, 14 institutes of technology (IoTs), 10+ publicly funded smaller colleges, c. 10 private colleges.
- Variable in size – 20,000 – 500
- Reasonably well funded. A drop in recent years.
- Little inter-institutional cooperation. This is being addressed.
- Quality generally good.
- Research credibility good
- Not very strong on international recruitment (c. 10%)

Figure 1: Full-time enrolment in Irish higher education - 1980 to 2010



Source: HEA and Dept of Education & Skills data

Institutes of Technology 1

- First established as Regional Technical Colleges in the early 1970's against a backdrop of a poor, rural and agriculturally based economy.
- Developed to meet growing need for trained technicians to work in Ireland's developing manufacturing economy.
- Initially focused on Level 5 (EFQ) (mainly technician level training)
- By late 1980's had started to offer Level 6 and Level 7 (EFQ) programmes
- Little research until early 1990's
- Strong focus on regional industry needs.

Institutes of Technology 2

- The mission was implicit until the RTC Act of 1992

'The principal function of a college shall...be to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State with particular reference to the region served by the college ...'

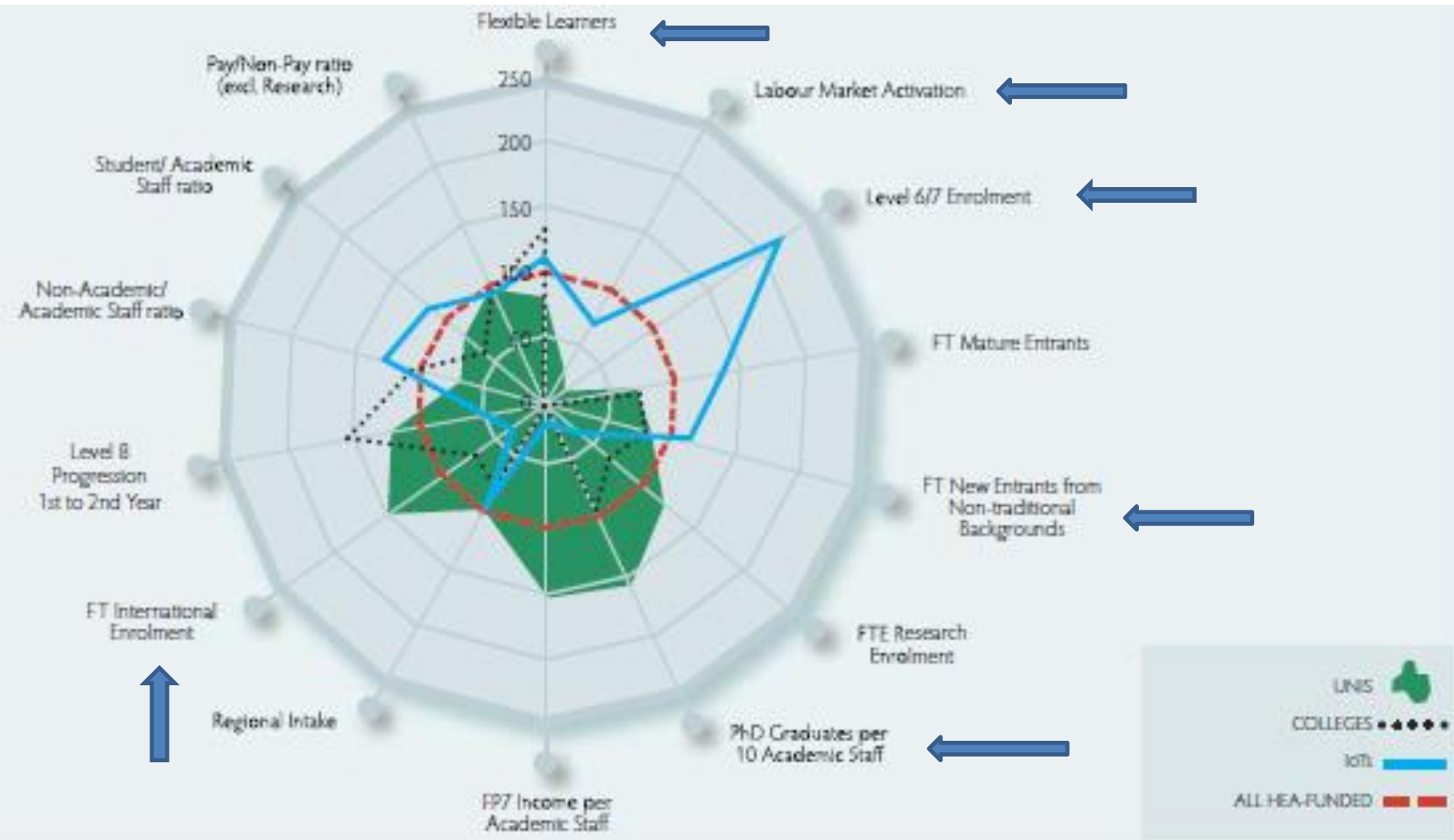
Institutes of Technology – In Practice

- A strong focus on the needs and requirements of the workplace.
- Equality of access and seamless transfer and progression to and through full-time and part-time programmes of study
- Provision of flexible and innovative industry and society-responsive programmes of study
- Research ethos aligned with the development of a national innovation system and the promotion of entrepreneurship
- Integrating of research and teaching in order to share, apply, test and create knowledge
- Integrated web-based services to learners and researchers and management of flexible learning environments.
- Development of learning communities
- Pride in their mission to serve students, employers and their regions

Institutes of Technology and Universities

- Both recruit school leaving students from a shared entry system.
- Both undertake teaching and research to Level 8 (EFQ) – Doctorate
- Both engage in international activity
- Both are funded using the same funding model
- Both can compete equally for research funds
- Both operate largely within the one quality control framework (Universities make awards in their own right and Institutes by delegated authority)
- Both developed during the Celtic Tiger years by being focused on students and employers.
- **So what is different? What are the differentiating strategic imperatives?**

Institute Sector Profile versus University Sector Profile



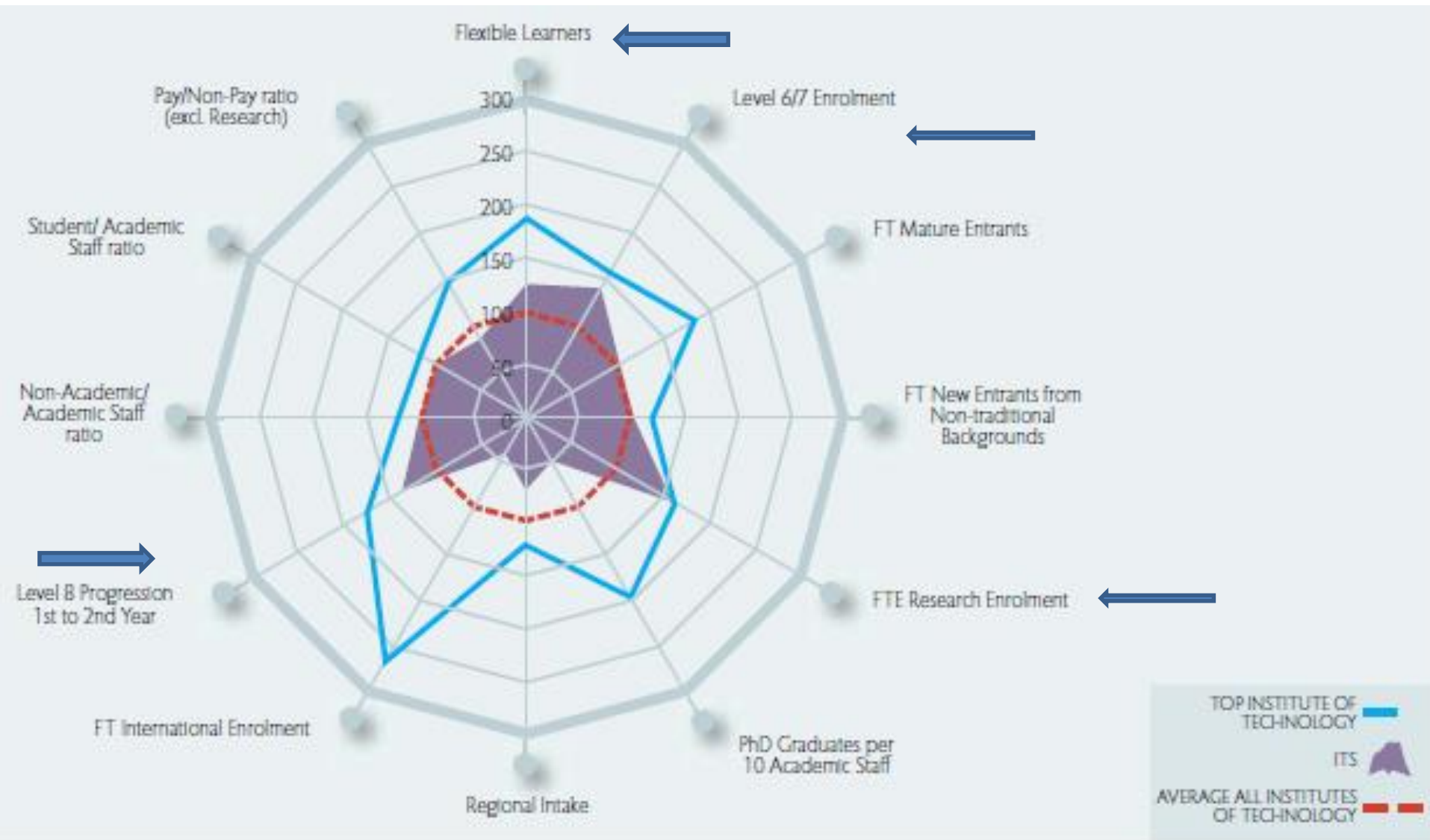
Institute of Technology - Sligo



- Based in a small, rural town but attracts students from all over Ireland because of the programme of courses.
- Educates all new entrants to the Irish Prison Service
- Ran the first outsourced programme of education for Coca Cola International staff from all over the world
- Worked with Masonite International in Co. Leitrim to upskill all employees and help save the company
- Has 1,500 students studying engineering by distance learning some of whom have never been to the college
- The first PhD graduate in the IoT sector
- First distance learning programme in the IoT sector
- A self reliant institution that has not gone to the state for its Capital programme in the last 15 years. The finance was generated by careful cost management and running courses that industry and part time students wanted.

You look after students because they could be your neighbours children. You look after students because they could be your neighbours.

Institute of Technology Sligo - Profile

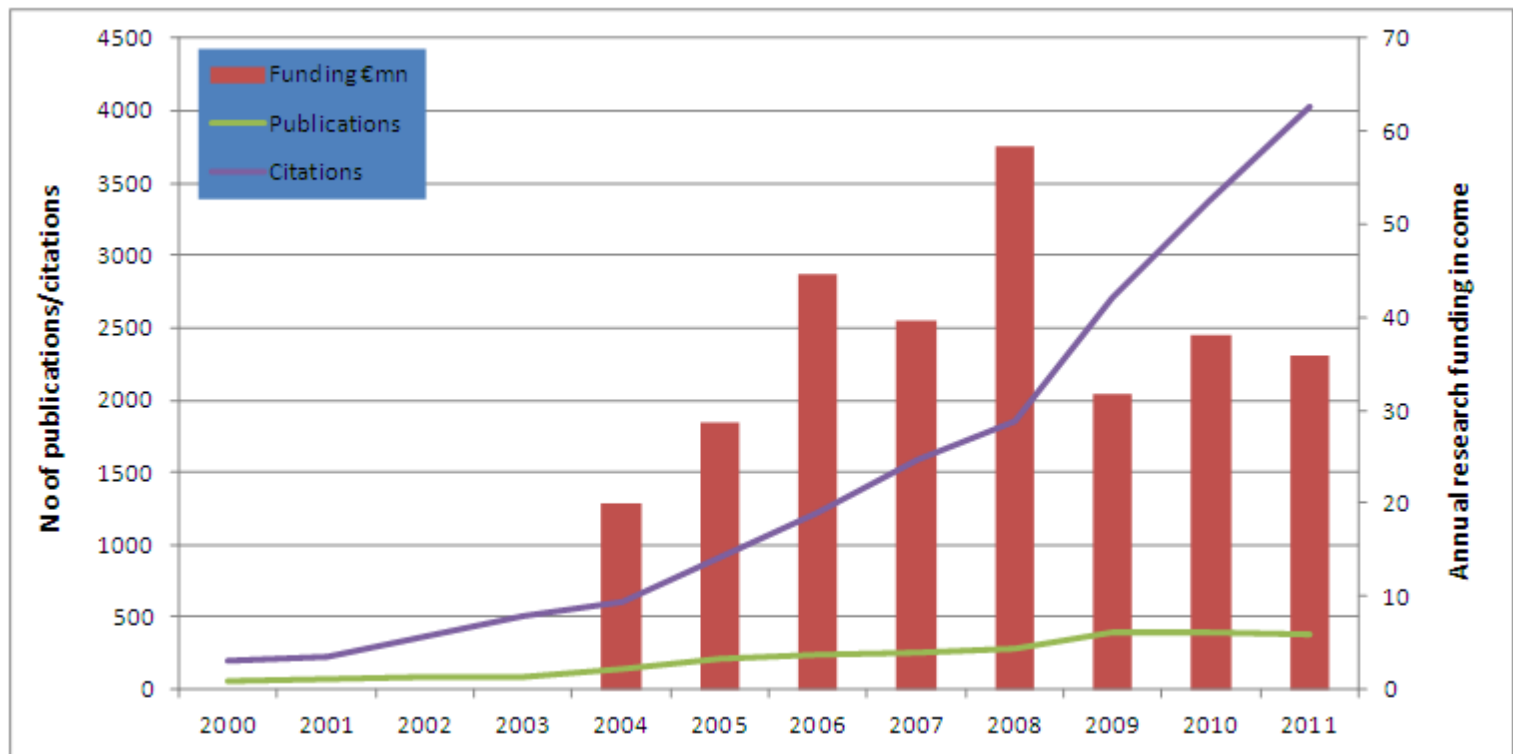


Research in the IoTs

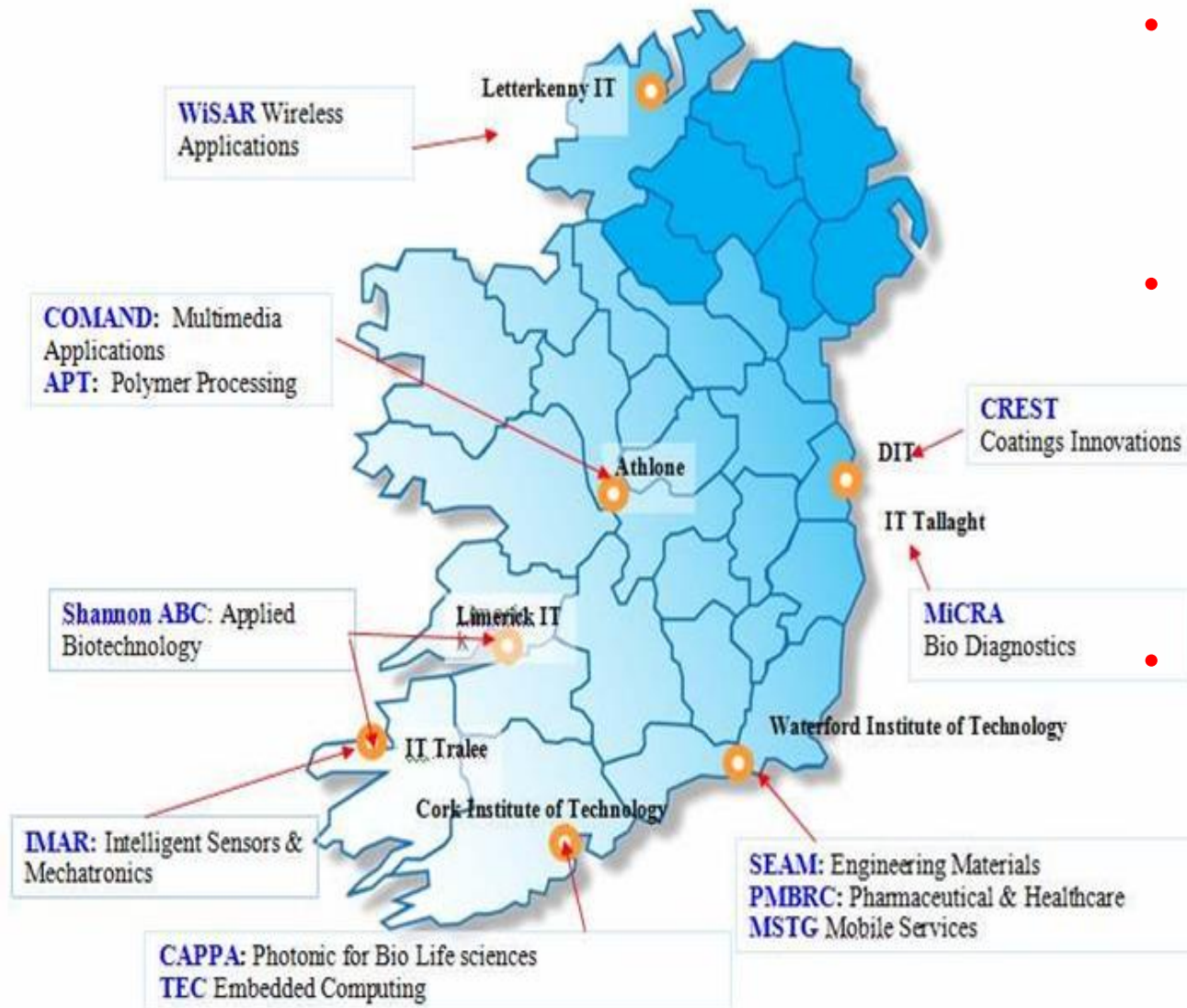
- In late 1990s PhD and other research study very rare in the IoTs and sporadic and unstructured in nature
- System transformed by expanding RDI role and commitment in IoTs, increased accreditation autonomy and new funds
- The IoTs were able to take advantage of their close links with industry to offer unique postgraduate and wider research propositions
- The base of postgraduate research students at both PhD and Masters level has grown from **27 in 1995** to **86 in 2000** and **1,018 in 2011**

Growth in Research Scale

- Sizeable base of annual external research funding secured by Institutes (currently around €40mn per annum)
- After significant growth this has fallen in recent years due to fiscal constraints



But – A Clear Regional and Industry Focus Through Technology Gateways



- Enterprise Ireland funded Technology Gateways in IoTs
- Model that engages SMEs in innovation for 1st time & deepens research partnership
- Typifies flexibility & responsiveness which underpins approach to research & innovation across IoTs

Industry-focused research solutions

	2008	2009	2010	2011	2012	Total
Industrial Collaborations	36	69	117	150	150	522
Innovation Voucher Projects	20	45	70	52	64	251
Innovation Partnership Projects	2	7	13	19	13	54
Projects Directly Funded by Industry	14	17	34	79	73	217
Income from Collaborative Projects	€570,000	€451,000	€1,550,000	€3,200,000	€1,932,938	€7,703,938
Industry Contribution to Collaborative Projects	€226,000	€102,000	€615,000	€1,500,000	€592,104	€3,035,104
Industry Contribution %	39.7%	22.2%	39.7%	46.7%	31%	39%

Further examples of IoT RDI industry impact available at
<http://www.ioti.ie/rdi/delivering-impact-for-industry>

Policy and Strategy - OECD Review 2004

REVIEW OF NATIONAL POLICIES FOR EDUCATION: Review of Higher Education in Ireland

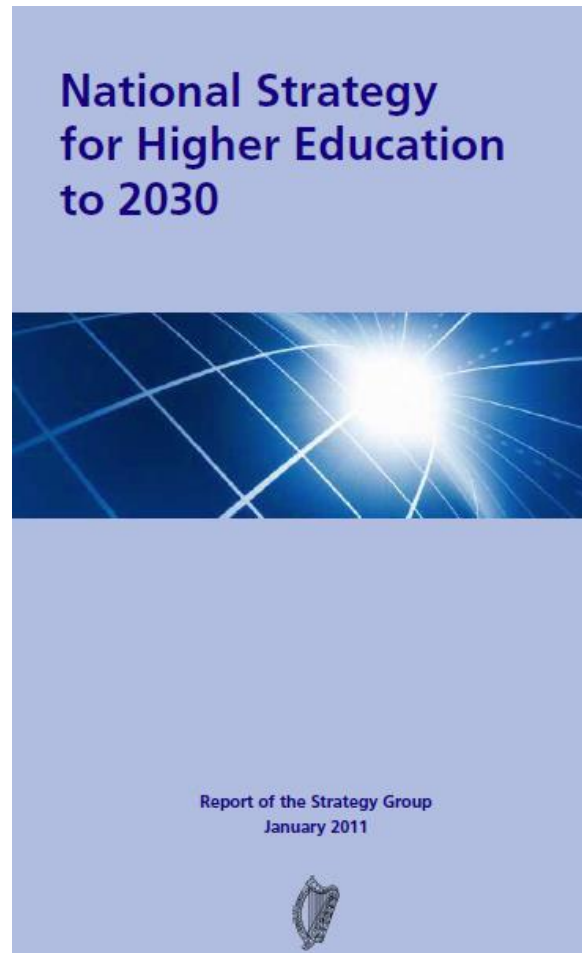
EXAMINERS' REPORT

52 Recommendations

*That the **differentiation of mission between the university and the institute of technology sectors is preserved** and that for the foreseeable future there be no further institutional transfers into the university sector;*

*2. That steps be taken to **coordinate better the development of the tertiary education system** by bringing the universities and the institutes under a new common Authority, the Tertiary Education Authority, but that **machinery be established within the Authority to prevent mission drift;***

Policy and Strategy 2



National Strategy for Higher Education to 2030

“...**system** needs to evolve within a clear framework that is aimed at developing a **coherent set** of higher education institutions, each of significant strength, scale and capacity and with **complementary and diverse missions** that **together meet** individual, enterprise and societal needs...”

“...The system should be strengthened by the development of **regional clusters of collaborating institutions** (universities, institutes of technology and other providers), and by **institutional consolidation** that will result in a smaller number of larger institutions. There should be a particular focus on encouraging the emergence of **stronger amalgamated institutes of technology...**”

“When, over time, the **amalgamated institutes of technology** demonstrate significant **progress against stated performance criteria**, some could potentially be re-designated as **technological universities.**”

“A new contractual relationship or service level agreement between the State and the higher education institutions should be established, as part of a wider **strategic dialogue**, and this should be used to ensure that the requirements for **performance**, autonomy and accountability are aligned.”

Technological University Mission – Institutes of Technology on Steroids

Mission

A technological university will have a systematic focus on the **preparation of graduates for complex professional roles** in a changing technological world. It will **advance knowledge through research and scholarship and disseminate this knowledge to meet the needs of society and enterprise**. It will have particular regard to the **needs of the region** in which the university is located.

‘A new contractual relationship or service level agreement between the State and the higher education institutions..’

- Performance Contracts
 - Submission under 7 headings
 - Negotiated with an international panel
- Report on System Performance
- Performance Evaluation

‘A Guidance Note on a Process for Institution Performance Evaluation’

SER plus benchmarking against self and appropriate peers.

Some Policy Considerations

- Funding of part time education
- Role and delivery of ‘apprenticeship’ education
- Concern over mission ‘drift’ by technological universities if/when established
- Measurement and reward for applied research and engagement activities.

Thank You